YRDSB Leadership Framework

FOR SCHOOL ADMINISTRATORS

2020

York *Region*
DISTRICT SCHOOL BOARD

Table of Contents

Introduction

In its quest to build a common understanding of Ethical Leadership and to design an ethical organization, the York Region District School Board (YRDSB) pursues research, facilitates knowledge-building forums, and engages in consultations with students, staff, parents, and the community. To date, many key themes have surfaced that make up an integral, "living" part of the Leadership Framework in the form of domains, competencies, actions for leaders, and reflective questions.

The Leadership Framework supports the YRDSB's Multi-Year Strategic Priorities (MYSP) and Director's Action Plan (DAP). Leadership is about taking action to achieve the YRDSB's vision and goals. Leaders are effective at influencing student success through a shared focus on safe and healthy learning and working environments, relationships, equity and inclusivity, and ethics.

The 2017–2021 Leadership Strategy responds to the actions required of leaders to achieve the vision and goals set out in the MYSP and DAP, with a specific focus on Equity, Collaborative Professionalism, and Inspiring Current and Future Leaders. The Leadership Framework evolved from the Leadership Strategy. Each of the Leadership Strategy's "actions for leaders" maps to those within the Leadership Framework. The Leadership Framework takes a comprehensive approach to the whole leader. It focuses on all actions that are valued in YRDSB leaders, including those articulated in the Leadership Strategy plus others like strategic planning, governance, teaching and learning, and operations.

This Leadership Framework was created as a complement to the Ontario Leadership Framework with a view to making equity and ethical leadership competencies clear. This is not a static document — as we learn and grow, we expect that this document will evolve to reflect that growth. The connection of this Leadership Framework to the Personal Leadership Resources is considered within the Personal and Interpersonal competencies.

THE LEADERSHIP FRAMEWORK IS DESIGNED TO:

- Facilitate a shared vision for leadership and what it means to be a leader in YRDSB
- Play a key role in anchoring other processes (recruitment, promotion, retention, performance)
- Provide tools for self-reflection and growth planning
- Align leadership learning with system and individual needs
- Support system, school and Corporate Management and Professional Staff Department improvement planning

