



## **Update on Toronto District School Board's Anti-Hate and Anti-Racism Strategy**

**To:** Planning and Priorities Committee

**Date:** 1 March, 2023

**Report No.:** 03-23-4492

### **Strategic Directions**

- Truth and Reconciliation
- Create a Culture for Student and Staff Well-Being
- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### **Recommendation**

It is recommended that the report be received.

### **Context**

Please Note: The Executive Summary of this report is attached in Appendix D.

We live in a world where hate and racism exist. The TDSB is not immune to acts of discrimination. TDSB acknowledges that in order to be effective in addressing these issues, the community has to play a central part in this work. It is especially true when it comes to achieving equitable, quality education, and fostering excellence for every student.

All Canadians have the right to equal opportunity and treatment, irrespective of their identities and experiences (Statistics Canada, [2022](#)). Despite an emphasis on social equality as public policy, many people living in Canada continue to face discrimination and are not always treated equally (Statistics Canada, [2022](#)). Acts of hate and racism target the integral parts of a person's identity and often affect the wider community (Office for Democratic Institutions and Human Rights, 2018; Perry, 2010). In fact, in

## Agenda Page 2

2020, Ontarians witnessed the largest increase in the number of reported hate crimes in over a decade (Statistics Canada, 2022). Accordingly, combatting hate and racism are a focus of social concern not only at the TDSB but also in institutions across the country. The actions tied to addressing hate, racism and discrimination is an expectation informed by human rights principles as set out in the Ontario *Human Rights Code* (the *Code*).

It is crucial that the TDSB continues to take a bold stand against acts of violence and hate. TDSB understands the urgency of immediately responding to hate and racism perpetrated against students and staff on the basis of their race, religion and intersectional identities. As the TDSB works towards addressing the needs of communities, honouring their distinct voices and lived experiences, the Board remains dedicated to building equitable environments that focus on working collaboratively towards a better future for all.

TDSB recognizes that individuals hold multiple identities and that these identities help shape their experiences of discrimination. Scholars and practitioners alike have long advocated for a more contextualized approach to combating the hate and racism plaguing educational systems across the country. As such, professional learning opportunities for TDSB students, families, and staff acknowledge the complexity of how people experience discrimination, recognize that the experience of discrimination may be unique, and take into account the social and historical context of communities.

TDSB has shown a longstanding commitment to supporting educators in responding to historical and current acts of oppression and injustice as they arise in schools. Students continue to report various acts of discrimination (e.g., anti-Indigenous racism, anti-Black racism, Antisemitism, Islamophobia, anti-Asian racism, among others). Students also highlight the existence of homophobia, transphobia as well as, forms of discrimination based on physical and intellectual disabilities.

TDSB has significant learning to do to support understanding these various forms of hate and racism and this requires intersectional and systemic approaches with student success as the primary focus. How we address specific forms of hate, racism, and discrimination needs coherency, community partnership, and cross collaboration within the diverse groups impacted. This entails solidarity and a deep understanding that this is everyone's responsibility.

In addition, the work within the Board to address issues of hate and racism does not only rest within the Equity, Anti-Racism and Anti-Oppression Department but is a joint effort across departments, roles and learning centres. For example, various departments at times communicate with community partners and the Board's Heritage Committees to help inform the development of resources and professional learning that

include appropriate and differentiated training for trustees, business/operations teams, centrally assigned educators, and all school-based education staff.

This is designed to ensure TDSB’s staff are best able to develop the skill-set needed to support the system and meet the needs of the students, families, and the communities served.

### Purpose of the Report

This report highlights an updated framework that will showcase a more comprehensive plan that brings together the work happening within the Equity, Anti-Racism and Anti-Oppression Department and the Combatting Hate and Racism-Student Learning Strategy (Year 1).

This framework is based on data from the Racism, Bias and Hate (RBH) portal that shows incidents of racism, bias, hate targeting racial groups identifying as: Black, Indigenous, East Asian, Latino/Latina/Latinx, Middle Eastern, Jewish, Southeast Asian, South Asian, multiracial and other related grounds. Further, this data underscores the adverse impact of incidents of racism, bias or hate targeting persons based on religion (e.g., Islamophobia) and Indigenous spirituality. This data matters greatly to TDSB’s ongoing actions and focus because it affects students’ experiences and achievement in schools.

### Preliminary Findings: Racism, Bias and Hate (RBH) Portal - February 2023

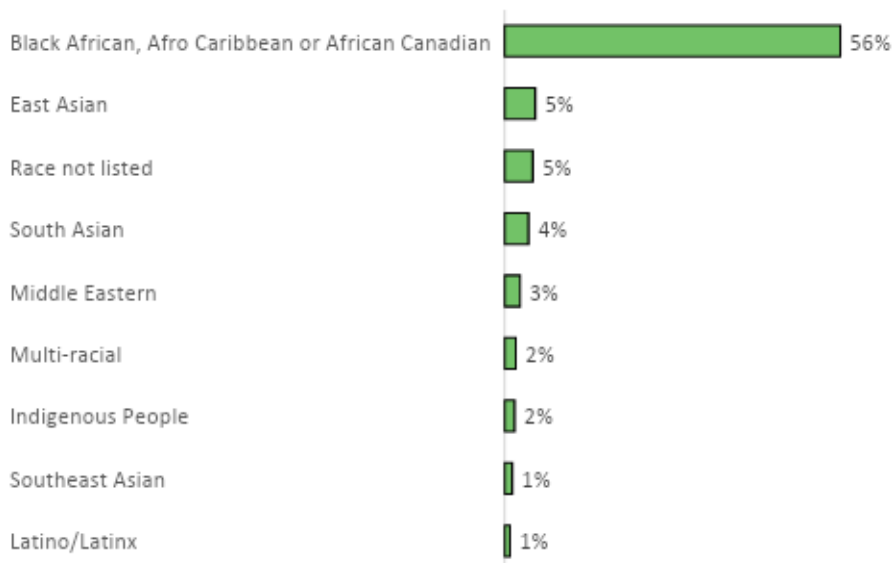
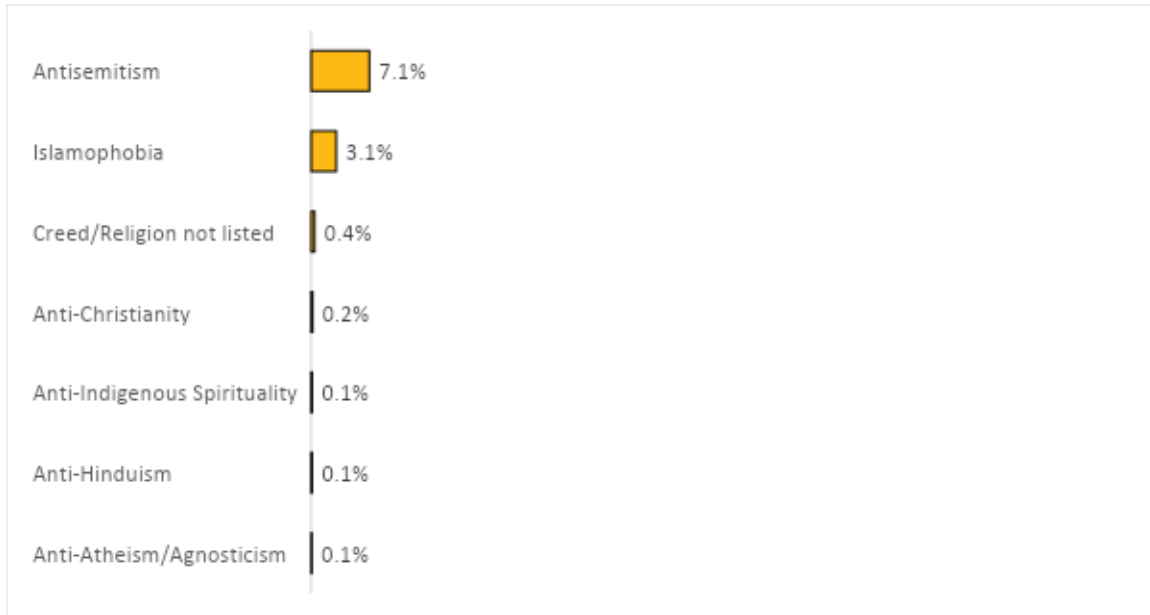


Figure 1: Incidents of Racism, Bias and Hate Targeting Racial Groups

## Agenda Page 4

Data from the TDSB reported Racism, Bias, and Hate Portal shows that of the 2,248 reported incidents logged between September 1, 2021 and August 31, 2022, 56% of these incidents involved racism directed towards individuals of Black African, Afro Caribbean or African Canadian descent (see Figure 1). The next largest groups involve incidents of racism towards East Asians or other races not listed; each making up 5% of all incidents. These proportions are in line with what was found in the preliminary report.



**Figure 2: Incidents of racism, bias or hate targeting persons based on religion and Indigenous spirituality**

Overall, hate/bias directed at people for their creed/religion accounted for 10% of all reported incidents. Antisemitism was reported the most frequently at 7% followed by Islamophobia (3%) (see Figure 2). Few incidents targeted other creeds/religions, which were under 1%. These numbers also correspond with previous findings.

It is acknowledged that for a variety of reasons the data is an indicator but not a definitive picture of incidences of racism, hate or bias in schools. The majority of the incidents reported are racial slurs or epithets (written or spoken) by students.

### **Actions**

In March 2022, the TDSB shared a formal plan to ensure students and staff move beyond performative responses to hate and racism. The Combatting Hate and Racism-Student Learning Strategy became part of a multi-faceted approach to better understand and address the impact of hate and racism within the TDSB. This includes professional learning and the development of resources for staff on both sides of the organization (Teaching and Learning/Business Operations).

The Equity, Anti-Racism and Anti-Oppression Department is a critical driver in ensuring the implementation of the actions within this strategy and the Multi-Year Strategic Plan (MYSP). Senior leaders are also instrumental in implementing anti-racism organizational changes. These actions aim to affirm the intersecting identities of students and staff and address issues that arise, with the goal of eliminating disproportionalities and disparities.

## **Equity, Anti-Racism and Anti-Oppression Department**

Evidence of TDSB's commitment to equity, anti-racism and anti-oppression can be found throughout the system in alignment with the Multi-Year Strategic Plan. The Multi-Year Strategic Plan Action Plans (namely the sections *Leadership Development in Equity and Anti-Oppression*, *Transforming Student Learning* and *Community Engagement*) drives the Equity, Anti-Racism and Anti-Oppression Department's work to ensure equitable and quality education for all students.

Over the past two years, professional learning, resource development, student programming and building strong partnerships with school communities have been the department's focus. A wide range of learning experiences and supports were offered to students, families, and staff that deepen cultural understandings within local and global contexts.

In 2022, relationships were also strengthened with a range of internal and external community partners. This commitment to community partnerships was bolstered by the secondment from the Centre for Israel and Jewish Affairs (CIJA) and from the National Council for Canadian Muslims (NCCM). These secondees led professional learning that centered the intersectional and multiple identities of Jewish and Muslim communities.

The department also officially launched the physical space of the Centre of Excellence for Black Student Achievement. The Centre is located within a wing of Winston Churchill Collegiate Institute. The Centre of Excellence for Black Student Achievement has been instrumental in leading the system on affirming Black students, staff and families/caregivers. Staff at the Centre are working with schools to improve the experiences and outcomes for Black students. Through the operationalization of its mandates, the Centre of Excellence for Black Student Achievement continues to collaborate with internal departments, families/caregivers, diverse Black communities and partner organizations to tackle anti-Black racism. A full update of the work of the Centre of Excellence for Black Student Achievement will be brought to the Board in May 2023.

## **Professional Learning**

The focus on staff professional learning tied to equity, anti-racism and anti-oppression expanded beyond the teaching and learning side of the organization. There was

collaboration with various departments to ensure all staff were able to notice, name, respond and address issues of hate and racism. This includes working with staff on implicit bias and understanding their role and responsibilities in regards to the Human Rights Code.

Staff professional learning leveraged technology to include asynchronous and synchronous opportunities on virtual platforms. Also, diversified options were provided that ranged from webinars to in-person workshops that were part of a 3-4 part series. Some of the sessions include:

- Equity Leadership Competencies for system leaders (Aspiring Leaders, new administrators (Principals/Vice Principals)
- Racial Literacy and Addressing Anti-Black Racism (In collaboration with Dr. Nicole West-Burns)
- Professional Learning Opportunities for TDSB Staff on Addressing Antisemitism (In collaboration with Facing History and Ourselves)
- Say Salaam – Islamophobia and Bystander Intervention (In collaboration with the National Council of Canadian Muslims)

### **Business/Operations Professional Learning**

In collaboration with the Urban Indigenous Education Centre, the Centre of Excellence for Black Student Achievement, and the Human Rights department, 13 three-hour professional learning modules to Executive Officers and Senior Managers were facilitated. These modules focused on *Understanding and Leading an Equitable and Inclusive Workplace Culture*. The revised Equitable Leadership Competencies document was provided to support departments in developing action plans grounded in equity, anti-racism and anti-oppression.

### **Professional Learning: Courses and Modlets**

An intentional focus on developing Additional Qualification Courses and revising Modlets (mini-course) of professional learning to address hate and racism in schools were a priority. The courses were designed based on staff feedback and engaged participants in proactive and responsive strategies to address acts of hate and racism.

- Addressing Anti-Asian Racism— Pilot course began in July 2021, courses were delivered in Spring and Summer 2021, Spring 2022 and based on participants' feedback was restructured into a 25-hour virtual learning course. Courses will be offered in Spring 2023.
- Understanding Judaism and Jewish Cultures— Pilot course was reorganized into a 25-hour virtual learning course co-facilitated by the secondee from CIJA and TDSB staff. Courses were delivered in Spring and Summer 2021, Spring 2022 and will be offered in Spring 2023.
- Understanding Islam and Muslim Cultures— Pilot course was reorganized into a 25-hour course and facilitated by the secondee from NCCM and TDSB staff.

## Agenda Page 7

Courses were delivered in Spring and Summer 2021, Spring 2022 and will be offered in Spring 2023.

- Addressing Anti-Black Racism in Pedagogy and Practice Additional Qualification course (Part 1, 2 and Specialist). Course accreditation will take place in Spring 2023 from Ontario College of Teachers and will be launched Spring/Summer 2023.

A more comprehensive menu of the professional learning offerings over the last two years from the department including the Centre of Excellence for Black Student Achievement can be found in Appendix A.

### **Student Programming**

Students across the district engage in a variety of programming. This programming provided opportunities for different forms of student leadership. Here are some examples of programming offered to TDSB students:

#### ***Identity Loss and Formation - Lawrence Hill in Conversation with TDSB Students***

- Best-selling author Lawrence Hill joined TDSB students to talk about his inspiration, themes, and process in writing his latest book, *Beatrice and Croc Harry*.

#### ***Broadcasted Learning Experiences***

- The Centre of Excellence for Black Student Achievement in partnership with the UIEC, Outdoor Education and the Art Department, offered 35 daily live-streamed student learning experiences (e.g., storytelling, dance, outdoor education, etc.). These virtual learning experiences took place over the course of three months (January - March 2022). The broadcasted learning experiences complemented the curriculum and offered K-12 students' opportunities around positive identity development, joy, belonging, and well-being. Community-based educators and TDSB staff co-facilitated these rich and relevant learning opportunities.

#### ***EnVision Conference***

- Last March, more than 1,000 students and educators from across the TDSB participated in the annual [EnVision Conference](#).
- The conference honours and celebrates 2SLGBTQIAP+ communities, as well as discussed issues faced across Ontario in addressing homophobia and transphobia. EnVision is a collaboration between the [Equity, Anti-Racism and Anti-Oppression](#) Team, the [Urban Indigenous Education Centre](#), the [Centre of Excellence for Black Student Achievement](#), the TDSB GSA Network, the Social Workers formerly with Gender-Based Violence Prevention, and the [Human Rights Office](#).
- Over the course of two days, students asked questions and celebrated their gender and sexual diversity.

