

Centrally Assigned Vice-Principal
Urban Indigenous Education Centre
Indigenous Education
1 Position
(1.5-year term)

The Toronto District School Board adheres to equitable hiring, employment and promotion practices. Preference will be given to candidates who have lived experience as a First Nations, Métis, or Inuit person.

The Toronto District School Board (TDSB) invites applications from qualified Elementary and Secondary Vice-Principals and from candidates on the TDSB Elementary or Secondary Vice-Principal Promotion Lists for the position of Centrally Assigned Vice-Principal – Urban Indigenous Education Centre.

This position will be filled commencing as soon as possible and is scheduled to end June 30, 2027, subject to any restructuring or reorganization. This position is subject to possible renewal.

The Centrally Assigned Vice-Principal will be responsible for the strategic planning and delivery of Indigenous Education support to students and teachers in the TDSB. The Centrally Assigned Vice-Principal will also be responsible for providing leadership and support.

This position will report to the Centrally Assigned Principal – Urban Indigenous Education Centre.

The TDSB is committed to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action, and the United Nations Declaration on the Rights of Indigenous Peoples, as a guiding principle and a strategic direction.

The candidate must also have a demonstrated ability to advance human rights and take actions that access racism in all its forms, while promoting Equity and demonstrating Anti-Oppressive pedagogy.

Summary of Duties:

- Provide leadership in fostering equity and inclusion in the development and implementation of programs and services;
- Working under the direction of the Centrally Assigned Principal, provide leadership, supervision and support to the Urban Indigenous Education Centre and for staff within and beyond;
- Assist the Centrally Assigned Principal for the Urban Indigenous Education Centre and School in the development, implementation and evaluation of the Annual Report and Board Action Plan;
- Assist with the development and monitoring of the budget for the Urban Indigenous Education Centre and Ministry grants;
- Support and coordinate the on-going implementation of the Urban Indigenous Education program initiatives and development of best practices, culturally responsive and relevant pedagogy, cultural safety and trauma informed practices including the 4Rs (respect, reciprocity, relevance, responsibility), Anti-Indigenous racism, decolonizing and Indigenizing education;
- Support staffing, recruitment, and sustainability of programs;
- Advocacy, support and implementation of First Nation, Métis and Inuit studies and Native Languages courses across the system;
- Manage the provision of support to elementary and secondary classroom teachers and schools across the district, including the Native Learning Centres;
- Develop and coordinate central planning, professional learning and activities to support inclusive curriculum as it relates to the Indigenous Education programs in schools, in conjunction with schools and central staff and other partners both internal and external;

- Advocate across TDSB for the centering of Indigenous perspectives across the curriculum for all students;
- Liaise with Elders Council, Indigenous community groups and organizations, the Ministry of Education, Graduation Coaches, and post-secondary institutions;
- Attend the Urban Indigenous Community Advisory Committee as well as the Caregivers Council, and other department meetings within the TDSB as required;
- Write reports and attend Board meetings, as required;
- Track and analyze system achievement and well-being data for Indigenous students and plan for system improvement;
- Develop curriculum support materials and resources;
- Attend department meetings and provide leadership to the system in the effective support of School Improvement Planning and implementation;
- Coordinate with Superintendents of Education to implement Indigenous Education initiatives in Learning Centres and Learning Networks;
- Assist the Centrally Assigned Principal and System Superintendent of Indigenous Education in the development and the move towards the Centre of Excellence in Urban Indigenous Education;
- Support the development of policies and procedures, as they relate to Indigenous Education;
- Support the Centrally Assigned Principal and System Superintendent of Indigenous Education in conducting research and data collection for Indigenous Student Achievement, Well-Being and Self-Identification, employing the concepts of OCAP (Ownership, Control, Access and Possession) within Indigenous research methodologies;
- Support the Centrally Assigned Principal and System Superintendent of Indigenous Education with communication and public relations in and beyond the TDSB;
- Develop and implement the First Nation, Métis and Inuit Studies Additional Qualification course and other course options for educators;
- Participate at conferences and collaboratively develop and facilitate presentations on behalf of the Urban Indigenous Education Centre and the TDSB, as directed by the System Superintendent of Indigenous Education; and
- Other duties as assigned.

Support and Mentor School Principals

- Provide tailored coaching and mentorship to school principals to enhance their leadership practices by incorporating equitable practices, culturally responsive and relevant pedagogy (including institutional, personal, and instructional aspects), as well as inclusion and human rights into the school improvement process to improve student outcomes.
- Work collaboratively with principals to develop, implement, monitor, and refine school improvement plans aligned with district goals and student achievement targets.
- Provide leadership in implementing the actions and goals as outlined in the Multi-Year Strategic Plan, by the Ministry including Key Performance Indicators (KPIs).