As a self-reflection tool, the Leadership Framework is intended to help leaders improve their effectiveness by showing them how to become proficient in each of the competency areas and therefore positively impact student and staff success.
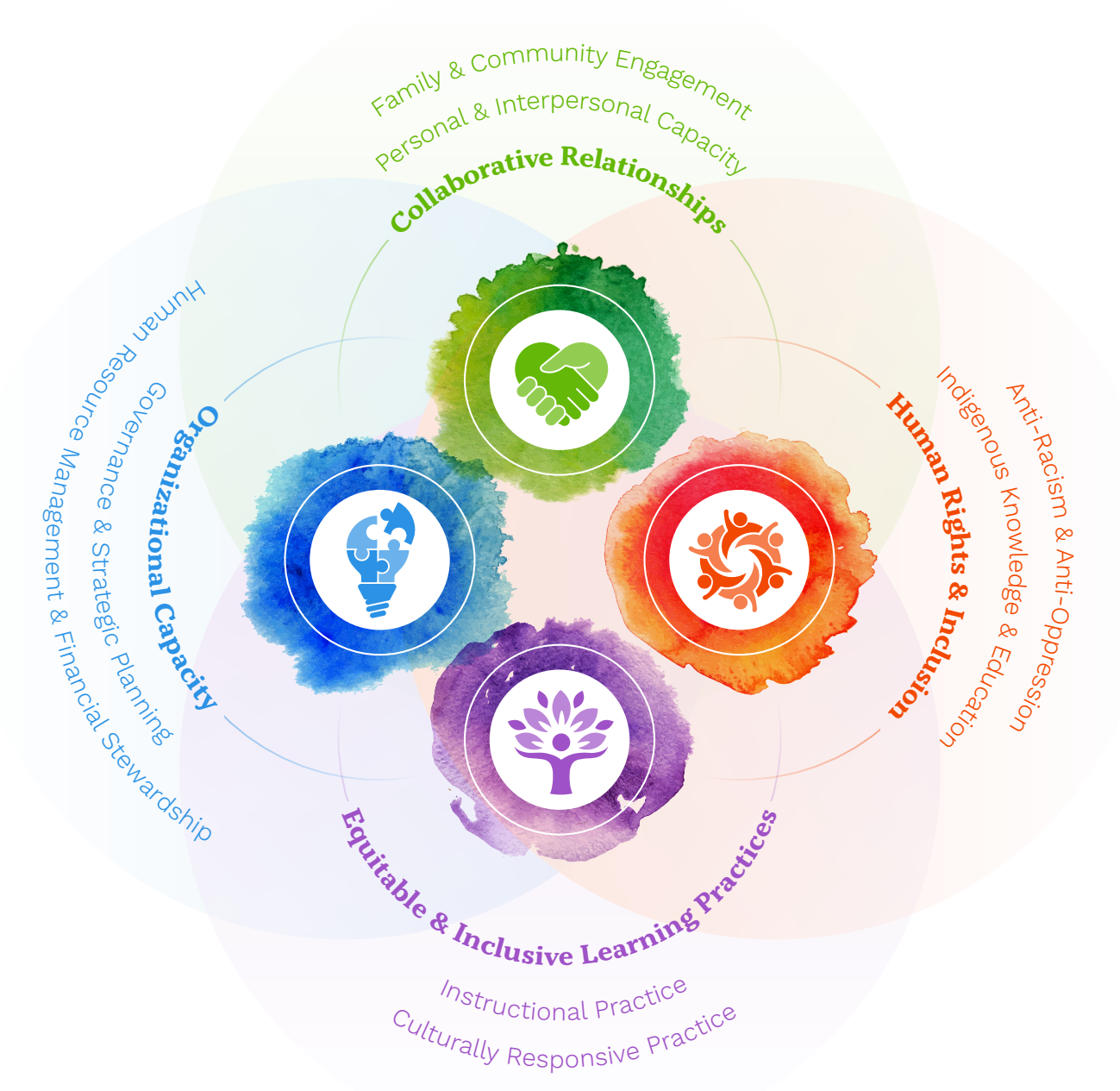
Navigating the YRDSB Leadership Framework

The Leadership Framework is organized into four domains, eight competencies, and actions for leaders.

DOMAINS

The four domains demonstrate the leadership outcomes the York Region District School Board believes are foundational to the success of all leaders.

COMPETENCIES

The eight competencies are demonstrable knowledge, skills, and characteristics for achieving the leadership outcomes.

Family & Community Engagement
Personal & Interpersonal Capacity
Collaborative Relationships

Human Resource Management & Financial Stewardship
Governance & Strategic Planning
Organizational Capacity

Anti-Racism & Anti-Oppression
Indigenous Knowledge & Education
Human Rights & Inclusion

Equitable & Inclusive Learning Practices
Instructional Practice
Culturally Responsive Practice

Actions for Leaders

Specific actions for leaders support the expectations for quality leadership practice, leading to intentional outcomes and positive impact. Actions for leaders are listed within each competency.

Reflective Questions

As part of the self-assessment, leaders are encouraged to reflect on and provide evidence of their impact on student success and personal leadership.

As leaders think of themselves as change agents operating in a service model, reflective questions are used to improve service delivery.

When leaders use the Leadership Framework for critical self-reflection to examine their leadership for ethical practice, ethics is placed at the centre of attention. When behaviour is guided by what comes to mind immediately before taking action, self-reflection becomes part of the context that shapes those immediate thoughts.

As you navigate the self-assessment process through each domain, competency and actions for leaders, you can frame your thinking with the following reflective questions:

REFLECTIVE QUESTIONS

- What is your process for reflection?
- How do your personal values impact your work? Are there areas of tension between your values and those of others / the organization?
- How do you identify your strengths and areas of growth?
- What is your plan to address your learning gap?
- What is your process for decision making?

Leaders further assess themselves using the following monitoring questions:

MONITORING QUESTIONS

1. What have I done?
2. What is changing as a result of my actions?
3. Who is better off?

Collaborative Relationships

This domain focuses on how School Administrators build collaborative relationships to support leadership, learning, and engagement.