## **Building Strong Relationships and Partnerships with School Communities**

The department continues to centre community voices through our relationships with community educators, partners and Heritage Month Committees. These partnerships helped inform AQ development and a variety of student learning experiences.

- In My Mosque: Love and Belonging in Community Spaces— This session commemorated the National Day of Remembrance of the Quebec City Mosque Attack and Action Against Islamophobia. In partnership with TDSB’s Islamic Heritage Month Committee, M.O. Yuksel and Hatem Aly, the author and illustrator of the book, *In My Mosque*, engaged students in an interactive storytelling session focused on love and belonging in community spaces.
- Virtual Screening of *Periphery*— This virtual screening of *Periphery* explored the ethnic diversity of the Jewish community. Students engaged in a conversation with the film director Sara Yacobi-Harris, Akilah Allen-Silverstein, and Tema Smith. In partnership with TDSB’s Jewish Heritage Committee, UJA Federation of Greater Toronto and No Silence on Race, students learned about the richness of Jewish identity and cultural expression.
- The Centre of Excellence for Black Student Achievement in collaboration with STEM Science & Tech and Robotics provided a learning opportunity with Chemist and CEO of Visions of Science Network for Learning, Dr. Eugenia Duodu Addy. Dr. Duodu Addy explored questions such as: how can we create spaces where youth can see themselves and dismantle the barriers that exclude them? How can we specifically support Black women and girls in STEM?

## **Combatting Hate and Racism: Student Learning Strategy**

The Combatting Hate and Racism-Student Learning Strategy is key in TDSB’s aim to establish equitable and quality learning spaces for all students. This action-based strategy centres student leadership, curriculum, and classroom instruction. These actions support student learning and promote positive student-to-student interactions and school climates.

This strategy centers students in developing their ability to recognize and disrupt hate and racism through the following six key components:

- Classroom Instruction
- Student Leadership
- Tools for Response- Taking Action
- Educational Partnership for Learning
- Cyber Safety and Digital Citizenship
- Caregiver Engagement and Learning

Please find in **Appendix B** the Combatting Hate and Racism poster which was distributed to schools.



The first phase of the Combatting Hate and Racism: Student Learning Strategy comprised a diverse range of opportunities for staff, as well as, experiences that were student-led and staff facilitated. Some of the actions include:

### **Classroom Instruction**

Classroom instruction encompasses 3 sections: 1. Educators who are part of a leadership collective. 2: The Urban Indigenous Education Centre Professional Learning and Direct Supports; 3. Curriculum tied to Secondary Courses.

#### *Educators Leadership Collectives*

Over 80 educators across the four Learning Centres were selected to design curriculum on addressing hate and racism. They were involved in the following actions:

- **Professional Learning:** These elementary and secondary educators engaged in professional learning tied to building their understanding of bias, injustices, and discrimination. They also engaged in curriculum mapping and unit development focused on untold stories tied to issues such as decolonization, Black Joy, Addressing Anti-Black Racism, Intersectional Identities -2SLGBTQ+, etc.).
- **Capacity building:** From May to August 2022, the TDSB Combating Hate and Racism Steering Team representing Urban Indigenous Education Centre (UIEC), Centre of Excellence for Black Student Achievement, Equity and Human Rights provided a capacity building series to the participating educators.
- **Summer Institute August 2022:** 50 educators attended the Beginning Teachers Summer Institute and were engaged in the keynote from Dr. Duke Redbird and System Superintendent Tanya Senk.
- **Resource Development:** 50 educators worked in teams from July - August to develop themed lessons and units. At the Beginning Teachers' Summer Institute, this group reviewed lessons and units with support from Learning Network (LN) Superintendents and the CHR steering team.
- **Piloting Units:** The steering team reconvened in early Fall 2023 to develop a process to review units which will be available for piloting in classrooms in Spring 2023

The TDSB Teacher Leadership Collective is a second group of 92 educators who engage in professional learning and facilitate co-learning experiences to enhance students' learning experiences, particularly for Indigenous, Black, racialized, and 2SLGBTQ+ students. The TLC is a collaborative effort of the UIEC, the Equity, Anti-Racism and Anti-Oppression department, the Centre of Excellence of Black Student Achievement and Math and Literacy departments.

*Urban Indigenous Education Centre (Actions) -Professional Learning and Direct School Supports:*

## Senior Team

- Senior Team Academic Learning Sessions - Indigenous Education and School Improvement Plans - Biidaaban: Truth and Reconciliation (5-part series)
- The Path Professional Learning (Nvision) (online)

## System and School Leaders (Supervisory Officers, Principals, Vice-Principals, Teacher and other Educator Leaders)

- *Aanse: Indigenous Student Well-Being and Achievement Project (September 2022 - June 2023)*
  - Wrap around supports for supporting classroom instruction and student learning for 5 focus schools with the highest numbers of First Nations, Métis, and Inuit students in the TDSB
  - Three session Collaborative Inquiry focused on enhancing conditions for Indigenous student well-being and achievement for 24 elementary and secondary schools with the highest numbers of First Nations, Métis, and Inuit students in the TDSB
- *Biidaaban: Truth and Reconciliation Project (November, 2022 - June 2023)*
  - Leadership Inquiry - Four professional learning sessions over the course of the year across all Learning Centres to support classroom instruction and student learning in Indigenous Education
  - Between-session school improvement coaching in Leadership in Indigenous Education
- *Leadership in Indigenous Education: A Focus on School Transformation (October to December, 2022 and January - February, 2023)*
  - Three-session Collaborative Inquiry on enhancing leadership in Indigenous Education as a way to enhance classroom instruction and student learning that centres Indigenous experiences and perspectives

## Teachers/Educators

- First Nations, Métis, and Inuit Studies Professional Learning
  - NBE3 Teacher Professional Learning Series (4-parts, November, 2022 - May, 2023)
  - NAC10 and NAC20 Teacher Professional Learning Series (4-parts, November, 2022 - May, 2023)
- Indigenous-Centered Approaches to Teaching in the Early Years (3-part Course, November - December, 2022)
- *Confronting Anti-Indigenous Racism* (3-part Course, February - March, 2023)
- Indigenous STEAMMD/Paddling on Both Sides of the Canoe (4-Part Course, February - May, 2023)
- Creating Safer Spaces: Trauma Informed Practices and Cultural Safety in Schools (3-part Course, April, 2023)
- Indigenous Food Sovereignty Across Turtle Island (2-part Course, April 2023)
- Revisioning History: Indigenous Futurisms (3-part Course, April - May, 2023)
- Two-Spirit and Indigqueer Identities (4-part Course, April - June, 2023)

## *Curriculum tied to Secondary Courses*

In Fall 2022 (Semester 1) the following secondary courses were offered and aligned with The Ontario Curriculum:

- 22 secondary schools offered IDC4U (Deconstructing Anti-Black Racism in the Canadian and North American Context) supporting 451 students.
- 14 secondary schools offered CHG381 (Genocide and Crimes against Humanity) supporting 385 students.
- 44 secondary schools offered HSE4M1 (Equity and Social Justice: From Theory to Practice) supporting 1190 students.

### **Professional Learning**

Professional Learning sessions were also offered to all secondary teachers, Assistant Curriculum Leaders and secondary Principals and Vice Principals whose schools implemented or planned to provide the aforementioned courses. The sessions consist of:

- September 13 & 14, 2022 - Plenary Overview of the Strategy and Context for Creating Conditions for Affirming Classroom Instruction. For example, breakout sessions focused on Social and World Studies and the Humanities (SWSH) and Deconstructing Anti-Black Racism
- October 13, 2022 - Equity and Human Rights Plenary
- November 15, 2022 - Equitable Evaluations and Assessments Plenary
- December 13, 2022 - Social and World Studies (SWSH) - Micro-sessions shared readily implemented teacher and student resources.
- December 15, 2022 - Trauma-Informed and Healing Approach Plenary
- February 17, 2023 - TDSB Social and World Studies and the Humanities Conference (Sessions include Deconstructing Anti-Black Racism)

### **Student Leadership and Learning**

#### **Student Leadership**

The Student Equity Leadership Collective is composed of 24 students representing all 4 Learning Centres. They gather monthly to participate in workshops and collaborative leadership planning, each focusing on the varying equity issues impacting the lives of students. They work with their peers to address and tackle racism, hate and discrimination within their school environments.

From April 2022, the Student Equity Leadership Collective have participated in the following learning:

- Utilized Resource - *This Book is AntiRacist* by Tiffany Jewel
- Collaborated with Randell Adjei, Ontario's first Poet Laureate

## Agenda Page 12

- Attended retreat in August: Focusing on Strengthening Community & Preparing for work in 2022-23
- Deepened their understanding of issues of hate and racism: In September 2022, attended the opening celebration of *Shadows of Racism, Voices Unheard* project, a collaboration with Alpha Education, Toronto District School Board and Toronto Catholic District School Board
- Met monthly with community based artists to develop educational resources for use with students across the TDSB

The Student Equity Collective has been tasked with documenting their experiences and recommendations for addressing issues of race, racism, and hate within the education system. Students have been divided into four groups working with local artists to refine their messaging through creative art expressions. Students are linking their ideas and recommendations to various TDSB policies. Students from the Collective have also started their own podcasts. Please visit the [Combatting Hate and Racism- Student Learning Strategy](#) website.

### **Student Learning Experiences**

The TDSB provided numerous opportunities for student learning in collaboration with community educators, agencies and organizations.

The National Council of Canadian Muslims (NCCM) provided workshops which focused on practical ways to disrupt Islamophobia and to create spaces of belonging for Muslim students, staff, and families. In 2022 over 30 TDSB schools and 5000 students were engaged in NCCM learning sessions. This includes:

- Storytelling: Reclaiming our Narratives - students explored how storytelling shapes our understanding of diverse communities and more specifically, the narrative of Islam and Muslims living in Canada.

Additionally, NCCM collaborated with The Centre of Excellence for Black Student Achievement as part of ongoing work to build understanding and showcase the intersectionality found within Muslim communities. This collaboration involved deliberate support and learning that highlights the lived experiences of Black Muslim students, their families and communities and combatting Anti-Black Islamophobia within educational spaces and beyond. 10 curated workshops were offered to staff, students and families.

The Friends of Simon Wiesenthal Center for Holocaust Studies (FSWC) have supported learning around the Holocaust and human rights in schools. This year, 120 TDSB classes participated in FSWC online sessions including:

- Lessons & Legacies of the Holocaust: These workshops explored how “the Holocaust is not just a Jewish story, but a human story.”

## Agenda Page 13

- **Roots of Hate & Intolerance:** These sessions created awareness and promoted dialogue and positive action within schools and communities.
- On September 20, 2022, FSWC sponsored *Freedom Day*, a commemoration of the atrocities of the Holocaust and made connections to other human rights abuses across the world (e.g., The experience of Sadako Sasaki and the Hiroshima Bombing). This event live streamed from Northern SS to over 100 TDSB classes across the district with approximately, 5000 TDSB students participated.

Carrying Holocaust Testimony from Generation to Generation also provided sessions within many schools in the district. Children and grandchildren of Holocaust survivors shared their families' histories through their own voice, video footage of the survivor, photos and artifacts.

### *Parent/Caregiver /Guardian Engagement and Learning*

The Parent and Caregiver Office provided a wide range of opportunities, which consists of:

- **Parents/Caregivers as Partners Conference**
  - A 2-day **hybrid** system-wide conference featuring over 60 workshops for parents/caregivers, staff and community on the themes of Affirming, Belonging, and Connecting.
- **Raising Anti-racist Children/Talking Race School/Council Sessions**
  - Parents/Caregivers and Councils are provided with resources and tools to have conversations about race within their homes and commence critical reflections on issues of race and racism in raising anti-racist children.
- **2023-Conversation Series**
  - In collaboration with the Centre of Excellence for Black Student Achievement and Model Schools for Inner Cities (MSIC), parents/caregivers will be in dialogue with leading experts about anti-oppression, intersectionality and Colonial Africa to commemorate the International Decade for People of African Descent (February - June 2023)
- **Affinity Space Creation**
  - An Affinity Space process for parents/caregivers and School Councils is being developed.

### **Next Steps: Expansion of the TDSB's Anti-Hate and Anti-Racism Strategy**

The TDSB reaffirms its commitment to developing and implementing an Anti-Hate and Anti-Racism strategy. This strategy outlines the actions TDSB will lead to create the conditions required to eliminate disproportionate outcomes for students, centre joy and prioritise family and community relationships. The analysis of the preliminary findings in the RBH data is what drove the creation of an overarching strategy to combat hate and racism and to bring future work together.

The actions tied to the Anti-Hate and Anti-Racism strategy will be created with communities under the umbrella of the following pillars:

- Affirmation of Identities
- Student Learning Strategy
- Professional Learning
- School-Community Relationship
- Employment Equity
- School Culture and Climate



The Anti-Hate and Anti-Racism Strategy is a community led and TDSB staff facilitated initiative. The TDSB will establish a comprehensive two-year strategy and action plan.

The TDSB's plan will include:

- Specific objectives tied to actions, measurable outcomes, and timelines for meeting those objectives;
- Actions and measurable outcomes to reduce the incidences of bias, hate, racism and discrimination in classrooms, schools and work environments that affect students and staff;
- Actions and measurable outcomes tied to the Combatting Hate and Racism- Student Learning Strategy and staff job embedded learning;
- Identifying an employee or employees who would have responsibility for working to achieve the objectives laid out in the plan;
- Strategies for supporting employment equity to achieve a diverse, respected, and engaged team of TDSB employees;
- Specific strategies for engaging families/caregivers and community as contributors and partners which include internal (e.g., Heritage committees) and external (e.g., agencies, organizations, etc.);
- Building, developing understanding and planning, processes/purpose of affinity spaces in school communities;
- Continue to advance student learning through the Student Learning Strategy for Combatting Hate and Racism

Addressing hate, racism, and discrimination requires bold actions, commitment and collaboration. Strategies tied to this work necessitate partnerships within and across diverse community groups.

The TDSB is committed to ensuring a distinct plan is developed that addresses the incidents of hate and racism that continues to take place within the district. This plan will allow communities to see themselves in the actions. It also requires ongoing collaboration and support of families, communities and partner organizations.

The TDSB aims to be responsive to the voices of communities by developing tailored action plans each based on the pillars of the Anti-Hate and Anti-Racism Strategy. Each plan will be developed to distinctively honour the issue of injustice being addressed. For example:

- Anti-Indigenous Racism
- Anti-Black Racism
- Antisemitism
- Islamophobia
- Ableism
- Anti-Asian Racism
- Homophobia & Transphobia

The aforementioned list is only a small example. The important direction of this strategy is the commitment for diverse communities to have an opportunity to collaborate with the district. These collaborations will ensure specific community engagement, initiatives and educational partnerships included. Therefore, each plan developed can and will look different.

We recognize that accountability and measurable indicators are required to ensure consistency in fulfilling the actions in each plan and will be defined as the distinct plans are being developed.

It is our aim as the strategy evolves further a more detailed plan will be shared.

An update of the actions of the Anti-Hate and Anti-Racism Strategy is planned for October /November 2023.

## **Resource Implications**

Link to various resources ***Addressing Hate and Racism in Schools*** on internal Equity, Anti-Racism & Anti-Oppression website

### **External Websites:**

Combatting Hate and Racism -Student Learning Strategy

<https://www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression/Student-Learning-Strategy>

Urban Indigenous Education Centre <https://www.tdsb.on.ca/Community/Indigenous-Education>

Equity, Anti-Racism and Anti-Oppression

<https://www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression>

Addressing Hate

<https://www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression/Addressing-Hate>

Centre of Excellence for Black Student Achievement <https://www.tdsb.on.ca/CEBSA>

### **Articles Reference**

Office for Democratic Institutions and Human Rights (2018). Prosecuting Hate Crimes: A Practical Guide.

