

Facilitating Conversations Addressing Hate and Racism

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Land Acknowledgement

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat.

We also recognise the enduring presence of all First Nations, Métis and Inuit peoples.

Goals

What?

The Equity, Anti-Racism & Anti-Oppression Team is committed to addressing incidents of hate and racism that continue to take place within the district through professional learning and job-embedded learning experiences connected to School Improvement Planning.

Why?

In order to focus greater attention on educating students to understand the current and historical roots of hatred, racism and intolerance; we need to ensure TDSB staff, parents/families and caregivers are equipped with our own tools and strategies to build up their own professional learning.

Agenda

1	Setting Context
2	Equity as a Learning Competency
3	The Archaeology of Self
4	Speak Up!

Respect Differences: Challenging the Common Guidelines of Social Justice Education

1. Strive for intellectual humility.
2. Differentiate between opinion/personal anecdotes and informed knowledge that speaks to broader group experiences, study and practice.
3. Notice your defensive reactions and attempt to use these as entry points for deeper self-knowledge
4. Recognize that your own positionality informs your perspectives and reactions.
5. Expect to be challenged. Accept discomforts as necessary for growth.
6. Identify your learning edge and push it.

Adapted from: [Sensoy and DiAngelo, 2014. Respect Differences? Challenging the Common Guidelines in Social Justice Education](#)

Equity as a Leadership Competency

Equity is a necessary competency to achieve high quality education for all children regardless of identity. 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.

Please review the Equity Leadership Competencies [here](#).

Grounding our Collective Work

Equity Leadership Competencies



Equity Leadership Competencies

EQUITY AS A LEADERSHIP COMPETENCY

Equity 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 injustice 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-Oppression frameworks to pedagogies centering on transformative leadership. It aims to strengthen 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:

1. Equity and Anti-Oppression Leadership,
2. Setting Directions,
3. Building Productive Relationships and Developing People,
4. Improving the Instructional Program,
5. Developing the Organization to Support Desired Practices, and
6. Securing Accountability.

This tool was developed to maintain consistency with the provincial Ontario Leadership Framework (OLF) and aligns to the core competencies (C1) under to support the work within the TDSB of 'equipping educational staff' and the competency of 'Equity and Anti-Oppression Leadership' was included.

These six areas ask key questions and identify specific competencies to provide 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-oppression leadership, however, it provides entries into identifying specific actions led 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, set an ongoing task, reporting strengths and areas of improvement as they identify specific areas for growth.

1. Equity and Anti-Oppression Leadership: This competency is designed to ensure that all leaders are able to understand, notice, name, and act when injustice 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.

TDSB Equity Competencies, April 2022

Equity PR037

Toronto District School Board

Title: EQUITY
Adopted: 23 June 1999
Revised: 23 June 1999
Effective: 18 April 2018
Reviewed: 18 April 2018
Authorization: Board of Trustees

1. RATIONALE

This Equity Policy (the "Policy") is developed to support the Toronto District School Board's (TDSB) commitment to the elimination of institutional Discrimination and promotion of Equity, Equity Leadership and Equity. The Policy is governed by and fully complies with the legislative requirements of the Canadian Act, 1982, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, as well as the Ontario Ministry of Education's Policy/Procedures Memoranda PM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, and decisions of the Board of Trustees.

2. OBJECTIVE

To ensure that Equity, Equity Leadership, Equity, and the elimination of all forms of Discrimination are essential principles of all school system and are integrated into all TDSB policies, procedures, programs, operations, and practices.

3. DEFINITIONS

See Appendix A for a full glossary of definitions and terms.

4. RESPONSIBILITY

The Director of Education holds primary responsibility for this Policy.

PR037 Equity Policy
Revised/Updated: Chapter: May 28, 2021
GID: (R:Secretariat/Staff/GID/PR037.docx)

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Reporting & Responding to Racism and Hate PR728

Toronto District School Board

Title: REPORTING AND RESPONDING TO RACISM AND HATE INCIDENTS INVOLVING OR IMPACTING STUDENTS IN SCHOOLS
Adopted: December 17, 2019
Revised: October 26, 2020
Effective: September 22, 2020
Reviewed: N/A
Authorization: Executive Council

1.0 RATIONALE

The Reporting and Responding to Racism and Hate Incidents Procedure (the "Procedure") supports the implementation of the Human Rights Policy (PR031). The Procedure details steps and processes for responding to racism incidents, hate incidents and hate crime incidents involving students in TDSB schools/learning environments. This includes incidents that take place at a school or school-related activity, and incidents involving a TDSB student, parent/guardian, staff person, or TDSB community member that impacts the schools/learning environment.

2.0 OBJECTIVES

- To build system capacity to identify, document, respond to, remedy, prevent and learn from racism incidents, hate incidents, and hate crimes.
- To help inform, guide and support appropriate, timely and appropriate responses to, and communications about, racism incidents, hate incidents and hate crimes in TDSB schools/learning environments.
- To track and monitor racism incidents, hate incidents and hate crimes in TDSB schools/learning environments, and responses to these occurrences, to enable and support compliance with this procedure, early reporting, identification of potential local and systemic trends and gaps, and inform remedial and proactive prevention measures.