School Administrators cultivate relationships to support student and staff success.

COMPETENCY 1:

Personal & Interpersonal Capacity

School Administrators demonstrate self-awareness, engage in self-reflection, and understand the importance of effective communication. They adopt an inquiry and reflective stance that invites all voices to co-create solutions and further develop leadership capacity focused on student and staff success and well-being.

COMPETENCY 2:

Family & Community Engagement

School Administrators create supportive systems for families and communities from diverse backgrounds and identities to engage as partners in ensuring student success. They build public understanding of the Board's policies, procedures, and practices and invite feedback to improve the system.

COMPETENCY

1

Personal & Interpersonal Capacity

PERSONAL CAPACITY

Leaders are self-aware and exercise self-regulation and self-reflection while recognizing how their identities, personal assumptions, and biases influence leadership.

POSSIBLE REFLECTIVE QUESTIONS

- What are your assumptions and personal biases that influence your leadership?
- How do your intersecting social identities influence your leadership?
- How do you mitigate the power of your positional authority when relating with your students, staff, and community?
- How do you remain calm and confident in the face of challenging problems?

PERSONAL CAPACITY

Leaders understand and model the importance of engaging in actions and communication that develop trust.

POSSIBLE REFLECTIVE QUESTIONS

- How do you develop trust with others?
- What are you doing to develop trust across difference?
- How do you prepare for, engage in, and reflect upon challenging conversations?
- How are you actively engaging in building relationships with marginalized students, staff, families, and communities?

INTERPERSONAL CAPACITY

Leaders build collaborative, professional, and productive relationships with key stakeholders.

POSSIBLE REFLECTIVE QUESTIONS

- How do you foster an environment that builds trust, where all members feel safe, valued, and respected?
- How do you actively build partnerships with staff, families, guardians, local community groups, union partners, and Elders that represent diverse and marginalized voices?
- What strategies do you use to convey authentic care for all stakeholders?
- What strategies do you use when engaging in challenging conversations and managing difficult situations?

INTERPERSONAL CAPACITY

Leaders co-learn with other leaders as a way to continuously improve leadership and the organization.

POSSIBLE REFLECTIVE QUESTIONS

- How do you create a positive learning culture?

- How do you honour the beliefs, values, cultures, and traditions of the students, staff, families, and communities?

- How do you model and build staff capacity through inquiry and reflection?

- How do you provide opportunities for creative and critical thinking?

- How do you promote cross-panel/division/department learning amongst staff and/or colleagues?

INTERPERSONAL CAPACITY

Leaders support others in their learning and growth to further develop their capacity and competence.

POSSIBLE REFLECTIVE QUESTIONS

- How do you create ongoing opportunities to dialogue with staff about their leadership and professional growth?

- How do you support staff across difference? Are you supporting staff from diverse backgrounds in their leadership and professional growth?

- How do you engage staff in learning that will build their capacity and competence in areas such as Indigenous knowledge and education, anti-racism, anti-oppression, and instructional practice?

- How do you mentor and coach to build leadership capacity in others?

- How do you transition, support, and welcome new staff?

- How do you provide growth-oriented, concrete feedback to all staff on an ongoing basis?

COMPETENCY

2

Family & Community Engagement

POSSIBLE REFLECTIVE QUESTIONS

Leaders seek out and co-create solutions with families and community members as part of developing collaborative cultures.

- How do you create opportunities for collaboration, cooperation, and connectedness within your learning communities?

- How do you ensure multiple perspectives and viewpoints are considered when problem solving?

- How do you invite authentic voice from families and communities from diverse and marginalized groups to co-create solutions?

- When seeking to resolve conflict, what strategies do you use?

- How do you include families and community in the review and monitoring of the school culture?

POSSIBLE REFLECTIVE QUESTIONS

Leaders are highly visible and accessible to family and community members to understand their unique strengths and needs.

- How do you demonstrate high visibility and accessibility with students, staff, families, and community, particularly those from diverse and marginalized groups?

