

Leadership Strategy 2017-2021



> Champion
Equity and Inclusivity



Ethical Leaders



> Build
a Culture of Collaborative Professionalism



> Empower
Current and Future Leaders



**Champion Equity
and Inclusivity**



**Build a Culture of
Collaborative Professionalism**



**Empower Current and
Future Leaders**

York Region District School Board's vision *"to be a leader in public education by empowering all students to become engaged and caring citizens of the world"* will require leaders who exemplify ethical leadership as they:

CHAMPION equity and inclusivity

BUILD a culture of collaborative professionalism

EMPOWER current and future leaders

The York Region District School Board Leadership Strategy focuses on the changing role of all leaders throughout the district in promoting and mobilizing professional practices aligned with the board's Mission, Vision and Values (MVV), planning processes (Multi-Year Strategic Priorities and Director's Action Plan) and further implementing the areas of focus of the Board.

ETHICAL LEADERS CHAMPION EQUITY AND INCLUSIVITY



Staff are committed to implementing inclusive, promising, and equitable practices that promote access to opportunity and resources so that all staff and students are supported and inspired to succeed.

FOCUS FOR LEADERS

- Commit to learning about anti-oppression and understand how privilege, power and oppression result in inequitable outcomes for marginalized students, staff and communities
- Create opportunities for staff learning about Indigenous ways of knowing, anti-oppression, social justice and culturally responsive and relevant pedagogy
- Engage self and others to critically analyze and challenge structures that perpetuate the marginalization of students, staff and community of non-dominant identities (e.g. Indigenous, racialized, students with special needs, English language learners, and children and youth in care)
- Apply the principles of anti-oppression to inform decisions, revise structures and implement new actions for continuous improvement

ACTIONS FOR LEADERS

- Engage in ongoing learning to understand how identity and positionality (e.g. race, class, gender) inform perspective and shape individual beliefs and actions as well as structures
- Commit to understanding and collaboratively implementing the Truth and Reconciliation Commission of Canada Calls to Action 62 and 63 which are focused on teaching and learning through Indigenous ways of knowing
- Develop own and others' capacity to listen to marginalized voices with the intention to understand
- Support staff in ongoing dialogue about anti-oppression and social justice within the context of school and workplace
- Engage families and community in dialogue to ensure responsive, equitable and inclusive environments
- Implement concrete actions to address and interrupt systemic barriers to equity and inclusion for students, staff and community
- Support learning design and the use of resources that are intentional, responsive, and authentic for learners and are based on an understanding of learners' social identities and how these shape their experience in schools, workplaces and society

ETHICAL LEADERS BUILD A CULTURE OF COLLABORATIVE PROFESSIONALISM



Staff work collaboratively to build respectful, equitable, trusting professional relationships focused on growth to advance a culture of collaborative professionalism and to ensure an inclusive learning environment for all.

FOCUS FOR LEADERS

- Nurture trusting professional relationships and positive environments through transparency and collaborative communication
- Create a culture of engagement, equity and inclusivity aligned with the OLF including the PLRs and the CODE document Equity and Inclusive Education: Going Deeper
- Activate participation in ongoing professional learning by valuing diverse perspectives, worldviews and experiences, sincere dialogue and community engagement
- Critically engage in the use of research-informed practice to improve learning in schools and workplaces
- Be responsive to the strengths of all individuals and consider positionality factors when supporting professional growth

ACTIONS FOR LEADERS

- Co-create and communicate a vision for improvement plans that is passionate, responsive, inclusive and focused on student achievement and well-being
- Develop collective responsibility for continuous improvement focused on co-learning through a cycle of inquiry, collective action and reflective practice
- Identify and eliminate systemic barriers experienced by staff, including those of marginalized identities, toward participation in professional learning and continuous improvement
- Find a variety of ways to engage staff in ongoing dialogue about professional learning and collaboration within the context of school and workplace
- Foster an environment which allows for the opportunity to ask questions, engage in dialogue and discourse, and co-construct shared understandings
- Demonstrate intellectual humility and approach discomfort and challenges as opportunities for new learning
- Model proficiency as a critical thinker and encourage this in others
- Recognize and respond to the multiple entry points and understandings of equity, content and pedagogy/professional learning

ETHICAL LEADERS EMPOWER CURRENT AND FUTURE LEADERS



Leaders are self-aware, model ethical leadership and support the growth of aspiring leaders in culturally responsive ways to uphold our Mission, Vision and Values in support of students, staff and community.

FOCUS FOR LEADERS

- Develop and nurture relationships based on relational trust founded on integrity and action
- Promote and model a culture of openness and receptivity to diverse opinions and perspectives among staff, students, parents, families and community
- Be intentional in inspiring future leaders
- Develop others' leadership capacity to address the system's changing needs
- Commit to developing ethical leadership in self and others
- Facilitate current and future leaders' capacity to examine their own social identities and how those identities shape underlying biases, assumptions and actions

ACTIONS FOR LEADERS

- Exemplify and build shared practices that uphold the YRDSB Mission, Vision and Values in daily work
- Develop skills in coaching, mentoring and facilitation that are responsive to diverse social identities
- Support and nurture the leadership growth in new and aspiring leaders seeking learning opportunities
- Ensure that entry and transition planning are supportive for both incoming and outgoing leaders
- Seek input, be open to feedback, actively reflect and take action for continuous improvement and growth
- Model risk taking and openness to learning from mistakes or failure as an approach to leading and learning
- Provide transparent structures that ensure all staff members know about and are able to participate in a variety of leadership and professional learning opportunities
- Participate in regular and timely growth-oriented appraisal processes
- Be responsive to the various contexts and leverage leadership and management skills to support students, staff and community
- Develop capacity to understand the interconnections of system initiatives

SYSTEM ACTIONS

System level actions will support leaders and the implementation of York Region District School Board's Leadership Strategy.



**Champion
Equity and
Inclusivity**

- Stay current in global trends and research to anticipate system leadership requirements in building and sustaining an equitable and inclusive organization
- Ensure transparent and equitable processes for recruiting, selecting, placing and transferring leaders
- Commit to supporting and monitoring growth-oriented performance appraisals for all leaders
- Support managers, system and school leaders in understanding the current culture within their schools and workplaces and in building professional cultures that are responsive, inclusive, and focused on learning
- Address the district's leadership needs through strategic capacity building which integrates equity and inclusivity as foundational components
- Provide transparent and equitable opportunities for leadership learning with intentional opportunities and resources for current and future leaders of marginalized identities
- Develop shared understanding of ethical leadership and provide opportunities and tools for self-reflection and feedback
- Build a shared understanding of collaborative professionalism through consultation, collaboration, and communication with unions, associations and other stakeholders
- Engage with various stakeholder groups in a review of existing structures to identify and remove those that are barriers to collaborative professionalism
- Commit to transforming professional culture which naturally optimizes learning, working and leading
- Support the focused work of leaders by making explicit the purpose and the interconnections of multiple system initiatives and by streamlining their processes



**Build a
Culture of
Collaborative
Professionalism**



**Empower
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