Operational Procedure PR728: Reporting and Responding to Racism and Hate Incidents
GID: Secretariat/Staff/GID/PR728.docx

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Human Rights PR031

Toronto District School Board

Title: HUMAN RIGHTS
Adopted: May 3, 2000
Effective: May 3, 2000
Revised: May 16, 2004; June 30, 2021
Reviewed: May 16, 2004; June 30, 2021
Authorization: Board of Trustees

1.0 RATIONALE

The Toronto District School Board ("TDSB") acknowledges and seeks to dismantle the Board's colonial structures and practices and recognizes the devastating and ongoing impacts of colonization on First Nations, Métis, and Inuit people.

It is recognized and acknowledged that many members of the TDSB community continue to experience exclusion and marginalization, including racism, and indigenous racism, and Black racism, ableism, sexism, transphobia & cissexism (discrimination and prejudice on the basis of gender identity, homophobia, and other forms of marginalization and prejudice).

TDSB recognizes that sustained measures, both proactive and reactive, are required to eradicate discrimination and to ensure that all members of the TDSB community are included, welcomed, and free valued in all TDSB environments.

The Human Rights Policy (the "Policy") affirms and supports the TDSB's commitment to defending, upholding and promoting human rights in all learning and working environments for the benefit of all members of the TDSB community. This Policy supports the implementation of TDSB's obligations under the Ontario Human Rights Code, the Education Act, the Canadian Charter of Rights and Freedoms, and the Occupational Health and Safety Act.

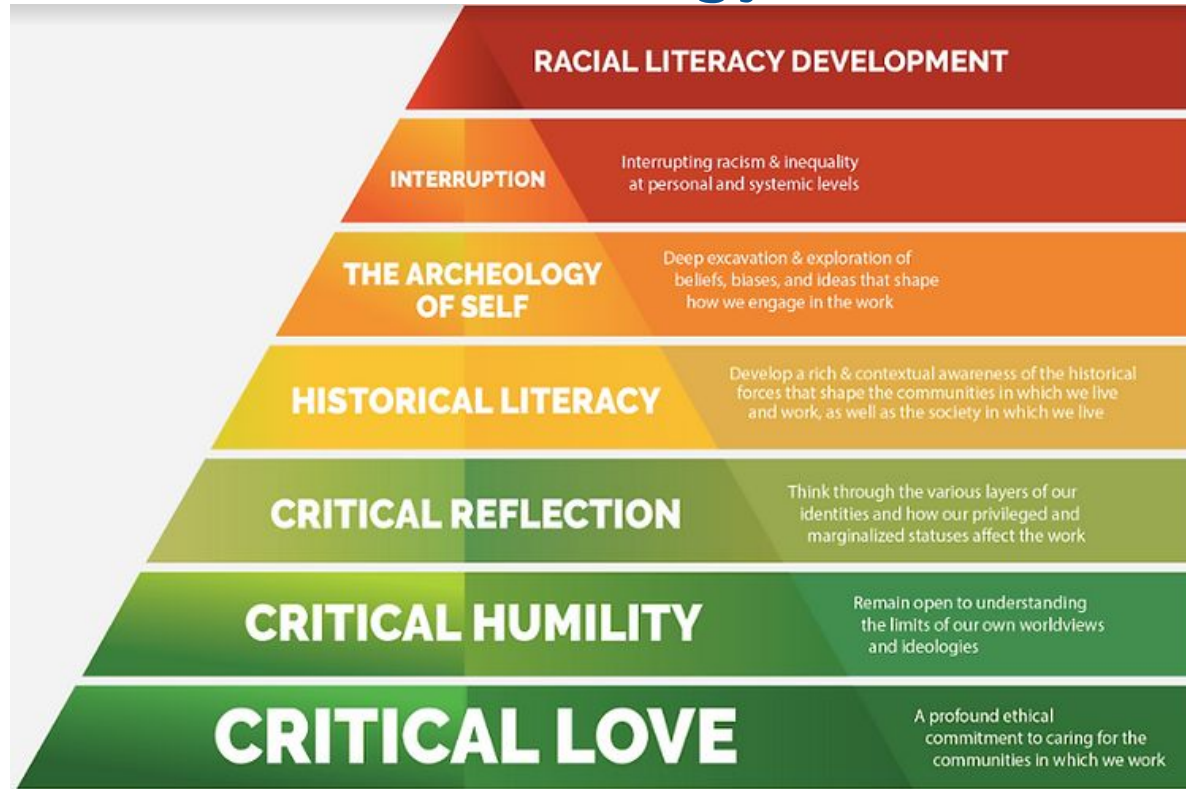
2.0 OBJECTIVE

The Objectives of the Policy are:

Human Rights Policy
Revised/Updated: GID/0203/PR031

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The Archaeology of Self



Understanding Hate Framework

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Engaging in Conversations

It is essential for educators and students to examine the historical and present-day manifestations of oppressive beliefs, practices, and structures. Educators should be responsive to students' questions and challenges as they occur:

1. How do educators connect the historical and present-day contexts in ways that **directly** addresses the issue and/or content discussed (e.g., making explicit the links between white supremacy and demonstrations of hate)?
 - a. In what ways do educators highlight the hate-fuelled beliefs, practices, and structures that frame the issue and/or content?
2. In what ways are educators making visible the connections between the learning experience and the curriculum?
3. How are educators utilizing community educators, organisations, and members to enhance the learning for students?