- How do you overcome the daily challenges of your schedule to be accessible to others?

POSSIBLE REFLECTIVE QUESTIONS

Leaders understand the many diverse communities in York Region to support families and schools in building strong relationships and achieving equitable outcomes.

- What strategies do you use to build understanding of your school community?

- How do you use data (School Climate, Every Student Counts, student census) to improve equitable outcomes for marginalized students?

- What are you doing to understand how diverse and marginalized groups experience the education system?

Leaders build awareness of the importance of families, guardians, communities, and Elders in creating shared solutions for student learning, achievement, and well-being.

POSSIBLE REFLECTIVE QUESTIONS

- How do you communicate the importance of engaging families and communities in creating solutions that support student learning, achievement, and well-being?

Leaders intentionally seek out and engage families, guardians, communities, and Elders as part of a review process to inform system policy and in the creation of local programs, processes, and practices.

POSSIBLE REFLECTIVE QUESTIONS

- How do you collect and use input, feedback, and concerns from community voices to inform your practice?
- How do you ensure staff provide opportunities to engage family and community voice?
- How do you intentionally disrupt school-based programs, processes, and practices to create spaces that invite the voices of diverse and marginalized families, guardians, communities, and Elders?
- How do you create meaningful opportunities to engage diverse and marginalized family and community voices to ensure responsive, equitable, and inclusive environments and share learning with staff?

Leaders provide open and transparent communication to the public about the Board's roles, responsibilities, educational policies, programs, and services to build understanding.

POSSIBLE REFLECTIVE QUESTIONS

- What processes are in place to ensure that your communication is transparent and culturally responsive to families and the school community?

Leaders develop and implement the School Improvement Plan (SIP) with the engagement of families, guardians, communities, and Elders.

POSSIBLE REFLECTIVE QUESTIONS

- What partners have you engaged with to consult on system priorities, goals, and improvement processes?
- How did you develop an invitational culture where all voices are heard?
- How did you consider diverse and marginalized voices, which are often in the minority?

Human Rights & Inclusion

This domain focuses on how School Administrators ensure human rights and inclusion are foundational to creating responsive practices, inclusive environments, and equitable outcomes for all.

School Administrators make decisions and model behaviour that are inclusive, equitable, and uphold human rights.

COMPETENCY 3:

Indigenous Knowledge & Education

School Administrators understand the intersection of social identities and the importance of engaging Indigenous voices. They learn the truth of Indigenous history and apply their knowledge to system work to improve educational outcomes for Indigenous students.

COMPETENCY 4:

Anti-Racism & Anti-Oppression

School Administrators guide their practice based on the requirements of applicable codes, standards, and legislation. They use an anti-racist and anti-oppression lens to identify and remove barriers in order to create culturally responsive practices, inclusive environments, and equitable outcomes.

COMPETENCY

3

Indigenous Knowledge & Education

Leaders engage in learning that promotes an understanding of the intersection of social identities to transform relationships with students, staff, families, guardians, Elders, and Indigenous communities.

POSSIBLE REFLECTIVE QUESTIONS

- How has your learning transformed your relationships with students, families, guardians, Elders, and Indigenous communities?

Leaders engage in learning that explores Indigenous perspectives of relating and intergenerational community engagement that examines knowledge and core values of Indigenous Peoples regionally and provincially.

POSSIBLE REFLECTIVE QUESTIONS

- How does this knowledge inform your understanding of Indigenous Peoples?
- How has your learning transformed relationships with the Indigenous community?
- How has your learning transformed your knowledge of the distinct contributions of Indigenous Peoples to inclusion and building respectful relationships?
- How might Indigenous-authored resources (e.g. All My Relations) inform your practice?

Leaders examine Key Calls to Action of the Truth and Reconciliation Commission (TRC) to build capacity for intercultural understanding, empathy, and mutual respect.

POSSIBLE REFLECTIVE QUESTIONS

- How has your understanding of the legacy of the residential school system in Canada informed your relationships with students, families, guardians, Elders, and Indigenous communities?
- How have you enacted the TRC: Calls to Action 62 and 63?