Perry, B. 2010. "Policing hate crime in a Multicultural society observations from Canada." International Journal of Law, Crime and Justice. Vol. 38. p. 120 to 140.

Wang, Jing Hui, and Greg Moreau (2022). Police-reported hate crime in Canada, 2020. Statistic Canada. <https://www150.statcan.gc.ca/n1/pub/85-002-x/2022001/article/00005-eng.htm>

### **Funding**

Allocation to support this strategy will be determined by the budget development process.

### **Communications Considerations**

Communications will be done in collaboration with the TDSB Communications Department.

### **Board Policy and Procedure Reference(s)**

P037 Equity

P031 Human Rights

PR515 Workplace Harassment Prevention and Human Rights

PR728 Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in School



## Appendices

- Appendix A: Equity, Anti-Racism and Anti-Oppression Professional Learning Menu
- Appendix B: Combatting Hate and Racism Strategy Poster
- Appendix C: Equity Leadership Competencies Document
- Appendix D: Executive Summary - Toronto District School Board's Anti-Hate and Anti-Racism Strategy

## From

Karen Murray, System Superintendent Equity, Anti-Racism and Anti-Oppression at [karen.murray@tdsb.on.ca](mailto:karen.murray@tdsb.on.ca)

Audley Salmon, Associate Director, Learning Transformation & Equity at [Audley.Salmon@tdsb.on.ca](mailto:Audley.Salmon@tdsb.on.ca)

Colleen Russell-Rawlins, Director of Education at [Colleen.Russell-Rawlins@tdsb.on.ca](mailto:Colleen.Russell-Rawlins@tdsb.on.ca)  
or at 416-397-3190

**PROFESSIONAL LEARNING MENU**

 **IN CONVERSATION SERIES**

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

**WORKSHOP - ADDRESSING ANTISEMITISM**

**JANUARY 10, 2022**

This session will share historical and current contexts of noticing, naming, and responding to antisemitism. Participants will have opportunities to explore practical school-based case studies. Additional sessions will be made available for classroom educators and System Leaders on [myPath](#).

**Facilitators:** Len Rudner and Bernie Farber

**Audience:** Senior Team Council

**PANEL - ADDRESSING ISLAMOPHOBIA/ANTI-MUSLIM RACISM**

**JANUARY 25, 2022**

This panel will include diverse members of Muslim communities discussing cultural, racial, and faith-based identifications of what it means to be Muslim within educational spaces. Learning opportunities centring Muslim identities and experiences will be made available for classroom educators and System Leaders on [myPath](#).

**Audience:** Executive Council

**EVENT - DR. JILL ANDREW WELCOME MESSAGE: ENVISION 2021**

**MARCH 2021**

Dr. Jill Andrew (MPP) provides a Welcoming Address to students and staff at the TDSB's 2021 EnVision Conference, focused on 2SLGBTQI+ Black and Indigenous Activism and Wellness.

**Audience:** Students and Staff

**EVENT - LAUNCH OF THE CENTRE OF EXCELLENCE FOR BLACK STUDENT ACHIEVEMENT**

**JUNE 2021**

This experience highlights critical conversations on the importance of focusing on Black identities by leading scholars: Dr. George Dei, Dr. Njoki Wane, Dr. Carl James, Dr. Nicole West-Burns, moderated by award-winning storyteller Itah Sadu. This event also spotlights the voices and experiences of current students, TDSB alumni and community leaders and features a performance by Randell Adjei, Ontario's 1st Poet Laureate.

**Audience:** All Staff, Students, Families/Communities

**KEYNOTE - ON PEDAGOGY, LIBERATION AND HIGH EXPECTATIONS: PURSUING PASSION, PURPOSE AND POSSIBILITY**

**AUGUST 2021**

## PROFESSIONAL LEARNING MENU

The Teachers Learning and Leading Department provided staff a learning opportunity exploring the conditions necessary to support Black student success and reimagine curricular programming. This experience by Dr. Christopher Emdin, highlights how educators can provide spaces for students to display their academic brilliance without sacrificing their identities.

**Audience:** All Staff

---

**SEASON 1 - TDSB HUMAN LIBRARY: CONVERSATIONS AROUND EQUITABLE, ANTI-RACIST, AND ANTI-OPPRESSIVE PRACTICES**

**ONGOING**

This Podcast Series comprises a collection of audio episodes on topics related to Equity, Anti-Racism, and Anti-Oppression in education. Each episode is guided by critical questions where audience members are provoked to re-envision their practice. Some of the topics include:

- Understanding and Addressing Anti-Asian Racism
- Centring Black 2SLGBTQI+ Students in the Classroom
- Understanding Judaism and Jewish Cultures
- Understanding Islam and Muslim Cultures

**Audience:** All Staff

---

**SEASON 2 - TDSB HUMAN LIBRARY: CONVERSATIONS AROUND BLACK STUDENT SUCCESS AND EXCELLENCE**

**ONGOING**

Season 2 introduces leading scholars, emerging thinkers, and fellow educators passionate about creating learning spaces dedicated to Black student success, well-being, and positive racial identity. This edition highlights strategies that support meaningful engagement and advocacy of caregivers and communities and offers guidance with navigating the education system. Some of the topics include:

- Loving Blackness: Supporting Positive Racial Identity in the Early Years
- Teaching & Learning: The Archeology of Self Unpacking of Self in Anti-Oppression Work
- Community Recommendations from the Centre of Excellence for Black Student Achievement Consultations

**Audience:** All Staff

---

**PROFESSIONAL LEARNING MENU**



# PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

**WEBINAR SERIES - ANTI-BLACK RACISM: FACILITATING, INTERRUPTING AND DISRUPTING**

**JAN. 27, FEB. 24 & APRIL 7, 2022**

This three-part professional learning series focuses on developing a leader's capacity in facilitating, interrupting, and disrupting anti-Black racism within school communities. Through this experience, educators build their understanding of key terminology encompassing anti-racist work and engage in critical self-reflection as you build your facilitation skills in engaging in conversations about anti-Black racism. Sessions will be made available for Administrators, Aspiring Leaders and System Leaders on [myPath](#).

**Facilitators:** Dr. Nicole West-Burns and Karen Murray

**Audience:** Administrators, Aspiring Leaders and System Leaders

**LEADERSHIP SERIES - THE LEADERSHIP PASSPORT**

**JANUARY - MARCH 2022**

Aspiring, New and Experienced Administrators will have opportunities to build and extend their capacity in equitable leadership. These sessions are compulsory for aspiring and new administrators as part of the Leadership Passport:

- Key Terms in Equity, Anti-Racism and Anti-Oppression
- Equitable Leadership Situated Within the Equity Goal

Sessions will be made available for Administrators and Aspiring Leaders on [myPath](#).

**Audience:** Administrators and Aspiring Leaders

**WEBINAR SERIES - BUILDING POSITIVE RACIAL IDENTITY IN STUDENTS**

**FEBRUARY- APRIL 2022**

The Centre of Excellence for Black Student Achievement will be continuing the conversation on the importance of building positive racial identity for students K-12 through the voice of stories within learning experiences. These sessions will support the system in thinking through the conditions necessary to support Black student achievement and reimagine curricular programming.

**Facilitators:** Dr. Kerry-Ann Escayg, Lawrence Hill (Novelist), Itah Sadu (Author), Dr. Molade Osibodu (Assistant Professor Mathematics) and Dr. George Dei (African Indigenous Scholar)

**Audience:** Early Years Educators, K-12 Educators, Students, Staff, Families & Caregivers

## PROFESSIONAL LEARNING MENU

### ENVISION CONFERENCE 2022

MARCH 2022

The focus of this year's conference is 2SLGBTQI+ Indigenous and Black healing spaces and activism and invites 2SLGBTQI+ elementary and secondary students and their allies/co-conspirators to honour and celebrate 2SLGBTQI+ communities, as well as discuss issues faced across Ontario in addressing homophobia and transphobia. Students will use various virtual platforms to ask questions and explore ways to celebrate gender and sexual diversity in schools and beyond.

**Audience:** Elementary and Secondary Students

### ASYNCHRONOUS SESSION - BLACK STUDIES COURSES

ONGOING

The Centre of Excellence for Black Student Achievement provided Administrators a learning opportunity highlighting the necessity of Black Studies learning experiences from K-12. This experience examined various school-developed courses focused on Black Studies to build positive racial identity development and reimagine curricular programming.

**Facilitator:** Natasha Henry, President of the Ontario Black History Society

**Audience:** All Staff

### ASYNCHRONOUS WORKSHOP SERIES - SHOW ME LITERACY (2020-2021)

ONGOING

The five-part "Show Me" Literacy series models best literacy practice with a Culturally Relevant and Responsive Pedagogy focus for remote learning. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces.

**Facilitators:** Jennifer Watt and Rukiya Mohamed

**Audience:** Grade 4-8 Educators

### SYNCHRONOUS WORKSHOP SERIES - SHOW ME LITERACY (2021-2022)

ONGOING

The "Show Me" Literacy series continues with new sessions focusing on Culturally and Relevant Responsive Pedagogy and teaching practices that affirm the racial identity of Black students.

**Facilitators:** Various

**Audience:** Grade 4-8 Educators

### DIAL ENGLISH/LITERACY - ADDRESSING EDUCATIONAL DEBT IN ADOLESCENT LITERACY

ONGOING

TDSB's Adolescent Literacy Plan outlines key strategies and actions in classroom and school practices to support addressing educational debt in literacy for adolescent learners. This professional learning series developed in partnership with the English/Literacy Department and the Equity, Anti-Racism and Anti-Oppression helps support culturally relevant teacher pedagogy where students are active partners in their literacy development. Topics for this year will include:

4

## PROFESSIONAL LEARNING MENU

- A Culturally Relevant and Responsive Approach in Action
- A Transformative Power of Collaborative Inquiry
- Nurturing Criticality in Action

**Facilitators:** Various

**Audience:** K-12 Educators

---

### **ASYNCHRONOUS LEARNING SESSIONS - EQUITY, ANTI-RACISM, ANTI-OPPRESSION**

**ONGOING**

The Equity, Anti-Racism, Anti-Oppression team offers a menu of professional learning opportunities for classroom-based educators and centrally assigned educators. Some examples of these professional learning experiences include:

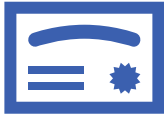
- Toolkit for Selecting Equitable and Culturally Relevant and Responsive Resources
- Equity and Anti-Oppressive Leadership Situated within the Equity Goal
- Creating the Conditions for Building Positive Relationships with Students
- Equity in the Mathematics Classroom
- Equity in the French as a Second Language Classroom

Please visit the Equity, Anti-Racism, Anti-Oppression website for a fulsome description and access to the asynchronous learning opportunities.

**Audience:** K-12 Educators

---

## PROFESSIONAL LEARNING MENU



# COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

---

**MODLET: ADDRESSING ANTI-ASIAN RACISM PART 1 AND 2**

WINTER 2022

This online module will provide you with the opportunity to understand anti-Asian racism as a form of oppression; uncover and unpack the history and present-day realities of Asian people in Canada, including the model minority myth and perpetual stranger stereotype; recognize the impact and cost of anti-Asian racism on mental health and wellbeing; and apply an anti-oppressive framework to build culturally relevant and responsive inclusive learning environments and school communities.

Hours: 25

Audience: All staff

---

**MODLET: UNDERSTANDING ISLAM AND MUSLIM CULTURES PART 1 AND 2**

WINTER 2022

The aim of this module is to promote an enhanced understanding and cultural responsiveness of Islam and Muslim Cultures within diverse educational spaces and to transform professional practice to improve access, opportunities, and outcomes for Muslim-identifying students. This modlet also responds to the recommendations put forth by the National Summit on Islamophobia.

Hours: 25

Audience: All Staff

---

**MODLET: CREATING AN UNDERSTANDING TO ADDRESS ANTISEMITISM**

WINTER 2022

The aim of this module is to promote an enhanced understanding and cultural responsiveness of Judaism and Jewish Cultures within diverse educational spaces and to transform professional practice to create conditions to address hate speech. This modlet also responds to the recommendations put forth by the National Summit on antisemitism.

Hours: 25

Audience: All Staff

---

**MODLET: INTRODUCTION TO CULTURALLY RELEVANT PEDAGOGY**

SPRING 2022

## PROFESSIONAL LEARNING MENU

This introductory modlet is designed to support educators as they familiarize themselves with the theoretical foundations of Culturally Relevant Pedagogy. The goals are to provide educators opportunities to: unpack and understand multiple aspects of their identity and to recognize how educator identity coexists with students' identities in their classroom; familiarize and deepen understanding of the key conditions needed to embed Culturally Relevant classroom practices; see themselves as responsible for and capable of bringing about change to make schools more equitable; and develop strategies for designing instruction that builds on students' prior knowledge and cultural legacies.

Hours: 8

Audience: All Staff

---

**ADDITIONAL QUALIFICATION COURSE: ADDRESSING ANTI-BLACK RACISM IN PEDAGOGY AND PRACTICE**

**SPRING & SUMMER  
2022**

This Additional Qualification course, Addressing Anti-Black Racism to Change Pedagogy and Practice, Part 1 is created to disrupt and to provide opportunities for educators to self-reflect, deepen knowledge, and build competencies as leaders.

Hours: 125

Audience: All Staff

---

**ADDITIONAL QUALIFICATION COURSE: TEACHER LEADERSHIP**

**SUMMER 2022**

The Teacher Leadership additional qualifications three-part course provides teacher leaders opportunities to explore their equity practice in practical, action-oriented ways connected to classroom pedagogy.

Hours: 125

Audience: Teacher Leaders

---



2022-2023  
**PROFESSIONAL  
LEARNING  
MENU**

**Combating Hate and Racism**

**PROFESSIONAL LEARNING**

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

**ADDRESSING THE SMOG: WHITE SUPREMACY IN EDUCATION**

October 22 & October 23, 2022

This synchronous workshop is offered to caregivers and community at the Parents and Caregivers as Partners 2022 Conference by the Equity, Anti-Racism & Anti-Oppression Team. In this workshop, participants examined and identified the role of power and white supremacy while exploring ways to identify, challenge, and change white supremacy within the education system.

**Audience: Caregivers and Community**

**MATH IS NOT NEUTRAL (MINE): EXPLORING MATHEMATICS THROUGH ANTI-OPPRESSIVE PEDAGOGY**

TBD

In partnership with the Mathematics/Academic Pathways Team, the Equity, Anti-Racism & Anti-Oppression Team will engage educator teams in a three-part professional learning series centring the following topics:

- Understanding and addressing white supremacy in mathematics
- How to increase access and shift learning opportunities
- Maintaining high expectations while positioning students and communities as knowledge holders
- Shift towards teaching mathematics, centering anti-oppressive pedagogy

**Audience: Staff (Grades 7-10 in select schools)**

**ASYNCHRONOUS LEARNING SESSIONS - EQUITY, ANTI-RACISM, ANTI-OPPRESSION**

Ongoing

The Equity, Anti-Racism & Anti-Oppression team offers ongoing asynchronous learning opportunities for educators. These include:

- Toolkit for Selecting Equitable and Culturally Relevant and Responsive Resources
- Equity and Anti-Oppressive Leadership Situated within the Equity Goal
- Creating the Conditions for Building Positive Relationships with Students
- Equity in the Mathematics Classroom
- Equity in the French as a Second Language Classroom
- Equity in Outdoor Education
- Equity in Science

Please visit the Equity, Anti-Racism & Anti-Oppression website for a fulsome description and access to the asynchronous learning opportunities.

