

Setting Directions

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| <ul style="list-style-type: none"> • demonstrates a clear understanding of the purpose and impact of leadership directions and its ability to influence the school and department environment • views system and provincial direction with a critical equity lens and can therefore engage in shared thinking to merge multiple ideas together as well as transfer ideas to school or system leaders • identifies and addresses biases and systemic barriers while recognizing and addressing their own emotional responses and guiding others to do the same • communicates effectively and meaningfully with students' parents/guardians/ elders, and team members with an equity approach | <ul style="list-style-type: none"> • understands and utilizes demographic data effectively (e.g. in particular utilizes a deep understanding of demographic data and social identities to shape responses) • utilizes culture as an asset to support engagement and success for all students • has a deep understanding of social identities to inform and shape Collaborative Inquiries on how they unfold and the questions they seek to answer • understands and critically analyzes equity considerations necessary to support meaningful learning and strategic action • utilizes an Inclusive Design approach to support school improvement | <ul style="list-style-type: none"> • demonstrates a clear understanding of issues related to social identities and power dynamics • demonstrates awareness of and uses culturally relevant leadership approaches to support students, staff and families • identifies and addresses systemic barriers faced by students, families and communities • demonstrates an ability to articulate personal privilege and how that may shape or influence decisions • understands the importance of engaging social identities in classrooms, schools and departments • supports the creation of school goals that identifies "who" (which students) are in the gaps | <ul style="list-style-type: none"> • intentionally addresses power and privilege, race and oppression, biases and systemic barriers • aligns budget and resources with a focus on addressing marginalization and underserved students and communities • engages families as partners in shaping/ informing priorities and instruction • applies policies and procedures using a deep understanding of student/parent census data (including the relationship among demographic, achievement and school climate data) • develops strategic directions aligned with the Multi-Year Strategic Plan that centers student and parent voice and agency |
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Building Productive Relationships & Developing People

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| <ul style="list-style-type: none"> • actively builds partnerships with stakeholders representing marginalized students • considers culturally relevant supports for students, families and staff • actively engages parents as partners and utilizes multiple ways to engage families (including and beyond School Advisory Council) to meet the needs of marginalized students and communities | <ul style="list-style-type: none"> • aware of issues connected to the various -isms/phobias (e.g. racism, classism, ableism transphobia, homophobia, antisemitism, Islamophobia etc.) and micro-aggressions that may marginalize or stigmatize students, staff, families and community members • ensures that the diversity of students and community is reflected in the learning happening in classes, in the school environment and School Improvement Plan | <ul style="list-style-type: none"> • understands power and privilege connected to various social identities • understands and unpacks the role that power and privilege can play in situations where collaborative professionalism and inquiry is required and/or engaged • engages in targeted/precise work to build deep relationships with marginalized, underserved and/or under-represented students, staff and families | <ul style="list-style-type: none"> • develops an invitational culture where parents and students see themselves reflected • arrives at solutions that are context specific and reflects the needs of the local community in order to create strong neighbourhood schools • engages parents as partners in understanding and identifying student strengths, needs and next steps |
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Improving the Instructional Program

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| <ul style="list-style-type: none"> • has a strong knowledge of educational pedagogies with nuanced thinking about the educational and instructional program including but not limited to Anti-Oppressive, Anti-Racist and Decolonizing Pedagogy, Critical Consciousness and Critical Theory • understands what Culturally Relevant and Responsive Pedagogy is in the context of curriculum | <ul style="list-style-type: none"> • understands and engages student identities, abilities and lived experiences, individual learning styles and modes of learning in classroom instruction • discerns how to use social identities to create inclusive learning spaces • leverages knowledge of social identities to shape instruction and extra-curricular programming • Utilizes an Inclusive Design approach to create learning environment that upholds the human rights of all | <ul style="list-style-type: none"> • understands and supports professional learning through Inclusive Design to develop students global competencies • addresses issues of injustice through Critical Literacy and Social Justice inquiry based learning etc • provides opportunities for students to build positive and healthy human relationships among their fellow students, and among all members of society. | <ul style="list-style-type: none"> • builds staff capacity to create authentic learning tasks through inquiry, reflective of students identities • develops knowledge and understanding of how to use data (quantitative, qualitative, perceptual etc) effectively • identifies and purchases resources, texts that supports authentic learning opportunities reflective of students and community |
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Developing the Organization to Support Desired Practices

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| <ul style="list-style-type: none"> • addresses equity of access to technology and other resources • identifies and addresses biases and systemic barriers while managing their own emotional responses and guiding others to do the same • intentionally and explicitly addresses power, privilege, issues of racism, anti-Indigenous and anti-Black racism and all forms of oppression • develops and establishes transparent communication plans to share work successes and next steps | <ul style="list-style-type: none"> • utilizes research and research designs which reflect the social identities of students and community members • upholds a commitment to stakeholders and engages in organizational transformation necessary to uphold Human Rights of all • intentionally considers peoples' social identities and leadership styles as an asset when distributing leadership • creates a culture of learning and leadership where staff are able to be vulnerable and accountable | <ul style="list-style-type: none"> • ensures that issues of power and privilege are explicitly addressed through learning opportunities and approaches • develops explicit plans for success of underserved students e.g Indigenous, Black, racialized, students with identified learning needs and those coming from poverty • Models leadership that demonstrates vulnerability (e.g. Models their own learning from mistakes) as a way to become a better leader | <ul style="list-style-type: none"> • operationalizes board commitment to Inclusive Design by demonstrating the ability to set optimal conditions for student achievement and well-being • identifies and able to have brave conversations about equity focused structures that support ALL students and reflect commitments outlined in the Multi-Year Strategic Plan • staff consider students and family voice to inform and shape school and system learning opportunities |
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Securing Accountability

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| <ul style="list-style-type: none"> • seeks to understand, critically questions, and effectively utilizes demographic data • uses the feedback loop to monitor, measure and connect to instructional practices in the classroom • takes responsibility for failures and successes | <ul style="list-style-type: none"> • look for patterns of success and/or failure based on social identities and interprets findings in a transparent manner • actively engages partners and system supports in a transparent manner to ensure that the needs of marginalized students are met | <ul style="list-style-type: none"> • ensure the School Improvement Planning and the leadership learning focus is on underserved students • creates a system involving the school community to interpret information from the monitoring process | <ul style="list-style-type: none"> • monitors chosen practices and methodologies are being used to ensure they meet the needs of underserved students and promotes excellence for all • actively and transparently measures results and shares learning which informs next steps |
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Equity & Anti-Oppressive Leadership

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| <ul style="list-style-type: none"> • demonstrates the ability to hold brave conversations about identity and marginalization while maintaining relationships • demonstrates the ability to have brave conversations about bias, power, privilege and barriers in service to students and families • focuses on self-learning/reflection and the work/learning of adults | <ul style="list-style-type: none"> • continues to probe and ask questions e.g "Who is missing from the conversation? How do we learn what we don't yet know?" • unpacks/understands the impact of power & privilege in communities and work place environments • able to have conversations about race as it relates to student achievement and well-being | <ul style="list-style-type: none"> • develops a network of critical friends/ supports to help unpack issues as they arise • identifies and understands the cultural and academic supports necessary for families to engage with their children • creates and supports Equity goals that focus on adult learning necessary and connect to adult and student identities | <ul style="list-style-type: none"> • understands the impact of micro-aggressions on the well-being of marginalized people; and work to identify strategies to support them and disrupt inequitable practices • creates Equity goals that lead to the attainment of the achievement and well-being goals |
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