Leaders create the structures and spaces to hear Indigenous voices and build understanding to be responsive as a system leader.

POSSIBLE REFLECTIVE QUESTIONS

- How do you engage in community conversations with local Indigenous education partners?

- What evidence do you have that the spaces inviting Indigenous voice are resulting in improved responsiveness to student and community needs?

- How do you hold others accountable for the learning?

Leaders apply the learnings from Indigenous models, frameworks, and teachings to system work.

POSSIBLE REFLECTIVE QUESTIONS

- How do you apply Indigenous principles to build trust and stronger relationships with one another in education?

- How have you applied Indigenous knowledge to your work?

- How do you support and hold others accountable for the learning?

COMPETENCY

4

Anti-Racism
& Anti-Oppression

Leaders understand and apply the requirements of the Human Rights Code, the Education Act, Ethical Standards, Code of Ethics, Code of Professional Practice i.e. Ontario College of Teachers' Ethical Standards.

POSSIBLE REFLECTIVE QUESTIONS

- How do these codes guide, inform, and impact your practice?

- How do you apply the Human Rights Code to acknowledge, address, and prevent discrimination, harassment, and unfair treatment in your role?

- How do you work "in a good way" with Indigenous Peoples to advance justice, human rights, and reconciliation specifically as this applies to the TRC: Calls to Action 62 and 63?

Leaders understand and lead learning in anti-racism and anti-oppression with staff, families, guardians, community, and community leaders to create culturally responsive practices, inclusive environments, and equitable outcomes.

POSSIBLE REFLECTIVE QUESTIONS

- How do you engage with staff and the community in ongoing dialogue about anti-oppression and social justice within learning and working environments?

- How do you foster an environment that allows for the opportunity to ask questions, engage in dialogue, and co-construct new learning?

- How have you acted on what you have learned?

Leaders identify, interrupt, and remove oppressive structures and practices that exist within our education system that act as barriers to equity, inclusion, and well-being for staff, students, families, guardians, community, and community leaders.

POSSIBLE REFLECTIVE QUESTIONS

- What are the systemic barriers to equity, inclusion, and well-being that you have identified and disrupted?

- How have you intentionally identified and eliminated systemic barriers for staff, students, and communities to support well-being and mental health?

- How have you intentionally identified and addressed systemic anti-Black and anti-Indigenous racism?

Leaders approach all work using an anti-racist and anti-oppressive stance that holds all stakeholders accountable for creating culturally responsive practices, inclusive environments, and equitable outcomes.

POSSIBLE REFLECTIVE QUESTIONS

- How do you use an anti-oppressive framework in your problem solving and decision making?

- How have you used Culturally Relevant and Responsive Pedagogy when supporting the design of learning?

- How have you applied the principles of Inclusive Design when supporting the design of learning?

- How do you hold stakeholders accountable for their actions?

Equitable & Inclusive Learning Practices

This domain emphasizes the School Administrator's role in fostering learning cultures that promote ongoing critical reflection on practice, shared responsibility for student and staff success, and continuous system improvement that is evidence informed and culturally responsive.

School Administrators are responsible for continuous system improvement by providing leadership for planning, implementing, and monitoring classroom, school, and department actions.

COMPETENCY 5:

Instructional Practice

School Administrators provide instructional leadership founded in an environment that fosters continuous learning and improvement. They leverage inclusive structures and collaborative models to fulfill high expectations for student and staff success.

COMPETENCY 6:

Culturally Responsive Practice

School Administrators engage in Culturally Responsive Practice that elevates sociocultural consciousness, critically examines processes and programs, and ensures high expectations for all.

COMPETENCY

5

Instructional Practice

Leaders demonstrate a sound understanding of equity, current pedagogy, and instructional and assessment practices, and use a variety of collaborative models to lead learning.

POSSIBLE REFLECTIVE QUESTIONS

- How do you keep current regarding research, best practices, and trends in education?

- How do you apply your learning to practice?

- How do you engage in the modeling, monitoring, and reviewing of effective instructional and assessment practices?

- How do you support staff to engage in professional learning and capacity building to support improvement, with a focus on the underserved and underperforming?