**LEADERSHIP SERIES - THE LEADERSHIP LEARNING AND JOURNEY TO THRIVE**

September 2022 - June 2023

New and experienced Administrators will have opportunities to build and extend their capacity in equitable leadership. These sessions are compulsory for aspiring and new administrators as part of system leadership capacity building. Topics on the agenda include:

- Facilitating Conversations Addressing Hate and Racism
- Operationalizing Equity Learning within the Achievement and
- Belonging/Well-Being Goals: 3-Part Series
- Meet-ups with Aspiring and New Leaders

Sessions will be made available for Administrators and Aspiring Leaders on myPath.

**Audience: Administrators and Aspiring Leaders**

July 2022 - July 2023

**LEADERSHIP SERIES - BUSINESS AND OPERATIONS**

TDSB Managers will have opportunities to deepen and extend their equity leadership capacity. These sessions are compulsory for TDSB managers:

- Understanding & Leading an Equitable and Inclusive Workplace Culture

**Audience: Business and Operations Managers****REVISION OF CONTROVERSIAL AND SENSITIVE ISSUES CURRICULUM RESOURCE**

Summer 2022 - Winter 2023

In collaboration with the Equity, Anti-Racism & Anti-Oppression team, which includes the Centre of Excellence for Black Student Achievement, a team of TDSB educators are revising the 2003 curriculum document to better reflect policies and conditions to support critical conversations in K-12 classrooms.

**COURSES**

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

Fall, Winter, Spring

**MODLETS: TEACHING LEARNING AND LEADING**

These modlets support new teachers and mentors in 8-10 hour professional learning, combined BrightSpace asynchronous and two 90 minute face-to-face meetings.

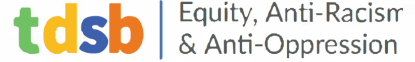
- Meaningful Mentoring
- Creating Caring and Culturally Relevant Classrooms
- Equitable and Inclusive Teaching Practice
- Assessment FOR/AS Learning
- Teaching French as a Second Language in collaboration with FSL department

**Hours: 8 | Audience: Year 1 & 2 New Teachers**

2022-2023

# PROFESSIONAL LEARNING

## MENU





# PROFESSIONAL LEARNING MENU

## ADDRESSING ANTI-BLACK RACISM

### IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

#### ACKNOWLEDGING INTERNATIONAL DECADE FOR PEOPLE OF AFRICAN DESCENT

January 2022 - June 2023

In collaboration with Model Schools for Inner City and the Parent and Community Engagement Office, this initiative within the Centre of Excellence for Black Student Achievement recognizes the history of people of African Descent critically exploring key areas including, but not limited to:

- Pre-colonial Africa - Celebration of African history, culture, and the arts
- Legacy of Enslavement and Genocide
- African Canadian History within Curriculum
- Centring the Arts (Afrofuturism and Healing)

**Facilitators:** Various

**Audience:** All Staff, Students, Caregivers and Community

### FILM AND TEXT SERIES

February 2023 - June 2023

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, and the Equity, Anti-Racism & Anti-Oppression team, this series within the Centre of Excellence for Black Student Achievement uses film and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

- February 2, 2023: The Book of Negroes, Lawrence Hill
- March 7, 2023: Scarborough, Catherine Hernandez
- Brother, David Chariandy
- Black Ice: The Lost History of the Coloured Hockey League of the Maritimes, 1895-1925

**Facilitators:** Various

**Audience:** All Staff, Students, Caregivers and Community

#### EXPLORING INTERSECTIONS OF RACE AND CREED

August 2022 - August 2023

In collaboration with community partners such as the National Council for Canadian Muslims (NCCM), Facing History and Ourselves, and No Silence On Race, the Centre of Excellence for Black Student Achievement and the Equity, Anti-Racism, and Anti-Oppression Teams offer diverse professional learning experiences for TDSB staff, students and caregivers. Sessions include:

- NCCM - providing a broader understanding of Islam and Muslim communities to promote anti-Islamophobia pedagogical practices with a focus on Black Muslim communities.
- No Silence On Race & Facing History - examining the ethnic diversity within Jewish communities through the film Periphery.

**Facilitators:** Various

**Audience:** All Staff, Students, Caregivers and Community



February - June 2023

**HEALING-CENTRED ENGAGEMENT SERIES**

In collaboration with various community partners and service providers offering African Indigenous healing-centred experiences, the Centre of Excellence for Black Student Achievement offers a variety of experiences to build an understanding of the diverse areas encompassing Black Mental Health and Wellness. This series focuses exclusively on the 2022-2023 collaborative inquiry of the Centre of Excellence for Black Student Achievement: In what ways might we identify, develop and facilitate culturally responsive and relevant healing practices for Black students, families and communities? Some of the areas of focus include:

- Examining the Impact of Racial Trauma
- Black Mental Health for Caregivers
- Transformative Care Approaches
- African Proverbs, Indigenous Folktales and Cultural Stories
- Panel Conversation: African Indigenous Spirituality and Healing with Dr. Dei, Dr. Wane and Dr. Mazama

**Facilitators:** Various

**Audience:** All Staff, Students, Caregivers and Community

**TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS AROUND BLACK STUDENT SUCCESS AND EXCELLENCE**

Asynchronous

Season 2 introduces leading scholars, emerging thinkers, and fellow educators passionate about creating learning spaces dedicated to Black student success, well-being, and positive racial identity. This edition by the Centre of Excellence for Black Student Achievement highlights strategies that support meaningful engagement and advocacy of caregivers and communities and offers guidance with navigating the education system. Some of the topics include:

- Research Consultations: Honouring the Voices of Community
- In Conversation with Karen Murray: Building a Better Future for Black Students

**Facilitators:** Various

**Audience:** All Staff, Caregivers and Community

**LET'S TALK ABOUT THE N-WORD: PROFESSIONAL LEARNING VIDEOS**

Asynchronous

The Human Rights Office in collaboration with the Centre of Excellence for Black Student Achievement created a series of professional learning videos and resources for staff to learn more about the N-Word. This video series educates staff about the N-Word, its historical context and impact on the Black community and educational spaces, as well as provide guidance on the TDSB's official stance on the N-Word. This series further equips staff with resources and information needed to make informed and educated decisions when it comes to addressing and discussing the N-Word with staff and students when it arises.

**Facilitators:** Various

**Audience:** All Staff



## PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB Staff develop their equitable leadership competencies and engage in critical conversations that promote Black student achievement and wellbeing.

September 2022 - April 2023

### RACIAL LITERACY AND ADDRESSING ANTI-BLACK RACISM

This three-part professional learning series hosted by the Centre of Excellence for Black Student Achievement focuses on developing a leader's capacity in addressing anti-Black racism within school communities. Through this experience, educators build their understanding of key terminology encompassing anti-racist work and engage in critical self-reflection as you build your facilitation skills in engaging in conversations about anti-Black racism. Session dates led by Dr. Nicole West-Burns include:

- Fall 2022 Sessions: September 29, October 13 and November 10, 2022
- Winter/Spring 2023 Sessions: February 8, March 8 and April 20, 2023

**Facilitators:** Dr. Nicole West-Burns

**Audience:** All Staff

November 2022 - June 2023

### BLACK STUDENT SUCCESS AND EXCELLENCE INITIATIVE AND FOUNDATIONAL LEARNING SERIES

**Black Student Success and Excellence (BSSE) Initiative:** In its fifth year, the Black Students Success and Excellence initiative is an integral component of the Toronto District School Board's ongoing commitment to the teaching and learning experiences of Black students. BSSE continues to go deeper with its collaboration with elementary and secondary school communities in 23 schools across the TDSB. Collaborative learning sessions include:

- November 17: Launch of the 5th year of Black Student Success and Excellence
- December 6 and 7, 2022: Specific Learning Centre conversation focused on collaborative inquiry and workplan implementation

**Foundational Learning Series:** This three-part continuous series hosted by the Centre of Excellence for Black Student Achievement is for educators within the Black Student Success and Excellence initiative and for educators interested in deepening their capacity to disrupt and dismantle anti-Black racism. This learning opportunity seeks to support foundational understandings and inquiry work tied to Black Student Success and Excellence.

- Session dates include: January 19, February 9 and March 9, 2023

**Facilitators:** Karen Murray

**Audience:** All Staff



[October 27, 2022](#)

**STUDENT RESEARCH CONFERENCE**

The Centre of Excellence for Black Student Achievement in collaboration with the TDSB's Research and Development Department and Continuing Education - Focus on Youth Toronto Program (FOYT) hosted its first virtual student-led Youth Participatory Action Research (YPAR) Conference: Using Student Voice to Inform School Policies and Practices. Thirteen exciting presentations across five panels focused on themes including Pathways and Transitions, the Black identity in K-12 education and equitable learning opportunities for Black students.

**Facilitators:** TDSB Students

**Audience:** All Staff, Students, Caregivers and Community

[October 22, 2022](#)

**CENTRING BLACK STUDENTS, FAMILIES AND COMMUNITIES**

In collaboration with the Parents and Caregivers Engagement Office during the Parents and Caregivers as Partners 2022 Conference provided families, caregivers and community members an opportunity to engage in an intimate conversation with the Centre of Excellence for Black Student Achievement. This session discussed innovative programming and strategies rooted in Black Joy and Excellence, highlighted opportunities for ongoing collaboration and partnership. Participants also receive a guided tour of the Centre of Excellence for Black Student Achievement.

**Facilitators:** Centre of Excellence for Black Student Achievement Staff

**Audience:** TDSB Caregivers and Community

[November 2022 - April 2023](#)

**WEBINAR WEDNESDAYS**

This series seeks to support Black caregivers, along with caregivers raising Black children with meaningful engagement and advocacy for their children in TDSB schools and programs. Through collaborations with various TDSB Departments, Webinar Wednesdays aims to support system navigation processes for Black families and caregivers, alongside communication about Black student success. Topics include:

- November 16, 2022: Connecting with Graduation Coaches for Black Students
- January 18, 2023: Exploring Pathways and Transitions
- March 8, 2023: Deepening Understanding of Special Education Processes (Part 1)
- April 12, 2023: Deepening Understanding of Special Education Processes (Part 2)

**Facilitators:** Graduation Coaches for Black Students

**Audience:** TDSB Caregivers and Community

[December 2022 - February 2023](#)

**SHOW ME LITERACY SERIES**

In collaboration with English/Literacy, the "Show Me" Literacy series continues with new sessions focusing on teaching practices that affirm the identities of Black and racialized students and promote evidence-based literacy pedagogy. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces. Topics include:

- December 13, 2022: Using Dr. Gholdy Muhammad's Framework and the 5 Pursuits across Cross-Curricular Lessons - Early Civilizations of Africa
- February 28, 2023: Black Boys' Literacy in Elementary Grades

**Facilitators:** Various

**Audience:** Grades 3-8 TDSB Educators



**DEEPENING INSTRUCTIONAL PROGRAMMING SERIES**

Ongoing

To support ongoing educator capacity, the Centre of Excellence for Black Student Achievement will explore with the system learning experiences that centre Black-affirming pedagogical practices.

Topics include:

- Black-Affirming Practices (offered to and in collaboration with various TDSB Departments)
- Synchronous Student Learning Experiences
- January 25, 2023: Subjects of Desire Film Screening and Conversation with Producer
- March 2023: Transformative Justice & Facilitating Transformative Justice Circles

**Facilitators:** Various

**Audience:** All Staff

**ASYNCHRONOUS LEARNING SESSIONS - CENTRE OF EXCELLENCE FOR BLACK STUDENT ACHIEVEMENT**

Ongoing

The Centre of Excellence for Black Student Achievement team offers a menu of professional learning opportunities for TDSB staff, caregivers and community members. Some examples of these professional learning experiences include:

- Author Lawrence Hill - Identity Loss and Formation with TDSB Educators
- Dr. George Dei - African Elders and Eldership
- Show Me Literacy - Sankofa Black Heritage Collection Teacher's Guide (Episode 1)
- Show Me Literacy - Black Girls' Book Club: Creating Courageous Spaces for Black Sisterhood (Episode 3)

Please visit the Centre of Excellence for Black Student Achievement [website](#) for a fulsome description and access to the asynchronous learning opportunities.

**Facilitators:** Various

**Audience:** All Staff





## COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

### ADDITIONAL QUALIFICATION COURSE: ADDRESSING ANTI-BLACK RACISM IN PEDAGOGY AND PRACTICE

Spring & Summer 2023

These Additional Qualification courses, Addressing Anti-Black Racism to Change Pedagogy and Practice, Part 1 and Part 2 are created to disrupt and to provide opportunities for educators to self-reflect, deepen knowledge, and build competencies as leaders.

**Hours:** 125  
**Audience:** All Staff

### MODLET: CENTRING BLACK STUDENTS IN PROGRAMMING & INSTRUCTION THROUGH CULTURALLY RELEVANT AND RESPONSIVE PEDAGOGY

Asynchronous

This asynchronous self-directed learning opportunity seeks to deepen knowledge around how to intentionally design programming that is culturally responsive and relevant, with a specific focus on disrupting anti-Black Racism.

**Hours:** 6  
**Audience:** All Staff

### MODLET: DEEPENING UNDERSTANDING OF ANTI-BLACK RACISM

Asynchronous

This asynchronous self-directed learning opportunity seeks to develop understanding about key terms pertaining to race, racism and anti-Black racism, along with how they manifest within educational environments. This session also seeks to build staff capacity to identify, address and dismantle anti-Black racism within various sites of practice.

**Hours:** 6  
**Audience:** All Staff

**2022-2023**

# PROFESSIONAL LEARNING MENU

## Understanding Muslim Identities & Islamophobia

### IN CONVERSATION SERIES

This series features various experts and community advocates, including some with lived experiences, which offer insight into responding to and addressing diverse issues tied to discrimination and promoting human rights.

Asynchronous  
July 2022 - August 2022

#### CENTRING THE MULTIPLICITIES OF MUSLIM IDENTITIES AND EXPERIENCES IN EDUCATION

In this session, a panel comprising diverse members of Muslim communities discuss cultural, racial and faith-based identifications of what it means to be Muslim within educational spaces.

**Audience: TDSB Managers, Principals and Vice-Principals**

August 2022 - August 2023

#### EXPLORING MUSLIM IDENTITIES & EXPERIENCES

In collaboration with National Council for Canadian Muslims (NCCM), the Centre of Excellence for Black Student Achievement and the Equity, Anti-Racism & Anti-Oppression Team co-develop and co-facilitate professional learning experiences. These sessions focus on the multiplicities of experiences and identities of Muslims, promoting anti-Islamophobia/anti-Muslim racism education and exploring concrete strategies within school communities and environments. Some sessions will be made available for Administrators and Aspiring Leaders on myPath.

**Audience: All Staff, Students and Community**

December 2022- May 2023

#### FILM & TEXT SERIES: SCARBOROUGH

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, the Equity, Anti-Racism & Anti-Oppression Department, including the Centre of Excellence for Black Student Achievement, this series uses film and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

- Scarborough by Catherine Hernandez

**Audience: Staff, Students, Caregivers and Community**

Asynchronous

**TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS AROUND EQUITABLE, ANTI-RACIST, AND ANTI-OPPRESSIVE PRACTICE**

Season 1 of the podcast is comprised of a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics covered in this season was Understanding Islam and Muslim Cultures

**Audience: All Staff, Caregivers, and Community**

January 2023

**LOVE AND BELONGING IN COMMUNITY SPACES- COMMEMORATING THE NATIONAL DAY OF REMEMBRANCE AND ACTION AGAINST ISLAMOPHOBIA**

This session commemorates the National Day of Remembrance of the Quebec City Mosque Attack and Action Against Islamophobia. M.O. Yuksel and Hatem Aly, the author and illustrator of the book *In My Mosque*, will engage TDSB students and staff in an interactive storytelling session focused on love and belonging in community spaces. It is designed for classrooms from Kindergarten to Grade 6.