Improve Teaching and Learning

- Collaborate with principals to:
 - action the guiding principles of the TDSB's commitment to Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.
 - embed Indigenous Education promising practices into schools and classrooms.
 - embed inclusionary practices in instruction, including assessment and instruction based on the principles of Universal Design for Learning (UDL) and Differentiated Instruction (DI).
 - embed equitable practices, e.g. culturally responsive and relevant pedagogical (CRRP) approaches into teaching practices, including assessment.
 - foster a culture of high expectations for both teachers and students, ensuring rigorous academic standards.
- Guide principals to:
 - implement best practices for teaching and learning, focusing on evidence-based instructional strategies.
 - lead and support effective models of inclusion to close access, opportunity, achievement, and participation gaps.

- lead the development and/or curation of curriculum support materials and resources – print and digital.
- work with their Leadership Teams to ensure deep collaboration within and across schools in all subject areas.

Data-Driven Decision Making

- Support school leaders in analyzing student performance data, identifying trends, allocating resources, and developing action plans to address areas of improvement to close achievement gaps.
- Assist principals in using data to monitor progress, set goals, and measure the effectiveness of instructional practices.
- Utilize student achievement data to inform professional learning foci, monitor for improvement, and determine steps for success.
- Critically analyze a range of data sources to identify disproportionate outcomes and intervene effectively.
- Consider a diversity of student and community voices as part of the decision-making process.
- Examine perceptual data when identifying barriers to success in order to build inclusive learning environments for all students.

Professional Learning and Building Leadership Capacity

- Use and analyze system and school data for school and system improvement, to design professional learning, which will result in equity of opportunity and address disproportionate student outcomes.
- Develop, design, coordinate, facilitate, and implement professional learning across the district that prioritizes instructional leadership and meeting the goals of the Multi-Year Strategic Plan through the School Improvement Process, focusing on key deliverables related to the KPIs such as increasing elementary and secondary student achievement.
- Promote continuous learning and growth among staff to enhance teaching practices and student outcomes.
- Develop leadership skills within the schools aligned with system direction to build sustainable improvement efforts and ensure long-term success.
- Foster leadership development opportunities for school leaders focused on strengthening the school's leadership team.

Collaboration and Engagement

- Support principals to foster strong collaboration between school leadership teams, teachers, district staff, and other key stakeholders to ensure a unified approach to school improvement.
- Communicate regularly with central and school leaders to share progress, successes, and challenges related to school improvement efforts.
- Ongoing collaboration with colleagues to leverage strengths in focus schools, address challenges, and offer tiered interventions that move students to higher performance levels.

Monitor and Evaluate Progress

- Determine monitoring actions that align with the goals within the School Improvement Plan and department goals.
- Develop and utilize monitoring strategies, tools, and structures to regularly assess/measure the effectiveness of school improvement initiatives, provide constructive feedback to principals, recommend adjustments as needed, and celebrate successes.
- Provide leadership in tracking the Key Performance Indicators (KPIs) as outlined in the Multi-Year Strategic Plan and by the Ministry.
- Track school performance metrics, ensuring goals for student achievement are met or exceeded.

Multi-Year Strategic Plan and Ministry of Education Direction

- Plan, coordinate, and implement Ministry of Education, TDSB, and program initiatives and strategies related to curriculum policy, implementation, and review.

- Liaise with the Ministry of Education and other provincial/community organizations regarding elementary and secondary education.
- Provide leadership to support the achievement of Ministry of Education and TDSB Key Performance Indicators (KPIs).
- Organize the collection and reporting of data relevant to program statistics and budget allocations.
- Maintain ongoing communication with the Executive and System Superintendents/Officers to ensure the continuity of practice, system coherence, and standards in policies, procedures, and program delivery.
- Work with the Executive and System Superintendents/Officers to support Learning Centre initiatives to prioritize student well-being, learning, and achievement.

Management

- Provide support and supervision in developing department action plans and measuring impact.
- Collaborate with the Executive and System Superintendents/Officers, various TDSB departments, professional organizations, and external associations on an ongoing basis to ensure that department supports are provided in a manner that is responsive to the needs of students, schools, families, and communities.
- Liaise with Budget Services and the System Superintendent/Officer to ensure fiscal accountability by managing department budgets, preparing financial reports, making recommendations for budget needs, reductions, Ministry grants, and/or REPs ensuring all Ministry requirements are met.
- Identify program supply needs consistent with the budget and ensure up-to-date and accurate inventories.
- Implement procedures that will ensure the safety and security of the students, staff, and community, as required, respond, appropriately escalate all emergency situations to the System Superintendent/Officer, and provide follow-up.
- Liaise with People and Culture regarding staffing and reporting.
- Provide community and field support for parental and public inquiries related to the duties.
- Establish, implement, and monitor TDSB partnerships with external organizations.
- Represent TDSB and attend meetings within and outside the Board as requested.
- Prepare reports for the Board, senior staff, and the Ministry of Education and other partners (i.e. Ontario College of Teachers) as required.
- Other duties as assigned.