Leaders demonstrate a sound understanding of Special Education related legislation, Board policies, and procedures while ensuring appropriate implementation to foster student success.

POSSIBLE REFLECTIVE QUESTIONS

- How do you ensure Special Education related legislation, policies, and procedures are consistently applied?

- How do you foster a culture where all students can learn?

- How do you engage staff in instruction and assessment that is differentiated to support each student?

- How do you actively monitor the growth and success of your identified students?

- How do you establish a collaborative multidisciplinary team to support the special education needs at your school?

Leaders foster an environment that allows for the opportunity to ask questions, engage in dialogue and discourse, and co-construct shared understandings.

POSSIBLE REFLECTIVE QUESTIONS

- How do you acknowledge the expertise and talent of staff, particularly those from diverse communities, backgrounds, and identities?

- How do you inspire trust and demonstrate respect?

- How do you ensure that everyone is heard, particularly the voices of those who may be marginalized and whose opinions may challenge traditional thinking?

- How do you deepen conversations around improvement planning?

Leaders provide and model coherent instructional leadership that ensures a rich variety of innovative approaches to meet all learners' needs.

POSSIBLE REFLECTIVE QUESTIONS

- What strategies do you use to model coherent instructional leadership?

- How do you model, monitor, and ensure the use of a variety of innovative strategies to meet the needs of all learners with a focus on the underserved and underperforming?

- How do ensure a variety of current assessment practices are used by staff to help identify instructional next steps?

Leaders promote reflection and dialogue about teaching, learning, and leading to foster a culture of continuous improvement and impact.

POSSIBLE REFLECTIVE QUESTIONS

- How do you create and provide opportunities for collaboration?

- How do you ensure that staff are not marginalized, particularly those who advocate for equity and whose opinions may challenge traditional thinking?

- How do you create opportunities to learn about Indigenous education?

- How do you ensure research, innovation, and inquiry are at the core of all learning?

COMPETENCY

6

Culturally Responsive Practice

Leaders understand the sociocultural structures that impact people's lived experiences and opportunities and act as a change agent working towards equity.

POSSIBLE REFLECTIVE QUESTIONS

- How do you ensure equity of outcome with a focus on sociocultural structures?

- How do you ensure high expectations for all students and for staff in having positive and affirming views of their students, families, and communities?

- How do you disrupt how the education system interacts with other systems, such as policing and child welfare, to disrupt structural oppression?

Leaders understand the importance of Culturally Relevant and Responsive Pedagogy (CRRP) and apply it to achieve quality and effective instruction.

POSSIBLE REFLECTIVE QUESTIONS

- How do you support and model CRRP in your practice and professional learning to achieve quality and effective instruction?

- How do you ensure that assessment and evaluation practices are fair, appropriate, and equitable?

- How do you leverage social identities to shape the instructional and non-instructional program?

Leaders use culturally responsive leadership approaches to support students, staff, and families.

POSSIBLE REFLECTIVE QUESTIONS

- How do you use skills in coaching, mentoring, and facilitation that are responsive to diverse social identities?

- How do you have necessary conversations about inequities and barriers to student success?

Leaders actively participate in the hiring and development of staff who embrace CRRP in instructional practice.

POSSIBLE REFLECTIVE QUESTIONS

- How do you build capacity with your staff in the area of CRRP?

- How do you work with staff to decolonize the curriculum, and infuse the lived experiences of marginalized groups?

Organizational Capacity

This domain focuses on the School Administrator's role in managing the organization effectively, efficiently, and collaboratively, which is foundational to leading at the system, school, and department levels.

School Administrators learn to simultaneously lead the learning and manage the organization.

COMPETENCY 7:

Governance & Strategic Planning

School Administrators practice good governance by supporting Trustees, Board policies, and strategic plans. They engage in data-informed planning, decision making, and monitoring that focuses on the achievement and well-being of students and is responsive to the needs of staff.

COMPETENCY 8:

Human Resource Management & Financial Stewardship

School Administrators comply with applicable legislation and Board policy when aligning their strategic and operational practices with system priorities. They select, appraise, and develop an engaged leadership team.