- Session A: TDSB Staff and Students
- Session B: TDSB Parents/Caregivers and Community Members

**Audience: Staff, Students, Caregivers and Community**

**PROFESSIONAL LEARNING**

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

April 18, 2023

**SYNCHRONOUS WORKSHOP SERIES - SHOW ME LITERACY**

In collaboration with English/Literacy, the "Show Me" Literacy series continues with new sessions focusing on teaching practices that affirm the identities of Black and racialized students and promote evidence-based literacy pedagogy. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces. Topics included:

- Culturally Relevant Texts: Focus on Muslim Identities

**Audience: Grade 4-12 Educators**

**COURSES**

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

Winter & Spring 2023

**MODLET: UNDERSTANDING ISLAM AND MUSLIM  
CULTURES PART 1 AND 2**

The aim of this module is to promote an enhanced understanding and cultural responsiveness of Islam and Muslim Cultures within diverse educational spaces. As well as to transform professional practice to improve access, opportunities, and outcomes for Muslim-identifying students. This modlet also responds to the recommendations put forth by the National Summit on Islamophobia.

**Hours: 25 | Audience: All Staff**

# PROFESSIONAL LEARNING MENU

## Understanding Jewish Identities & Antisemitism

### IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

November 2022 - May 2023

#### ADDRESSING ANTISEMITISM WEBINAR

In collaboration with Facing History and Ourselves, the Equity, Anti-Racism & Anti-Oppression Team will engage TDSB staff in an Antisemitism Webinar. This interactive, synchronous webinar fosters awareness of the impact that anti-Jewish hate has on the lives and learning experiences of Jewish students, and the impact that hate has on all members of a school community. Participants will explore and acknowledge the diversity and complexity of Jewish identities and voices in Canada today, and examine the historical roots of Antisemitism, some of their contemporary manifestations and the consequences of labels, myths and hate when these go unchecked. As well as, equip participants to recognize and address Antisemitism through a case study approach.

Course Dates: December 1, March 7, and May 4 (4:30-6:00 PM)

**Audience: TDSB Staff**

May 18, 2022

#### UNDERSTANDING ANTISEMITISM: PAST AND PRESENT

Synchronously led by Bernie Farber and Len Rudner on Wednesday, May 18th, this professional learning supports administrators and managers in recognizing and addressing Antisemitism.

**Audience: TDSB Managers, Principals and Vice-Principals**

November 2022

#### PERIPHERY FILM SCREENING

The Equity, Anti-Racism and Anti-Oppression Department in collaboration with Periphery, No Silence on Race, the Ontario Jewish Archives, and the TDSB Jewish Heritage Committee is providing TDSB students, staff and community with two screenings of Periphery. Periphery is an evocative film about ethnic diversity in the Jewish community in Toronto, Canada. Periphery explores the richness of Jewish identity and cultural expression while illustrating the feeling of grappling to belong. Periphery Screenings occurred in two sessions::

- TDSB Staff and Students - November 22 9:45AM - 11:15AM
- TDSB Caregivers and Community Members - November 22 6:30PM - 8:00PM

Asynchronous

**TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS  
AROUND EQUITABLE, ANTI-RACIST, AND ANTI-  
OPPRESSIVE PRACTICE**

Season 1 of the podcast is comprised of a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics covered this season was :

- Understanding Judaism and Jewish Cultures,

**Audience: All Staff, Caregivers, and Community**

February 2023 - May 2023

**Building Staff Capacity for Transformative Culturally  
Relevant and Responsive Pedagogy: Honouring the  
Multiplicities of Jewish Identities**

The Equity, Anti-Racism & Anti-Oppression Team will engage TDSB staff and students in the curricular learning series Honouring the Multiplicities of Jewish Identities. Participants will develop historical literacy and build appropriate context to engage and centre students in a culturally relevant and responsive inquiry. This learning series is rooted in texts that feature intersectional Jewish identities, in order to provide education in face of rising Antisemitism.

- 3-Part Learning Series

**Audience: TDSB Staff**

**PROFESSIONAL LEARNING**

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

May 9, 2023

**SYNCHRONOUS WORKSHOP SERIES - SHOW ME LITERACY**

In collaboration with English/Literacy, the "Show Me" Literacy series continues with new sessions focusing on teaching practices that affirm the identities of Black and racialized students and promote evidence-based literacy pedagogy. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces. Topics include:

- Culturally Relevant Texts: Focus on Jewish Identities

**Audience: Grade 4-12 Educators**

**COURSES**

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

**MODLET: UNDERSTANDING JUDAISM AND JEWISH  
CULTURES PART 1 AND 2**

Winter & Spring 2023

This course supports educators as they become familiar with various aspects of Jewish history, culture, traditions and values. The course aims to help educators recognize and address Antisemitism and various forms of anti-Jewish hate.

**Hours: 25 | Audience: All Staff**

# PROFESSIONAL LEARNING MENU

## Understanding Palestinian Identities and Anti-Palestinian Racism

### IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

June 2022 - May 2023

### CURRICULUM RESOURCE: ROOTED

In collaboration with NCCM and various Palestinian and Arab community organizations, the Equity, Anti-Racism & Anti-Oppression Team is co-developing a curriculum resource for TDSB Educators for Grades 3-12 . This resource will provide support and opportunities for transformation within classrooms and school communities in meaningful ways by incorporating Palestine into classroom learning and exploring dynamic approaches to affirm Palestinian identities and to disrupt anti-Palestinian racism (APR).

**Audience: TDSB Educators**

Winter 2022 - Winter 2023

### CURATION OF LIBRARY RESOURCES

In collaboration with Library Learning Services, the Equity, Anti-Racism & Anti-Oppression Team is reviewing the TDSB catalogue of resources for students and educators to affirm Palestinian identities within TDSB libraries.

**Audience: Students & Educators**



# PROFESSIONAL LEARNING MENU

## Understanding Asian Identities and Anti-Asian Racism

### IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

Asynchronous

#### AROUND EQUITABLE, ANTI-RACIST, AND ANTI-OPPRESSIVE PRACTICE

Season 1 of the podcast is comprised a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics discussed this season was Understanding and Addressing Anti-Asian Racism

**Audience: All Staff, Caregivers, and Community**

December 2022- May 2023

#### FILM & TEXT SERIES: SCARBOROUGH

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, the Equity, Anti-Racism & Anti-Oppression Department, including the Centre of Excellence for Black Student Achievement, this series uses Im and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

Scarborough by Catherine Hernandez

**Audience: Staff, Students, Caregivers and Community**

## PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

#### CURRICULUM RESOURCE: AFFIRMING SOUTH ASIAN AND BROWN DIASPORIC IDENTITIES

Spring 2023

In collaboration with the Canadian Race Relations Foundation, the Equity, Anti-Racism & Anti-Oppression team is co-developing a curriculum resource for TDSB K-12 educators. This resource builds on the Addressing Anti-Asian Racism curriculum resource co-developed with ETFO, to further understand how anti-Asian racism impacts South Asian and Brown diasporic identities.

**Audience: TDSB Staff**

## COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

Winter & Spring 2023

### **MODLET: ADDRESSING ANTI-ASIAN RACISM PART 1 AND 2**

This online module will provide staff with the opportunity to understand anti-Asian racism as a form of oppression; uncover and unpack the history and present-day realities of Asian people in Canada, including the model minority myth and perpetual stranger stereotype; recognize the impact and cost of anti-Asian racism on mental health and well-being; and apply an anti-oppressive framework to build culturally relevant and responsive inclusive learning environments and school communities.

**Hours: 25 | Audience: All Staff**

2022-2023  
**PROFESSIONAL  
LEARNING  
MENU**

**Addressing 2SLGBTQ+ Identities and Bi/Homo/Transphobia**

**IN CONVERSATION SERIES**

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

December 2022- May 2023

**FILM & TEXT SERIES: SCARBOROUGH**

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, the Equity, Anti-Racism & Anti-Oppression Department, including the Centre of Excellence for Black Student Achievement, this series uses Im and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

- Scarborough by by Catherine Hernandez

**Audience: Staff, Students, Caregivers and Community**

February 28 & March 1, 2023

**ENVISION CONFERENCE**

The focus of the 2023 conference is 2SLGBTQIAP+ Indigenous, Black and Racialized Joy, Intersections and Futurity. The EnVision Conference invites 2SLGBTQIAP+ elementary and secondary students, as well as their allies/co-conspirators, to honour and celebrate belonging, and come together in collective care to address biphobia, homophobia and transphobia. Students will have opportunities to come as a class, with their GSA, or other student action group. Along with keynote speakers, there will be workshops on a continuum for those beginning their journey in allyship and those who would like more support in student action. The entire conference will be an opportunity for students to share the multiple ways gender and sexual diversity can be celebrated within the Toronto District School Board.

**Audience: Students and Staff**

**TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS  
AROUND EQUITABLE, ANTI-RACIST, AND ANTI-  
OPPRESSIVE PRACTICE**

Asynchronous

Season 1 is a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics discussed in the season was Centering Black LGBTQ+ Students in the Classroom

**Audience: All Staff, Caregivers, and Community**

## PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

### REVISION OF CHALLENGING HOMOPHOBIA AND HETEROSEXISM CURRICULUM RESOURCE

Summer 2022 - Winter 2023

Centre of Excellence for Black Student Achievement, a team of TDSB educators are revising the 2011 curriculum document Challenging Homophobia and Heterosexism Resource to better reflect understandings and policies affirming 2SLGBTQ+ students, staff and families.

### ENVISION 2022

Asynchronous

These asynchronous sessions provide educators opportunities to learn with keynote speakers, Dr. Andrew B. Campbell and Student Tru Wilson. The keynote speakers for the EnVision 2022 conference discussed 2SLGBTQI+ Indigenous, Black and racialized youth's collective acts of care and activism.

**2022-2023**  
**PROFESSIONAL  
LEARNING  
MENU**

**Combating Hate and Racism**

**PROFESSIONAL LEARNING**

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

**ADDRESSING THE SMOG: WHITE SUPREMACY IN EDUCATION**

October 22 & October 23, 2022

This synchronous workshop is offered to caregivers and community at the Parents and Caregivers as Partners 2022 Conference by the Equity, Anti-Racism & Anti-Oppression Team. In this workshop, participants examined and identified the role of power and white supremacy while exploring ways to identify, challenge, and change white supremacy within the education system.

**Audience: Caregivers and Community**

TBD

**MATH IS NOT NEUTRAL (MINE): EXPLORING MATHEMATICS THROUGH ANTI-OPPRESSIVE PEDAGOGY**

In partnership with the Mathematics/Academic Pathways Team, the Equity, Anti-Racism & Anti-Oppression Team will engage educator teams in a three-part professional learning series centring the following topics:

- Understanding and addressing white supremacy in mathematics
- How to increase access and shift learning opportunities
- Maintaining high expectations while positioning students and communities as knowledge holders
- Shift towards teaching mathematics, centering anti-oppressive pedagogy

**Audience: Sta (Grades 7-10 in select schools)**

**ASYNCHRONOUS LEARNING SESSIONS - EQUITY, ANTI-RACISM, ANTI-OPPRESSION**

Ongoing

The Equity, Anti-Racism & Anti-Oppression team offers ongoing asynchronous learning opportunities for educators. These include:

- Toolkit for Selecting Equitable and Culturally Relevant and Responsive Resources
- Equity and Anti-Oppressive Leadership Situated within the Equity Goal
- Creating the Conditions for Building Positive Relationships with Students
- Equity in the Mathematics Classroom
- Equity in the French as a Second Language Classroom
- Equity in Outdoor Education
- Equity in Science

Please visit the Equity, Anti-Racism & Anti-Oppression website for a fulsome description and access to the asynchronous learning opportunities.

**LEADERSHIP SERIES - THE LEADERSHIP LEARNING AND JOURNEY TO THRIVE**

September 2022 - June 2023

New and experienced Administrators will have opportunities to build and extend their capacity in equitable leadership. These sessions are compulsory for aspiring and new administrators as part of system leadership capacity building. Topics on the agenda include:

- Facilitating Conversations Addressing Hate and Racism
- Operationalizing Equity Learning within the Achievement and
- Belonging/Well-Being Goals: 3-Part Series
- Meet-ups with Aspiring and New Leaders

Sessions will be made available for Administrators and Aspiring Leaders on myPath.

**Audience: Administrators and Aspiring Leaders**

July 2022 - July 2023

**LEADERSHIP SERIES - BUSINESS AND OPERATIONS**

TDSB Managers will have opportunities to deepen and extend their equity leadership capacity. These sessions are compulsory for TDSB managers:

- Understanding & Leading an Equitable and Inclusive Workplace Culture

**Audience: Business and Operations Managers**

**REVISION OF CONTROVERSIAL AND SENSITIVE ISSUES CURRICULUM RESOURCE**

Summer 2022 - Winter 2023

In collaboration with the Equity, Anti-Racism & Anti-Oppression team, which includes the Centre of Excellence for Black Student Achievement, a team of TDSB educators are revising the 2003 curriculum document to better reflect policies and conditions to support critical conversations in K-12 classrooms.

**COURSES**

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

Fall, Winter, Spring

**MODLETS: TEACHING LEARNING AND LEADING**

These modlets support new teachers and mentors in 8-10 hour professional learning, combined BrightSpace asynchronous and two 90 minute face-to-face meetings.

- Meaningful Mentoring
- Creating Caring and Culturally Relevant Classrooms
- Equitable and Inclusive Teaching Practice
- Assessment FOR/AS Learning
- Teaching French as a Second Language in collaboration with FSL department

**Hours: 8 | Audience: Year 1 & 2 New Teachers**

# PROFESSIONAL LEARNING MENU

## Addressing 2SLGBTQ+ Identities and Bi/Homo/Transphobia

### IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

December 2022- May 2023

#### FILM & TEXT SERIES: SCARBOROUGH

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, the Equity, Anti-Racism & Anti-Oppression Department, including the Centre of Excellence for Black Student Achievement, this series uses film and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

- Scarborough by Catherine Hernandez

**Audience: Staff, Students, Caregivers and Community**

February 28 & March 1, 2023

#### ENVISION CONFERENCE

The focus of the 2023 conference is 2SLGBTQIAP+ Indigenous, Black and Racialized Joy, Intersections and Futurity. The EnVision Conference invites 2SLGBTQIAP+ elementary and secondary students, as well as their allies/co-conspirators, to honour and celebrate belonging, and come together in collective care to address biphobia, homophobia and transphobia. Students will have opportunities to come as a class, with their GSA, or other student action group. Along with keynote speakers, there will be workshops on a continuum for those beginning their journey in allyship and those who would like more support in student action. The entire conference will be an opportunity for students to share the multiple ways gender and sexual diversity can be celebrated within the Toronto District School Board.

**Audience: Students and Staff**

#### TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS AROUND EQUITABLE, ANTI-RACIST, AND ANTI- OPPRESSIVE PRACTICE

Asynchronous

Season 1 is a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics discussed in the season was Centering Black LGBTQ+ Students in the Classroom

**Audience: All Staff, Caregivers, and Community**

## PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

### REVISION OF CHALLENGING HOMOPHOBIA AND HETEROSEXISM CURRICULUM RESOURCE

Summer 2022 - Winter 2023

Centre of Excellence for Black Student Achievement, a team of TDSB educators are revising the 2011 curriculum document Challenging Homophobia and Heterosexism Resource to better reflect understandings and policies affirming 2SLGBTQ+ students, staff and families.