Qualifications and Skills:

- Ontario College of Teachers' Certificate of Qualifications in good standing and Principal's Qualifications Parts 1 and 2 completed;
- Successful experience as a vice-principal an asset;
- Experience and knowledge in all areas of Indigenous Education related to the Ministry's First Nations, Métis, and Inuit Education Policy Framework;
- Understanding of the diversity of Urban Indigenous communities in the GTA;
- Demonstrated leadership experience in Urban Indigenous Education in schools and/or across the TDSB;
- A minimum of five years of successful teaching, including experience working with First Nations, Métis and/or Inuit students;
- In-depth knowledge of current educational issues in Indigenous Education, as well as TDSB and Ministry of Education and Training curriculum and assessment policies, documents, current research and best practices aligned with the *Ontario First Nations, Métis, and Inuit Education Policy Framework*; *Decolonizing our Schools* (Dr. Susan Dion);
- In-depth understanding of decolonizing and indigenizing education – reconciliation through education;
- In-depth knowledge of the impacts of colonization and residential schooling in Indigenous communities; knowledge of the Indian Act, The Constitution, Treaties, Scrip, Complexities of Identities, Cultural Appropriation and the UN Declaration on the Rights of Indigenous Peoples, Indigenous Sovereignty and Self Determination;
- Proven ability in promoting equitable practices which value inclusion and diversity;
- Demonstrated commitment to maintaining a learning/working environment which actively promotes and supports human rights;
- Demonstrated excellence in working within Indigenous communities and agencies;
- Extensive and in-depth knowledge of Indigenous student and community needs;
- Innovative and creative thinker, dedicated and committed to building positive and trusting school/community relationships;

- Demonstrated commitment to excellence and the improvement of teaching practice and Indigenous student achievement and well-being in schools and across the system;
- Demonstrated collaborative, interpersonal and problem-solving skills;
- Demonstrated organizational, planning, supervisory, mentoring and professional development skills;
- Outstanding oral and written communication skills, including report writing and presentation skills;
- Ability to deliver program support and staff development for Indigenous Education across the curriculum to all staff including senior team and system partners;
- Ability to make timely decisions and advise senior staff;
- Demonstrated ability in the use of technology;
- Excellent project management skills; and
- Demonstrated emotional intelligence.

Special Provisions:

- Preference will be given to those who have lived experience as a First Nations, Métis, Inuit person and will have a strong understanding of Indigenous ways of knowing and being, working within First Nations, Métis, and Inuit communities;
- Knowledge of current education issues and barriers as well as an awareness of available supports is required to effectively support and advocate for First Nations, Métis and Inuit education;
- In-depth knowledge and understanding of the Ontario First Nations, Métis, Inuit Education Policy Framework and current issues and research pertaining to First Nations, Métis, and Inuit education; and
- Demonstrated experience in the development of materials to support teachers and schools working with First Nations, Métis, and Inuit populations.

Information for Candidates:

1. The salary for this position will be the maximum on the School Vice-Principal grid as appropriate.
2. Candidates who are selected for an interview will be notified as soon as possible after the closing date.
3. At the end of the term, the successful candidate will either participate in the Placement and Transfer process or may apply for a central position.

Application Process:

Candidates must submit an up-to-date résumé/curriculum vitae and a covering letter indicating interest in the position. **Please include employee number (if applicable), current work location and the Competition Number.**

Competition Number	Organization Unit	Location
25-0111TETR	Indigenous Education	16 Phin Avenue Urban Indigenous Education Centre

Applications should be submitted, quoting the job posting competition number, **to be received no later than 12:00 Noon, December 18, 2025.**

Please note:

- a) Applications should be submitted by:
 - E-mail to centralteaching@tdsb.on.ca

Note: Please quote the competition number in the subject line.
- b) Applications will not be acknowledged in writing; however, applicants may request a delivery receipt when sending via e-mail. Applicants selected for an interview will be contacted by telephone or e-mail.

We strive to meet the accommodation needs of persons with disabilities. Applicants are encouraged to make their needs for accommodation known in advance during the application process.

Applications will not be acknowledged in writing. Only applicants selected for an interview will be contacted.

TDSB uses artificial intelligence (AI) tools to support parts of the recruitment process, including the initial review of applications. These tools operate based on predefined criteria and do not make final hiring decisions. If you have questions or concerns about the use of AI in the recruitment process, please contact tdsbcareers@tdsb.on.ca.