04

Extending the Conversation

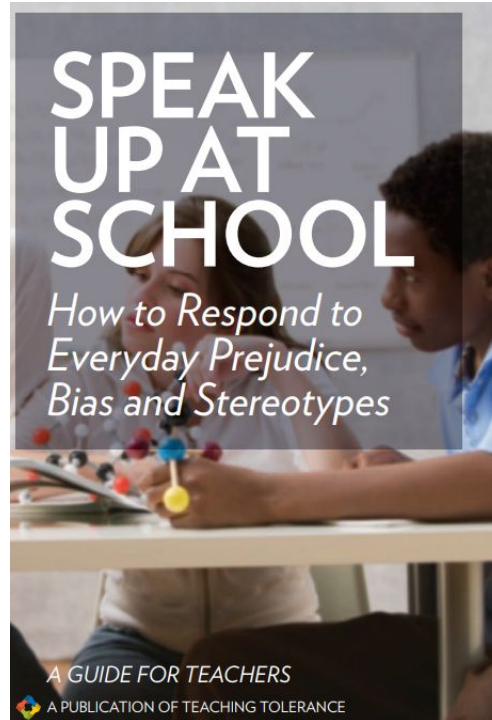
Educators are encouraged to provide opportunities for self- and whole group reflection and action around the learning:

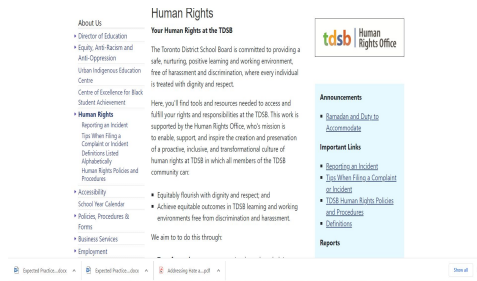
1. What opportunities and spaces are provided for students and educators to process the learning experience both individually and as a class in order to support further learning?
2. How are educators using student voice and student leadership to inform next steps in the learning process as it relates to the United Nations theme of Youth standing up against racism?
3. Based on student voice, what continued professional learning does the educator need to extend this learning?

Prepared by the Centre of Excellence for Black Student Achievement
and the Equity, Anti-Racism, Anti-Oppression Team

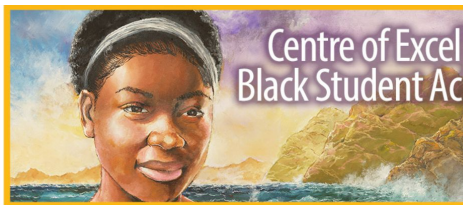
Speak Up

1. Interrupt
2. Question
3. Educate
4. Echo





Resources



HOME | ABOUT US | PROGRAMS | RESOURCES | COMMUNITY ENGAGEMENT



Home | About Us | Combating Hate and Racism | Addressing Hate | Glossary | Policies and Procedures

Equity, Anti-Racism, Anti-Oppression will help close the persistent achievement and well-being gaps our student data has continually identified as being strongly connected to discrimination and racism. Equity, Anti-Racism, Anti-Oppression is a resource for all students, staff, and parents.

LEARNING IN ACTION!

Expected Practices for Understanding and Dealing with DISCRIMINATION



The Toronto District School Board is committed to creating a school system and workplace that is free from discrimination and harassment. All students, staff, parents, caregivers, and community partners should be able to move through our school system knowing that their rights will be protected.

Students experiencing discrimination need for adults/staff to address discrimination and create learning environments where they are respected. This guide was developed to support TDSB staff when dealing with incidents of discrimination and harassment in our schools and workplaces.

We are committed to promoting student well-being, academic success, and recognize that it can't be achieved unless we fulfill our moral and legal obligations to create equitable, safe, respectful, and inclusive spaces for all students, parents, and staff. The success of our system depends on it.

June 2019

Equity Referrals

Thank you for your interest in accessing equity school-based support. Please complete this referral form. This information will be used to help ensure that the needs of your school are met. Upon submission of this referral, we will reach out to you to follow-up and determine next steps in collaboration.

jeffrey.caton@tdsb.on.ca [Switch account](#)



Your email will be recorded when you submit this form

* Required

Name of School *

Your answer

Learning Centre

- ☐ Learning Centre 1
- ☐ Learning Centre 2
- ☐ Learning Centre 3
- ☐ Learning Centre 4

Thank You