### ENVISION 2022

Asynchronous

These asynchronous sessions provide educators opportunities to learn with keynote speakers, Dr. Andrew B. Campbell and Student Tru Wilson. The keynote speakers for the EnVision 2022 conference discussed 2SLGBTQI+ Indigenous, Black and racialized youth's collective acts of care and activism.



# PROFESSIONAL LEARNING MENU

## Understanding Asian Identities and Anti-Asian Racism

### IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

Asynchronous

#### AROUND EQUITABLE, ANTI-RACIST, AND ANTI-OPPRESSIVE PRACTICE

Season 1 of the podcast is comprised a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics discussed this season was Understanding and Addressing Anti-Asian Racism

**Audience: All Staff, Caregivers, and Community**

December 2022- May 2023

#### FILM & TEXT SERIES: SCARBOROUGH

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, the Equity, Anti-Racism & Anti-Oppression Department, including the Centre of Excellence for Black Student Achievement, this series uses Im and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

Scarborough by Catherine Hernandez

**Audience: Staff, Students, Caregivers and Community**

## PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

#### CURRICULUM RESOURCE: AFFIRMING SOUTH ASIAN AND BROWN DIASPORIC IDENTITIES

Spring 2023

In collaboration with the Canadian Race Relations Foundation, the Equity, Anti-Racism & Anti-Oppression team is co-developing a curriculum resource for TDSB K-12 educators. This resource builds on the Addressing Anti-Asian Racism curriculum resource co-developed with ETFO, to further understand how anti-Asian racism impacts South Asian and Brown diasporic identities.

**Audience: TDSB Staff**

## COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

Winter & Spring 2023

### **MODLET: ADDRESSING ANTI-ASIAN RACISM PART 1 AND 2**

This online module will provide staff with the opportunity to understand anti-Asian racism as a form of oppression; uncover and unpack the history and present-day realities of Asian people in Canada, including the model minority myth and perpetual stranger stereotype; recognize the impact and cost of anti-Asian racism on mental health and well-being; and apply an anti-oppressive framework to build culturally relevant and responsive inclusive learning environments and school communities.

**Hours: 25 | Audience: All Staff**

# PROFESSIONAL LEARNING MENU

## Understanding Palestinian Identities and Anti-Palestinian Racism

### IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

June 2022 - May 2023

### CURRICULUM RESOURCE: ROOTED

In collaboration with NCCM and various Palestinian and Arab community organizations, the Equity, Anti-Racism & Anti-Oppression Team is co-developing a curriculum resource for TDSB Educators for Grades 3-12 . This resource will provide support and opportunities for transformation within classrooms and school communities in meaningful ways by incorporating Palestine into classroom learning and exploring dynamic approaches to affirm Palestinian identities and to disrupt anti-Palestinian racism (APR).

**Audience: TDSB Educators**

Winter 2022 - Winter 2023

### CURATION OF LIBRARY RESOURCES

In collaboration with Library Learning Services, the Equity, Anti-Racism & Anti-Oppression Team is reviewing the TDSB catalogue of resources for students and educators to affirm Palestinian identities within TDSB libraries.

**Audience: Students & Educators**



# PROFESSIONAL LEARNING MENU

## ADDRESSING ANTI-BLACK RACISM

### IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

#### ACKNOWLEDGING INTERNATIONAL DECADE FOR PEOPLE OF AFRICAN DESCENT

January 2022 - June 2023

In collaboration with Model Schools for Inner City and the Parent and Community Engagement Office, this initiative within the Centre of Excellence for Black Student Achievement recognizes the history of people of African Descent critically exploring key areas including, but not limited to:

- Pre-colonial Africa - Celebration of African history, culture, and the arts
- Legacy of Enslavement and Genocide
- African Canadian History within Curriculum
- Centring the Arts (Afrofuturism and Healing)

**Facilitators:** Various

**Audience:** All Staff, Students, Caregivers and Community

### FILM AND TEXT SERIES

February 2023 - June 2023

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, and the Equity, Anti-Racism & Anti-Oppression team, this series within the Centre of Excellence for Black Student Achievement uses film and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

- February 2, 2023: The Book of Negroes, Lawrence Hill
- March 7, 2023: Scarborough, Catherine Hernandez
- Brother, David Chariandy
- Black Ice: The Lost History of the Coloured Hockey League of the Maritimes, 1895-1925

**Facilitators:** Various

**Audience:** All Staff, Students, Caregivers and Community

#### EXPLORING INTERSECTIONS OF RACE AND CREED

August 2022 - August 2023

In collaboration with community partners such as the National Council for Canadian Muslims (NCCM), Facing History and Ourselves, and No Silence On Race, the Centre of Excellence for Black Student Achievement and the Equity, Anti-Racism, and Anti-Oppression Teams offer diverse professional learning experiences for TDSB staff, students and caregivers. Sessions include:

- NCCM - providing a broader understanding of Islam and Muslim communities to promote anti-Islamophobia pedagogical practices with a focus on Black Muslim communities.
- No Silence On Race & Facing History - examining the ethnic diversity within Jewish communities through the film Periphery.

**Facilitators:** Various

**Audience:** All Staff, Students, Caregivers and Community



February - June 2023

**HEALING-CENTRED ENGAGEMENT SERIES**

In collaboration with various community partners and service providers offering African Indigenous healing-centred experiences, the Centre of Excellence for Black Student Achievement offers a variety of experiences to build an understanding of the diverse areas encompassing Black Mental Health and Wellness. This series focuses exclusively on the 2022-2023 collaborative inquiry of the Centre of Excellence for Black Student Achievement: In what ways might we identify, develop and facilitate culturally responsive and relevant healing practices for Black students, families and communities? Some of the areas of focus include:

- Examining the Impact of Racial Trauma
- Black Mental Health for Caregivers
- Transformative Care Approaches
- African Proverbs, Indigenous Folktales and Cultural Stories
- Panel Conversation: African Indigenous Spirituality and Healing with Dr. Dei, Dr. Wane and Dr. Mazama

**Facilitators:** Various

**Audience:** All Staff, Students, Caregivers and Community

**TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS AROUND BLACK STUDENT SUCCESS AND EXCELLENCE**

Asynchronous

Season 2 introduces leading scholars, emerging thinkers, and fellow educators passionate about creating learning spaces dedicated to Black student success, well-being, and positive racial identity. This edition by the Centre of Excellence for Black Student Achievement highlights strategies that support meaningful engagement and advocacy of caregivers and communities and offers guidance with navigating the education system. Some of the topics include:

- Research Consultations: Honouring the Voices of Community
- In Conversation with Karen Murray: Building a Better Future for Black Students

**Facilitators:** Various

**Audience:** All Staff, Caregivers and Community

**LET'S TALK ABOUT THE N-WORD: PROFESSIONAL LEARNING VIDEOS**

Asynchronous

The Human Rights Office in collaboration with the Centre of Excellence for Black Student Achievement created a series of professional learning videos and resources for staff to learn more about the N-Word. This video series educates staff about the N-Word, its historical context and impact on the Black community and educational spaces, as well as provide guidance on the TDSB's official stance on the N-Word. This series further equips staff with resources and information needed to make informed and educated decisions when it comes to addressing and discussing the N-Word with staff and students when it arises.

**Facilitators:** Various

**Audience:** All Staff



## PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB Staff develop their equitable leadership competencies and engage in critical conversations that promote Black student achievement and wellbeing.

September 2022 - April 2023

### RACIAL LITERACY AND ADDRESSING ANTI-BLACK RACISM

This three-part professional learning series hosted by the Centre of Excellence for Black Student Achievement focuses on developing a leader's capacity in addressing anti-Black racism within school communities. Through this experience, educators build their understanding of key terminology encompassing anti-racist work and engage in critical self-reflection as you build your facilitation skills in engaging in conversations about anti-Black racism. Session dates led by Dr. Nicole West-Burns include:

- Fall 2022 Sessions: September 29, October 13 and November 10, 2022
- Winter/Spring 2023 Sessions: February 8, March 8 and April 20, 2023

**Facilitators:** Dr. Nicole West-Burns

**Audience:** All Staff

November 2022 - June 2023

### BLACK STUDENT SUCCESS AND EXCELLENCE INITIATIVE AND FOUNDATIONAL LEARNING SERIES

**Black Student Success and Excellence (BSSE) Initiative:** In its fifth year, the Black Students Success and Excellence initiative is an integral component of the Toronto District School Board's ongoing commitment to the teaching and learning experiences of Black students. BSSE continues to go deeper with its collaboration with elementary and secondary school communities in 23 schools across the TDSB. Collaborative learning sessions include:

- November 17: Launch of the 5th year of Black Student Success and Excellence
- December 6 and 7, 2022: Specific Learning Centre conversation focused on collaborative inquiry and workplan implementation

**Foundational Learning Series:** This three-part continuous series hosted by the Centre of Excellence for Black Student Achievement is for educators within the Black Student Success and Excellence initiative and for educators interested in deepening their capacity to disrupt and dismantle anti-Black racism. This learning opportunity seeks to support foundational understandings and inquiry work tied to Black Student Success and Excellence.

- Session dates include: January 19, February 9 and March 9, 2023

**Facilitators:** Karen Murray

**Audience:** All Staff



[October 27, 2022](#)

**STUDENT RESEARCH CONFERENCE**

The Centre of Excellence for Black Student Achievement in collaboration with the TDSB's Research and Development Department and Continuing Education - Focus on Youth Toronto Program (FOYT) hosted its first virtual student-led Youth Participatory Action Research (YPAR) Conference: Using Student Voice to Inform School Policies and Practices. Thirteen exciting presentations across five panels focused on themes including Pathways and Transitions, the Black identity in K-12 education and equitable learning opportunities for Black students.

**Facilitators:** TDSB Students

**Audience:** All Staff, Students, Caregivers and Community

[October 22, 2022](#)

**CENTRING BLACK STUDENTS, FAMILIES AND COMMUNITIES**

In collaboration with the Parents and Caregivers Engagement Office during the Parents and Caregivers as Partners 2022 Conference provided families, caregivers and community members an opportunity to engage in an intimate conversation with the Centre of Excellence for Black Student Achievement. This session discussed innovative programming and strategies rooted in Black Joy and Excellence, highlighted opportunities for ongoing collaboration and partnership. Participants also receive a guided tour of the Centre of Excellence for Black Student Achievement.

**Facilitators:** Centre of Excellence for Black Student Achievement Staff

**Audience:** TDSB Caregivers and Community

[November 2022 - April 2023](#)

**WEBINAR WEDNESDAYS**

This series seeks to support Black caregivers, along with caregivers raising Black children with meaningful engagement and advocacy for their children in TDSB schools and programs. Through collaborations with various TDSB Departments, Webinar Wednesdays aims to support system navigation processes for Black families and caregivers, alongside communication about Black student success. Topics include:

- November 16, 2022: Connecting with Graduation Coaches for Black Students
- January 18, 2023: Exploring Pathways and Transitions
- March 8, 2023: Deepening Understanding of Special Education Processes (Part 1)
- April 12, 2023: Deepening Understanding of Special Education Processes (Part 2)

**Facilitators:** Graduation Coaches for Black Students

**Audience:** TDSB Caregivers and Community

[December 2022 - February 2023](#)

**SHOW ME LITERACY SERIES**

In collaboration with English/Literacy, the "Show Me" Literacy series continues with new sessions focusing on teaching practices that affirm the identities of Black and racialized students and promote evidence-based literacy pedagogy. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces. Topics include:

- December 13, 2022: Using Dr. Gholdy Muhammad's Framework and the 5 Pursuits across Cross-Curricular Lessons - Early Civilizations of Africa
- February 28, 2023: Black Boys' Literacy in Elementary Grades

**Facilitators:** Various

**Audience:** Grades 3-8 TDSB Educators



**DEEPENING INSTRUCTIONAL PROGRAMMING SERIES**

Ongoing

To support ongoing educator capacity, the Centre of Excellence for Black Student Achievement will explore with the system learning experiences that centre Black-affirming pedagogical practices. Topics include:

- Black-Affirming Practices (offered to and in collaboration with various TDSB Departments)
- Synchronous Student Learning Experiences
- January 25, 2023: Subjects of Desire Film Screening and Conversation with Producer
- March 2023: Transformative Justice & Facilitating Transformative Justice Circles

**Facilitators:** Various

**Audience:** All Staff

**ASYNCHRONOUS LEARNING SESSIONS - CENTRE OF EXCELLENCE FOR BLACK STUDENT ACHIEVEMENT**

Ongoing

The Centre of Excellence for Black Student Achievement team offers a menu of professional learning opportunities for TDSB staff, caregivers and community members. Some examples of these professional learning experiences include:

- Author Lawrence Hill - Identity Loss and Formation with TDSB Educators
- Dr. George Dei - African Elders and Eldership
- Show Me Literacy - Sankofa Black Heritage Collection Teacher's Guide (Episode 1)
- Show Me Literacy - Black Girls' Book Club: Creating Courageous Spaces for Black Sisterhood (Episode 3)

Please visit the Centre of Excellence for Black Student Achievement [website](#) for a fulsome description and access to the asynchronous learning opportunities.

**Facilitators:** Various

**Audience:** All Staff





## COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

### ADDITIONAL QUALIFICATION COURSE: ADDRESSING ANTI-BLACK RACISM IN PEDAGOGY AND PRACTICE

Spring & Summer 2023

These Additional Qualification courses, Addressing Anti-Black Racism to Change Pedagogy and Practice, Part 1 and Part 2 are created to disrupt and to provide opportunities for educators to self-reflect, deepen knowledge, and build competencies as leaders.

**Hours:** 125  
**Audience:** All Staff

### MODLET: CENTRING BLACK STUDENTS IN PROGRAMMING & INSTRUCTION THROUGH CULTURALLY RELEVANT AND RESPONSIVE PEDAGOGY

Asynchronous

This asynchronous self-directed learning opportunity seeks to deepen knowledge around how to intentionally design programming that is culturally responsive and relevant, with a specific focus on disrupting anti-Black Racism.

**Hours:** 6  
**Audience:** All Staff

### MODLET: DEEPENING UNDERSTANDING OF ANTI-BLACK RACISM

Asynchronous

This asynchronous self-directed learning opportunity seeks to develop understanding about key terms pertaining to race, racism and anti-Black racism, along with how they manifest within educational environments. This session also seeks to build staff capacity to identify, address and dismantle anti-Black racism within various sites of practice.

**Hours:** 6  
**Audience:** All Staff

# PROFESSIONAL LEARNING MENU

## Understanding Jewish Identities & Antisemitism

### IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

November 2022 - May 2023

#### ADDRESSING ANTISEMITISM WEBINAR

In collaboration with Facing History and Ourselves, the Equity, Anti-Racism & Anti-Oppression Team will engage TDSB staff in an Antisemitism Webinar. This interactive, synchronous webinar fosters awareness of the impact that anti-Jewish hate has on the lives and learning experiences of Jewish students, and the impact that hate has on all members of a school community. Participants will explore and acknowledge the diversity and complexity of Jewish identities and voices in Canada today, and examine the historical roots of Antisemitism, some of their contemporary manifestations and the consequences of labels, myths and hate when these go unchecked. As well as, equip participants to recognize and address Antisemitism through a case study approach.

Course Dates: December 1, March 7, and May 4 (4:30-6:00 PM)

**Audience: TDSB Staff**

May 18, 2022

#### UNDERSTANDING ANTISEMITISM: PAST AND PRESENT

Synchronously led by Bernie Farber and Len Rudner on Wednesday, May 18th, this professional learning supports administrators and managers in recognizing and addressing Antisemitism.