7

Governance & Strategic Planning

Leaders understand the governance model in public education and work effectively within its structures.

POSSIBLE REFLECTIVE QUESTIONS

- What strategies/approaches are you using to ensure your School Council members are representative of the diverse community?

- How do you ensure that the School Council does not continue to marginalize members of the school community?

- How have you demonstrated political acuteness in your role?

- How do you engage self, staff, students, and community in the review of Board Policy?

Leaders develop and maintain a positive working relationship with their School Council and Trustee while modelling and upholding good governance practices.

POSSIBLE REFLECTIVE QUESTIONS

- How do you foster and maintain positive relationships with School Council members and your Trustee?

- How are you modelling and upholding good governance practices?

Leaders critically analyze data to inform decision making, instructional leadership, and goal setting.

POSSIBLE REFLECTIVE QUESTIONS

- While using an anti-oppressive framework, how do you use data to guide your practice and set achievable goals?

- How do you measure the impact on student success?

- How do you understand and interpret problems, identify constraints, and develop solution-focused processes?

- How do you analyze data through an equity lens to ensure that outcomes for specific groups, including Black and Indigenous students, are identified?

Leaders engage in the planning, monitoring, and implementation of the School Improvement Plan/Department Improvement Plan to realize student success.

POSSIBLE REFLECTIVE QUESTIONS

- How do you plan, monitor, and implement using a framework (i.e. System Improvement Learning Cycle (SILC))?

PLAN AND IMPLEMENT:

- How do you use multiple sources of data to inform the planning of the SIP?

- How do you build collaborative teams of varying roles, structures, and processes that determine the needs at your site and support student success?

- How do you co-construct a vision and goals for the school, while engaging stakeholders throughout the process?

- How do you use current learning and research to target marginalized students in the continuous improvement process?

MONITORING:

- How do you use the System Improvement Suite to support monitoring?

- How do you gather and examine multiple sources of data during the monitoring stage?

- How do you examine barriers to student success and in turn work to remove these barriers?

- What strategies do you use to create pathways to bring about meaningful change?

- How do you support your schools/departments in achieving their improvement goals and how do you celebrate milestones with all?

Human Resource Management & Financial Stewardship

Leaders ensure that the Education Act, Human Rights Code, labour relations, collective agreements, and any other applicable regulations, policies, and procedures govern decisions and actions.

POSSIBLE REFLECTIVE QUESTIONS

- How do legislation, agreements, codes, policies, and procedures inform your decisions and actions?
- How do you ensure equity, inclusivity, and accessibility in your decision making process?

Leaders align processes for selecting, developing, and appraising school staff with the York Region District School Board priorities.

POSSIBLE REFLECTIVE QUESTIONS

- What processes have you used to select, develop, and appraise staff?
- How is equity embedded within the selection, development, and appraisal of staff?
- What methods or processes have you engaged in to identify any gaps in your alignment process?

Leaders initiate and engage in regular and timely growth-oriented appraisal processes that are aligned with the Director's Action Plan and improvement plans.

POSSIBLE REFLECTIVE QUESTIONS

- What steps have you taken to align the Director's Action Plan and improvement plans with the growth-oriented appraisal process?
- How do you ensure a growth-oriented appraisal process?
- Outside of the formal appraisal process, how do you provide ongoing feedback to staff?

Leaders provide potential and existing leaders with meaningful opportunities to further develop their leadership capacities as well as to support the development of leadership capacity of the school.

POSSIBLE REFLECTIVE QUESTIONS

- How have you developed the leadership capacity of all staff, especially marginalized leaders?

- What impact have these opportunities had on the leadership capacity of the school?

Leaders build proficiency in performing day-to-day duties including:

- Conducting investigations
- Allocating staffing
- Scheduling
- Budgeting
- Performance Management
- Facility Management
- Health and Safety
- School and/or Department Operations

POSSIBLE REFLECTIVE QUESTIONS

- What are the strategies you use to be proficient in performing day-to-day activities?

- How do you manage your time and set priorities to balance the competing demands of your role?

