

## Leadership Development in Equity & Anti-Oppression

### What is our goal?

To support District and site leaders to develop skills and a capacity to address issues of human rights, equity and anti-oppression at the system and classroom levels.

To strengthen our organizational culture to foster shared leadership, ensure learning cultures embody human rights and support the achievement of all of our students and the priorities in the Multi-Year Strategic Plan.

### How will we achieve it?

- Implement a Leadership Capacity Plan (LCP) that identifies the foundational leadership practices and actions necessary to achieve our stated goals and priorities in the Multi-Year Strategic Plan (MYSP) (November 2018)
- Provide mandatory training for Principals/Vice-Principals in anti-oppression and anti-Black racism connected to school improvement by June 30 2019 through Learning Network Meetings in alignment with the Director's Response to the Enhancing Equity Task Force Report
- Build capacity among groups of educators who possess the facilitation skills and understanding to effectively co-lead learning in human rights, equity and anti-oppression (November 2018 and ongoing)
- Combat various forms of discrimination (e.g., anti-Black racism, anti-Indigenous racism, anti-Semitism, Islamophobia, anti-Asian racism, homophobia, transphobia, and the discrimination faced by those with physical and intellectual disabilities) through human rights training (to be determined)
- Confront the predictable and recurring challenges of poverty through evidence-based strategies, equitable resource allocation and strategic partnerships at the school, Learning Centre and system levels
- Identify and examine the impact of bias, power and privilege on student achievement and well-being within the school improvement process (ongoing)
- Work together with Indigenous communities to build the internal capacity of staff to be a credible and trustworthy ally in achieving the Calls to Action in Truth and Reconciliation (ongoing)
- Use the principles of human rights, equity and anti-oppression as the foundation for delivering service excellence to students, staff, parents/guardians, and communities (ongoing)
- Continue to engage educators in ongoing, inquiry-based, professional learning that builds their capacity to accelerate learning for underserved students by integrating culturally responsive pedagogy and global competencies such as critical thinking to develop content skills (ongoing)
- Provide employees various tools and professional learning resources to understand and respond effectively to various forms of discrimination e.g.,
  - o Age
  - o Ancestry, colour, race
  - o Citizenship

## Leadership Development in Equity & Anti-Oppression (cont'd)

- o Ethnic origin
- o Place of origin
- o Creed
- o Disability
- o Family status
- o Marital status (including single status)
- o Gender identity, gender expression
- o Receipt of public assistance (in housing only)
- o Record of offences (in employment only)
- o Sex (including pregnancy and breastfeeding)
- o Sexual orientation
- Provide professional learning to all managers/supervisors involved in hiring processes, to ensure that competency in equity and human rights is embedded in hiring practices and barriers to fair hiring are eliminated (Spring 2019)

### How will we know we are successful?

- Gaps in achievement and well-being will decrease while the expectations remain high for all students because we are providing access to the programs, resources and opportunities that all students require.
- The engagement of students, staff, parents and communities will increase because their voice, experience, identity and expertise will be reflected in decision making.