**Audience: TDSB Managers, Principals and Vice-Principals**

November 2022

#### PERIPHERY FILM SCREENING

The Equity, Anti-Racism and Anti-Oppression Department in collaboration with Periphery, No Silence on Race, the Ontario Jewish Archives, and the TDSB Jewish Heritage Committee is providing TDSB students, staff and community with two screenings of Periphery. Periphery is an evocative film about ethnic diversity in the Jewish community in Toronto, Canada. Periphery explores the richness of Jewish identity and cultural expression while illustrating the feeling of grappling to belong. Periphery Screenings occurred in two sessions::

- TDSB Staff and Students - November 22 9:45AM - 11:15AM
- TDSB Caregivers and Community Members - November 22 6:30PM - 8:00PM

**TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS  
AROUND EQUITABLE, ANTI-RACIST, AND ANTI-  
OPPRESSIVE PRACTICE**

Asynchronous

Season 1 of the podcast is comprised of a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics covered this season was :

- Understanding Judaism and Jewish Cultures,

**Audience: All Staff, Caregivers, and Community**

**Building Staff Capacity for Transformative Culturally  
Relevant and Responsive Pedagogy: Honouring the  
Multiplicities of Jewish Identities**

February 2023 - May 2023

The Equity, Anti-Racism & Anti-Oppression Team will engage TDSB staff and students in the curricular learning series Honouring the Multiplicities of Jewish Identities. Participants will develop historical literacy and build appropriate context to engage and centre students in a culturally relevant and responsive inquiry. This learning series is rooted in texts that feature intersectional Jewish identities, in order to provide education in face of rising Antisemitism.

- 3-Part Learning Series

**Audience: TDSB Staff**

**PROFESSIONAL LEARNING**

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

**SYNCHRONOUS WORKSHOP SERIES - SHOW ME LITERACY**

May 9, 2023

In collaboration with English/Literacy, the "Show Me" Literacy series continues with new sessions focusing on teaching practices that affirm the identities of Black and racialized students and promote evidence-based literacy pedagogy. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces. Topics include:

- Culturally Relevant Texts: Focus on Jewish Identities

**Audience: Grade 4-12 Educators**

**COURSES**

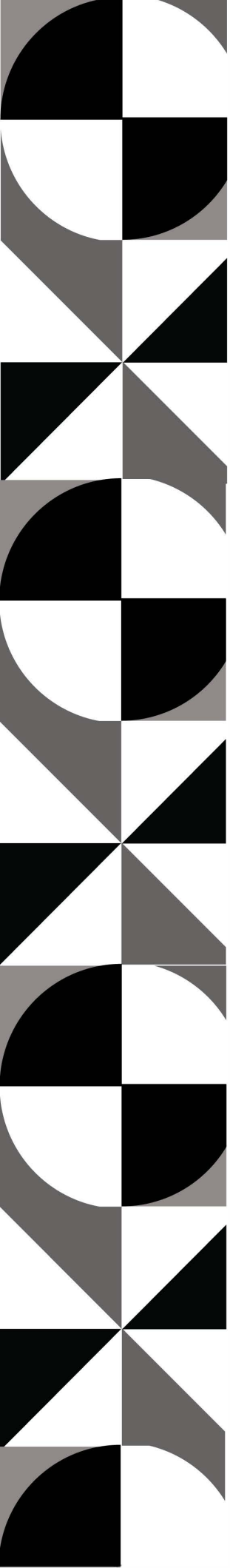
TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

**MODLET: UNDERSTANDING JUDAISM AND JEWISH  
CULTURES PART 1 AND 2**

Winter & Spring 2023

This course supports educators as they become familiar with various aspects of Jewish history, culture, traditions and values. The course aims to help educators recognize and address Antisemitism and various forms of anti-Jewish hate.

**Hours: 25 | Audience: All Staff**



2022-2023  
**PROFESSIONAL  
LEARNING  
MENU**

**Understanding Muslim Identities & Islamophobia**

**IN CONVERSATION SERIES**

This series features various experts and community advocates, including some with lived experiences, which offer insight into responding to and addressing diverse issues tied to discrimination and promoting human rights.

Asynchronous  
July 2022 - August 2022

**CENTRING THE MULTIPLICITIES OF MUSLIM IDENTITIES AND EXPERIENCES IN EDUCATION**

In this session, a panel comprising diverse members of Muslim communities discuss cultural, racial and faith-based identifications of what it means to be Muslim within educational spaces.

**Audience: TDSB Managers, Principals and Vice-Principals**

August 2022 - August 2023

**EXPLORING MUSLIM IDENTITIES & EXPERIENCES**

In collaboration with National Council for Canadian Muslims (NCCM), the Centre of Excellence for Black Student Achievement and the Equity, Anti-Racism & Anti-Oppression Team co-develop and co-facilitate professional learning experiences. These sessions focus on the multiplicities of experiences and identities of Muslims, promoting anti-Islamophobia/anti-Muslim racism education and exploring concrete strategies within school communities and environments. Some sessions will be made available for Administrators and Aspiring Leaders on myPath.

**Audience: All Staff, Students and Community**

December 2022- May 2023

**FILM & TEXT SERIES: SCARBOROUGH**

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, the Equity, Anti-Racism & Anti-Oppression Department, including the Centre of Excellence for Black Student Achievement, this series uses film and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

- Scarborough by Catherine Hernandez

**Audience: Staff, Students, Caregivers and Community**

**TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS  
AROUND EQUITABLE, ANTI-RACIST, AND ANTI-  
OPPRESSIVE PRACTICE**

Asynchronous

Season 1 of the podcast is comprised of a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics covered in this season was Understanding Islam and Muslim Cultures

**Audience: All Staff, Caregivers, and Community**

January 2023

**LOVE AND BELONGING IN COMMUNITY SPACES-  
COMMEMORATING THE NATIONAL DAY OF REMEMBRANCE  
AND ACTION AGAINST ISLAMOPHOBIA**

This session commemorates the National Day of Remembrance of the Quebec City Mosque Attack and Action Against Islamophobia. M.O. Yuksel and Hatem Aly, the author and illustrator of the book *In My Mosque*, will engage TDSB students and staff in an interactive storytelling session focused on love and belonging in community spaces. It is designed for classrooms from Kindergarten to Grade 6.

- Session A: TDSB Staff and Students
- Session B: TDSB Parents/Caregivers and Community Members

**Audience: Staff, Students, Caregivers and Community**

**PROFESSIONAL LEARNING**

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

**SYNCHRONOUS WORKSHOP SERIES - SHOW ME LITERACY**

April 18, 2023

In collaboration with English/Literacy, the "Show Me" Literacy series continues with new sessions focusing on teaching practices that arm the identities of Black and racialized students and promote evidence-based literacy pedagogy. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces. Topics included:

- Culturally Relevant Texts: Focus on Muslim Identities

**Audience: Grade 4-12 Educators**

**COURSES**

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

Winter & Spring 2023

**MODLET: UNDERSTANDING ISLAM AND MUSLIM  
CULTURES PART 1 AND 2**

The aim of this module is to promote an enhanced understanding and cultural responsiveness of Islam and Muslim Cultures within diverse educational spaces. As well as to transform professional practice to improve access, opportunities, and outcomes for Muslim-identifying students. This modlet also responds to the recommendations put forth by the National Summit on Islamophobia.

**Hours: 25 | Audience: All Staff**

# COMBATting HATE AND RACISM: STUDENT LEARNING STRATEGY

The Student Learning Strategy for Combatting Hate and Racism is a proactive and student-centred approach to creating respectful and culturally safe learning environments for all students. Students and staff deserve to learn and work in an environment that is safe, inclusive and centres Truth and Reconciliation, Anti-Oppression, and Anti-Racism. We are a collective community that must do everything in our ability to ensure all students, staff, families, and communities feel respected and welcomed.

## CLASSROOM INSTRUCTION

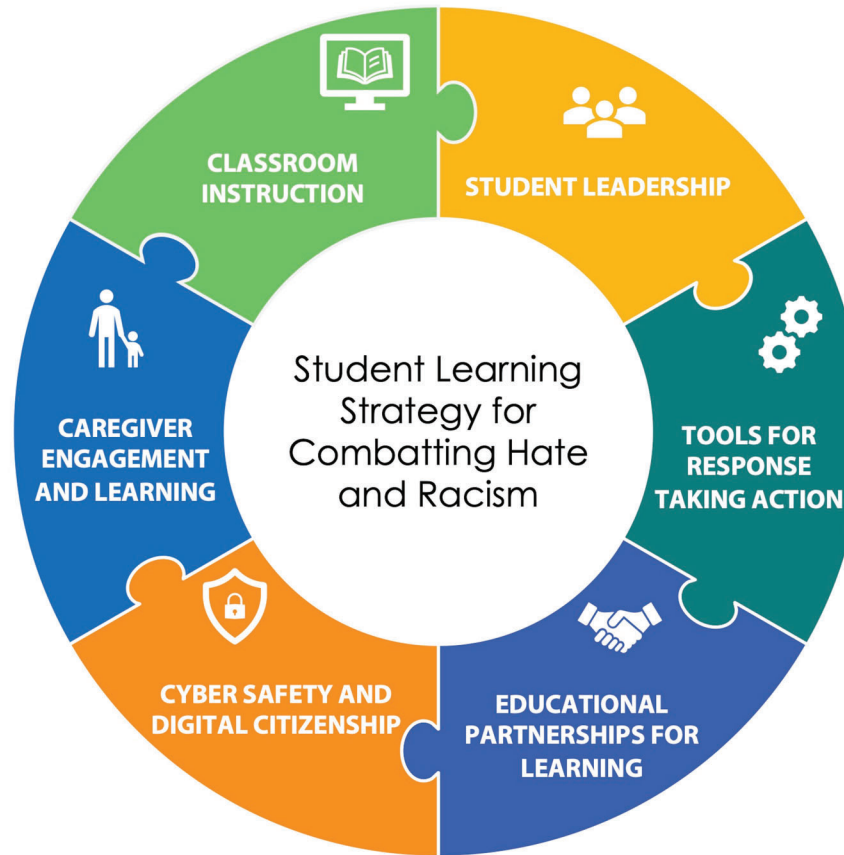
Engage in ongoing professional learning with staff to build understanding, develop critical consciousness, and implement strategies through curriculum. This will better support students and families in confronting hate, racism, and discrimination.

## CAREGIVER ENGAGEMENT AND LEARNING

Establish a district and local school learning plan to support combatting hate and racism with parent/caregiver communities utilizing system and school based data.

## CYBER SAFETY AND DIGITAL CITIZENSHIP

Cultivate strategies that support cyber safety, digital citizenship and critical awareness of hate and racism in social media and other online environments.



## STUDENT LEADERSHIP

The development of a student equity leadership collective that will make positive changes system wide and at the school level to address racism, hate and discrimination in the TDSB.

## TOOLS FOR RESPONSE TAKING ACTION

The creation of student equity collectives in each school committed to addressing and combatting hate and racism.

## EDUCATIONAL PARTNERSHIPS FOR LEARNING

Building partnerships with community agencies and educators whose voices are often not heard to support extending learning opportunities in dismantling hate and racism.





## EQUITY AS A LEADERSHIP COMPETENCY

Equity<sup>1</sup> is a necessary competency to achieve high quality education for all children regardless of identity. Within the Toronto District School Board (TDSB) equity is an expected core competency of all leaders. Being an equitable leader involves being able to understand, notice, name, and act, when injustices and acts of discrimination occur. It requires having the skills and competencies to address issues of oppression within the context of school-based interactions, decision-making processes and responses to students, families, staff, and communities. Engaging in equitable leadership requires an intentional focus on creating conditions for the success of students and staff, both within and outside of the organization.

In alignment with the Ontario Human Rights Commission, Ministry of Education directives, and to build on TDSB's ongoing commitment to Equity leadership, the Equity as a Leadership Competency tool was developed to explicitly acknowledge the organization's obligation and accountability to building equitable leaders. This tool is grounded in literature that connects Equity and Anti-Oppressive frameworks to pedagogies centering on transformative leadership. It aims to reimagine leadership for newly hired teachers to managers and system leaders as they create conditions within their working environments that foster equitable experiences and outcomes for ALL stakeholders.

The Urban Indigenous Education Centre, guided by the Elders Council and the Urban Indigenous Community Advisory Committee is developing a document that will inform leadership roles and responsibilities in Decolonizing Education and Indigenous Education.

*Equity as a Leadership Competency* covers six areas of equitable leadership practice:

- i. Equity and Anti Oppressive Leadership,
- ii. Setting Directions,
- iii. Building Productive Relationships and Developing People,
- iv. Improving the Instructional Program,
- v. Developing the Organization to Support Desired Practices, and
- vi. Securing Accountability.

This tool was developed to maintain consistency with the provincial Ontario Leadership Framework (OLF) and aligns to the same core competencies (ii-vi). In order to support the work within the TDSB of repaying "educational debt", the competency of "Equity and Anti-Oppression Leadership" was included.

These six areas ask key questions and identify specific competencies to provoke self-reflection and personal growth. Each question and competency is designed to provide guidance for leadership actions moving forward. This tool was designed recognizing that it does not cover all areas of equitable and anti-oppressive leadership, however, it provides entries into identifying specific actions tied to creating conditions and identifying areas for improvement for leaders within the organization.

## ENGAGING IN SELF-ASSESSMENT AND REFLECTION

*Equity as a Leadership Competency* is designed for leaders to monitor their progress overtime. Equity leaders should identify one or two areas of focus, on an ongoing basis, exploring strengths and areas of improvement as they identify specific areas for growth.

<sup>1</sup>Equity: Ensures Equality of opportunities and outcomes for all by responding fair and proportionality to the needs of individuals. Equity is not the same as equal treatment because it recognizes a social-cultural Power Imbalance that unfairly Privilege some while oppressing others and therefore focuses on redressing Disparity - meeting individual needs to ensure fair access, outcomes and participation that results in Equality, acknowledging historical and present Systemic Discrimination against identified groups and removing Barriers, eliminating Discrimination and remedying the impact of past Discrimination and current Oppression. Equity practices ensure fair, inclusive and respectful treatment of all people, with consideration of individual and group diversities and Intersectionality of multiple social identities, access to Privileges and impacts of Oppression. Equity honours and accommodates the specific needs of individuals/ groups. (TDSB. (2018). P037 Equity Policy. Toronto, ON: Author.)

## EQUITY AND ANTI-OPPRESSIVE LEADERSHIP

Equitable and anti-oppressive leaders advocate for and implement structural, curricular and procedural evidence-based actions through the school improvement process or department goals to provide high-quality education for all students, including those historically underserved by the school system.

### Questions

- i. In what ways, do you model vulnerability, self-awareness, and self-reflection to improve anti-oppressive and anti-racist leadership practices?
- ii. In what ways, do you unlearn informal and formal oppressive practices and act on this knowledge in your daily leadership decision making?

### SCHOOL IMPROVEMENT/TEACHING & LEARNING

- Holds ongoing space for brave conversations about identity, bias, power, privilege, barriers and marginalization with students, staff, and families and understands when these conversations are required.
- Uses brave conversations to remove barriers for students, staff and families.
- Demonstrates self-awareness to learn about anti-oppressive education and demonstrates application regarding how they are applying their learning in service of underserved students and school communities.
- Continues to probe and ask questions (e.g., “Who is missing from the conversation? How do we learn what we don’t yet know?”) and uses the answers to these questions to inform school improvement planning and instruction.
- Unpacks/understands the impact of power and privilege and uses professional learning structures to form strong partnerships with staff.
- Continuously challenges power and privilege in efforts to reduce the harm and trauma that underserved students experience within school and beyond.
- Supports staff, school leaders, and the community to ask questions to determine the actions which need to be taken to improve conditions for underserved students.
- Engages community members (e.g., mentors, community support workers, family members) on an ongoing basis to contribute to school improvement planning
- Identifies and immediately responds to hate, bias, and racism (as per PR728), directed towards underserved groups; works to identify strategies to disrupt inequitable school/department practices.
- Ensures that school funding/project priorities are aligned with the TDSB commitment to equity and anti-oppressive systems.

### BUSINESS AND OPERATIONS/MANAGEMENT

- Holds brave conversations about identity, bias, power, privilege, barriers, and marginalization.
- Creates initiatives, structures, policies, and processes to remove barriers for underserved students, staff, and community.
- Supports ongoing mentorship for diverse future leaders.
- Demonstrates self-awareness, continues to learn about anti-oppressive and anti-racist education.
- Continues to probe and ask questions e.g., “Who is missing from the conversation? How do we learn what we don’t yet know?” To determine which actions, need to be taken.
- Supports the creation and implementation of board-wide professional learning to help all staff continuously challenge power and privilege and respond appropriately.
- Identifies hate, bias, and racism and creates innovative policies, and practices based on input from key stakeholders to improve outcomes for all.
- Develops a network with diverse perspectives and consults diverse resources to better understand complex equity issues that negatively impact staff and the stakeholders we serve.
- Identifies hate, bias, and racism incidents and works towards disrupting inequitable practices.
- Develop support systems for staff who have been harmed by hate, bias, or racism.
- Ensures that the current funding is aligned with the TDSB’s commitment to equity and anti-oppressive systems by regularly advocating for re-assessment of funding to re-distribute, allocate and/or increase funding to improve the well-being of all.

## SETTING DIRECTION

Equitable and anti-oppressive leaders identify and address issues of oppression in all interactions, decision-making processes, and responses to students, families, staff, and communities through the school improvement process or development of department goals.

### Questions

- i. Who are the most vulnerable populations that you serve? How do you know?
- ii. In what ways do you centre the voices of historically marginalized and racialized individuals in the curriculum or in your work?
- iii. What does your staff/team need to learn to better understand and address systemic oppression?

### SCHOOL IMPROVEMENT/TEACHING & LEARNING

- Anchors the school's vision in a deep understanding of anti-oppression discourse to inform classroom practices, school culture and system direction.
- Understands the school improvement process as well as collaborative inquiry, and how it works to challenge teacher practice.
- Knowledgeable of current assessment data to ensure that assessment drives instruction.
- Regularly monitors achievement goals to determine the impact on underserved populations.
- Demonstrates a clear understanding of the purpose and impact of anti-oppressive leadership directions and its ability to influence the classroom practices, school culture and system direction.
- Views system, provincial and political direction with a critical equity lens.
- Understands and utilizes a variety of data effectively to determine most underserved populations in classrooms, school and the broader system.
- Creates school improvement goals, school learning plans and professional learning opportunities to challenge the underachievement data of the identified underserved population(s).
- 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.
- Understands the importance of engaging and affirming social identities in classroom practices, school culture and the broader system.
- Intentionally addresses the following: power and privilege, race and oppression, biases and systemic barriers through school improvement, classroom practices, school culture and the broader system
- Aligns budget and resources with a focus on addressing marginalization and underserved students and communities
- Develops strategic directions aligned with the Multi-Year Strategic Plan that centers student and parent voice and agency.

### BUSINESS AND OPERATIONS/MANAGEMENT

- Develops a team culture that values service excellence and continuous improvement by working with various employee groups to better understand their needs.
- Demonstrates a good understanding of anti-oppression to inform the development of department procedures and practices.
- Regularly monitors department goals to determine the impact on underserved staff and students.
- Demonstrates a clear understanding of the purpose and impact of anti-oppressive leadership directions and its ability to close the persistent underachievement of particular populations.
- Views system, provincial and political direction with a critical equity lens.
- Understands and utilizes a variety of data effectively to determine the most underserved student populations.
- Creates departmental workplans aligned with the Multi-Year Strategic Plan that centre diverse voices.
- Considers social identities and power dynamics in all forms of communication.
- Aligns budget and resources with a focus on addressing marginalization and underserved students and communities.
- Demonstrates awareness of and uses culturally-relevant leadership approaches to support staff.

## BUILDING PRODUCTIVE RELATIONSHIPS AND DEVELOPING PEOPLE

Equitable and anti-oppressive leaders use an asset-based lens to cultivate sustainable, strong and authentic relationships with diverse stakeholders in an effort to support and develop people.

### Questions

- i. Who will you build relationships with to cultivate and enhance equitable and inclusive learning and leadership opportunities for staff? Which staff do you select for leadership opportunities and why?
- ii. Do key relationships inside and outside of the TDSB support, reflect and model your commitment to equitable and anti-oppressive learning environments?
- iii. How do you build trust with individuals and what informs your abilities to build trust?

### SCHOOL IMPROVEMENT/ TEACHING & LEARNING

- Builds authentic relationships and partnerships with diverse community organizations, advocates, families, student leaders and staff representing historically underserved communities to improve the learning and well-being of students.
- Communicates effectively and meaningfully with students' parents/guardians/elders, and team members as valued stakeholders.
- Builds a deeper understanding of language to dismantle anti-oppression and provide spaces for students and staff to discuss issues injustice.
- Names and interrupts barriers faced by students, staff and families.
- Engages the stakeholders within and beyond already established organizations (e.g., School Advisory Council, Student Council, staff meetings etc.) in order to include voices for school improvement planning.
- Utilizes culturally responsive professional development structures to develop school/ department improvement plans and divisional actions to address barriers.
- Ensures all stakeholders understand departmental action plans with ongoing opportunities to provide feedback.

### BUSINESS AND OPERATIONS/MANAGEMENT

- Builds equitable and trusting relationships with staff, students, and stakeholders to hear diverse voices and accepts constructive feedback to inform change.
- Recognizes systems of oppression within TDSB and takes corrective action within one's own team or department and advocates for organizational change.
- Demonstrates an understanding of how power and privilege can create specific barriers for various social identities within our organization and develops anti-oppressive actions and practices.
- Engages students, staff, and parents as partners using multiple strategies such as already-established channels e.g., Ward Meetings, School Advisory Council, Student Council, staff meetings etc., in order to hear from diverse voices.

## IMPROVING THE INSTRUCTIONAL PROGRAM

Equitable and anti-oppressive leaders think deeply about what is required to improve the instructional program of all learners using high yield strategies, culturally relevant pedagogy, critical literacy, and other critical pedagogies.

### Questions

- i. How can we ensure that programming is authentic, self-affirming, critical and reflects the lived experiences and abilities of students?
- ii. How can the learning that occurs in classrooms and schools build the collective capacity and leadership of our students, staff, and community?
- iii. How do we respectfully draw on the voices and realities of our students to make responsive programming decisions?

### SCHOOL IMPROVEMENT/ TEACHING & LEARNING

- Possesses a strong knowledge of educational pedagogies (e.g., Anti-Oppressive and Anti-Racist Pedagogies, Critical Consciousness, dis/ability discourse and other Critical Theories) and is able to apply these pedagogies in daily interactions, decision making and practice.
- Understands Culturally Relevant and Responsive Pedagogy and how it is tied to curriculum, school culture, system leadership and service excellence.
- Understands and engages student identities, abilities, lived experiences, individual learning styles and modes of learning in classroom instruction; utilizes this learning to create equitable and inclusive learning spaces.
- Leverages knowledge of social identities to shape instruction extra-curricular programming, learning and working environments that upholds the Human Rights codes.
- Builds staff capacity to create authentic learning tasks through inquiry, reflective of students' identities.
- Identifies and purchases resources which support authentic learning opportunities that are reflective of students' identities and communities.
- Regularly engages in school walkthroughs to determine the school climate, culture and teaching practices as data to support staff.
- Utilizes student culture, through classroom instruction anchored in culturally relevant pedagogy, to support engagement and success for all students.
- Affirms student social identities in classroom practices, hallways, school culture and data.

### BUSINESS AND OPERATIONS/MANAGEMENT

- Please revise the competencies in order to make it relevant for the work within your department or sphere of influence.

## DEVELOPING THE ORGANIZATION TO SUPPORT DESIRED PRACTICES

Equitable and anti-oppressive leaders are reflective about School/ Board structures, policies and operational procedures through mutual respect, trust, understanding, collaboration and distributive leadership.

### Questions

- i. In what ways do you ensure staff representation and equitable service to all stakeholders?
- ii. In what ways do you ensure equity through the implementation of policies and procedures?
- iii. How are you able to identify and have brave conversations about equity-focused structures that support ALL students and reflect commitments outlined in the Multi-Year Strategic Plan?

### SCHOOL IMPROVEMENT/ TEACHING & LEARNING

- Addresses equity of access to technology and other school resources in classrooms and/ or school.
- Able to identify and address biases and systemic barriers while managing their own emotional responses and guiding others to do the same.
- Able to diversify resources to ensure inclusive and equitable programming.
- Instructional facilitators are reflective of the diversity of staff and engages in co-construction of the learning experience.
- Develops and establishes transparent communication plans to share best practices and next steps.
- Upholds a commitment to Human Rights.
- Creates a culture of learning and leadership.
- Fosters a school culture that centres the success of underserved students and staff.
- Operationalizes board commitments by demonstrating the ability to create conditions for student achievement and well-being.

### BUSINESS AND OPERATIONS/MANAGEMENT

- Recognizes inequities of access and designs solutions to address them.
- Ensures inclusion and diversity when choosing resources, providers, and partnership.
- Ensures professional learning is delivered in an Equitable, Anti-Oppressive and Anti-Racist ways that explicitly addresses power, privilege, issues of racism, anti-Indigenous and anti-Black racism, and all forms of oppression.
- Identifies and addresses biases and systemic barriers while managing one's own emotional responses and guiding others to do the same.
- Ensures new hires are reflective of the diverse community we serve and intentionally considers peoples' social identities and leadership styles as an asset.
- Develops and establishes transparent communication plans.
- Upholds a commitment to stakeholders and engages in organizational transformation necessary to uphold Human Rights for all.
- 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
- Models leadership that demonstrates vulnerability (e.g., models their own learning from mistakes) as a way to become a better leader.
- Operationalizes board commitments by demonstrating the ability to set optimal conditions for student achievement and staff well-being.

## SECURING ACCOUNTABILITY

Equitable and anti-oppressive leaders intentionally focus on creating conditions for the success of all students and staff, both within and outside of the organization.

### Questions

- i. How intentional are you in identifying bias, power and privilege when considering the development of accountability benchmarks in the learning environment? Are your processes focused on inclusivity, diversity and anti-oppressive practices?
- ii. How are you ensuring that your School Improvement or Service Improvement processes are transparent, understood, and accessible to all community stakeholders?

### SCHOOL IMPROVEMENT/ TEACHING & LEARNING

- Centres the most underserved when developing the School Improvement Plan while ensuring all stakeholder voices are captured in the process.
- Holds and engages conversations about race, grounded in student achievement and well-being and works with staff and community to develop best practices.
- Utilizes research-based practices to support school improvement planning and deep learning for educators and students.
- Analyzes data through an anti-oppressive stance to ensure transparency and equitable distribution of resources.
- Engages in informed decision-making practices based on building understanding, engaging in critical questions, and utilizing demographic data.
- Identifies patterns of success and/or failure, acknowledges responsibilities and interprets findings in a transparent manner.
- Actively engages partners and system supports in a transparent manner to ensure that the needs of underserved students are met.
- Creates a system involving the school community to inform decision-making processes.
- Actively and transparently monitors and measures student achievement and well-being

### BUSINESS AND OPERATIONS/MANAGEMENT

- Identifies and addresses biases and systemic barriers while recognizing and addressing one's own emotional responses and guiding others to do the same.
- Demonstrates an ability to articulate personal privilege and how it may shape or influence decisions.
- Centres the most underserved when developing department plans, while ensuring all stakeholder voices are captured in the process
- Seeks to understand and critically questions inequity.
- Looks for patterns of success and/or failure among marginalized groups, interprets findings in a transparent manner, and commits to improvements.

**Developers:** Karen Murray, Alison Gaymes San Vicente, Sara Gogani, Cherilyn Scobie, Matthew Webbe, Bruno Berto and Jeffrey Caton



## **Executive Summary- Toronto District School Board's Anti-Hate and Anti-Racism Strategy**

### **Introduction**

We live in a world where hate and racism exist. The Toronto District School Board (TDSB) is not immune to these acts of discrimination. TDSB acknowledges that in order to be effective in addressing these issues, the community has to play a central part in this work. This is especially true when it comes to achieving equitable, quality education, and fostering excellence for every student.

All Canadians have the right to equal opportunity and treatment, irrespective of their identities and experiences (Statistics Canada, 2022). Despite an emphasis on social equality as public policy, many people living in Canada continue to face discrimination and are not always treated equally (Statistics Canada, 2022). Acts of hate and racism target the integral parts of a person's identity and often affect the wider community (Office for Democratic Institutions and Human Rights, 2018; Perry, 2010). In fact, in 2020, Ontarians witnessed the largest increase in the number of reported hate crimes in over a decade (Statistics Canada, 2022). Accordingly, combatting hate and racism are a focus of social concern not only at the TDSB but also in institutions across the country. The actions tied to addressing hate, racism and discrimination is an expectation informed by human rights principles as set out in the Ontario *Human Rights Code* (the *Code*).

TDSB has significant learning to do to support understanding the various forms of hate and racism. This requires intersectional and systemic approaches with student success as the primary focus. How we address specific forms of hate, racism, and discrimination needs coherency, community partnership, and cross collaboration within the diverse groups impacted. This entails solidarity and a deep understanding that this is everyone's responsibility.

### **Outline of this report**

This report highlights an updated framework which showcases a more comprehensive plan bringing together the work happening within the Equity, Anti-Racism and Anti-Oppression Department and the Combatting Hate and Racism-Student Learning Strategy (Year 1). It also introduces an umbrella strategy "TDSB's Anti-Hate and Anti-Racism Strategy", which outlines 6 pillars for future actions.

This strategy, "TDSB's Anti-Hate and Anti-Racism Strategy", is based on data from the Racism, Bias and Hate (RBH) portal that shows incidents of racism, bias, hate targeting racial groups. The preliminary findings show that of the 2,248 reported incidents logged between September 1, 2021 and August 31, 2022, 56% of these



incidents involved racism directed towards individuals of Black African, Afro Caribbean or African Canadian descent. Further, this data underscores the adverse impact of incidents of racism, bias or hate targeting persons based on religion and spirituality. The preliminary findings show the overall hate/bias directed at people for their creed/religion accounted for 10% of all reported incidents. Antisemitism was reported the most frequently at 7% followed by Islamophobia (3%).

This report outlines the following:

- Context
- Purpose of the Report
- Preliminary Findings: Racism, Bias and Hate (RBH) Portal -February 2023
- Actions
  - Equity, Anti-Racism and Anti-Oppression Department
    - Professional Learning
    - Business/Operations Professional Learning
    - Professional Learning: Courses and Modlets
    - Student Programming
    - Build Strong Relationships and Partnerships with School Communities
  - Combatting Hate and Racism: Student Learning Strategy
    - Classroom Instruction
      - Educators Leadership Collective
      - The Urban Indigenous Education Centre Professional Learning and Direct Supports
      - Curriculum tied to Secondary Courses
    - Student Leadership and Learning
    - Parent/Caregiver /Guardian Engagement and Learning
- Next Steps: Expansion of the TDSB's Anti-Hate and Anti-Racism Strategy

## **Conclusion**

TDSB continues to take a stance in addressing hate, racism, and discrimination. This requires bold actions, commitment and collaboration. Strategies tied to this work necessitate partnerships within and across diverse community groups.

The TDSB's Anti-Hate and Anti-Racism Strategy encompasses 6 pillars to ensure distinct plans are developed to address the incidents of hate and racism that continues to take place within the district. These plans will allow communities to see themselves in the actions.