- How do you work collaboratively with others to perform day-to-day duties?

- How might you determine that your day-to-day operations are culturally responsive?

Leaders align financial, personnel, operational, and curricular resources with the Multi-Year Strategic Priorities, Director's Action Plan, agreements, and priorities.

POSSIBLE REFLECTIVE QUESTIONS

- What structures and processes do you have in place to ensure financial resources are effectively managed?

- How are resources allocated to support diverse learners in an equitable manner?

- How might you determine if existing learning resources are authentic and culturally appropriate?

Glossary

Actions for Leaders

Supporting the expectations for quality leadership practice, leading to intentional outcomes and positive impact.

Anti-oppression/Anti-oppression Framework

An approach that places equity and human rights at the forefront of actions by intentionally identifying, addressing, and changing the values, structures, policies, attitudes, and practices that result in discrimination against individuals or groups. The framework promotes an understanding of how power, privilege, and oppression operate within institutions. (YRDSB, ESCS)

Bias

An opinion, preference, prejudice, or inclination that limits an individual's or group's ability to make fair, objective, or accurate judgements. (The Ontario Curriculum - Social Sciences and Humanities)

Change Agent

A person who acts as a catalyst for change. Their characteristics include having a clear vision, being persistent and knowledgeable, leading by example, and building strong relationships based on trust. (@GCOUROS)

Collaboration

A process that occurs among individuals that enables participants to address issues and accomplish goals more successfully than they could have independently by bringing their collective skills, knowledge, and perspectives to the situation. (BCPVPA)

Collaboration Models

In YRDSB, collaboration models include these examples: 4C's model; Professional Learning Communities; Collaborative Inquiry; and, the Norms of Collaboration.

Critical Thinking

The processes of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgment about what is sensible or reasonable to believe or do. (THE ONTARIO CURRICULUM; Elementary, p. 152, Secondary, p. 111/207)

Culturally Relevant and Responsive Pedagogy (CRRP)

Teaching that recognizes that all students learn differently and that these differences may be connected to background, language, family structure, and social or cultural identity. (Capacity Building Series Edition #35)

Culture

Culture is how we think about our environment; it operates through artifacts, traditions, language, and values and beliefs. Others define culture as a pattern of basic assumptions by a given group, or the "way we do things around here." School cultures are complex webs of traditions and norms. An inclusive culture embraces the uniqueness and dignity of all individuals, fosters shared beliefs and values, and is characterized by broad community engagement and cooperation. (BCPVPA)

Discrimination

Distinction between individuals not based on legitimate terms; refers to arbitrary bias for or against an individual or a group, or the unjust and inequitable treatment of an individual or group; Discrimination can be based on age, birth, socio-economic class, colour, creed, ability, ethnicity, familial status, gender, gender identity, language, marital status, political or other opinion, race, religion or faith, sex, or sexual orientation. (YRDSB, ESCS)

Diversity

The presence of a wide range of social characteristics within a group, organization, and society. The dimensions of diversity include but are not limited to Indigenous identity, gender identity, language, physical/intellectual ability, race, religion/faith, sexual orientation, and socioeconomic circumstances. (YRDSB, ESCS)

Equity (in education)

A condition or state of fair, inclusive, and respectful treatment of all students, families, and staff regardless of social and cultural backgrounds, social identities, or personal life circumstances. Equitable treatment of students means removing discriminatory barriers to teaching and learning, and to ensuring proportionate levels of support to those who need it the most in order to improve student achievement and well-being and to close achievement gaps. Equitable treatment is not the same as equal treatment. (YRDSB, ESCS)

Ethical Practice

Behaviour that demonstrates a commitment to moral principles that are based on core or universal values of fairness, justice, respect, responsibility, honesty, compassion, inclusion, and tolerance. (BCPVPA)

Four Directions Teachings[1]

The Medicine Wheel is Indigenous knowledge that is a framework for understanding, centering, and balance.[2] It consists of a process, a ceremony, and teachings. The Medicine Wheel is configured as a circle made up of four quadrants representing the directions east, south, west, and north, which guide and connect to a part of the person and to conditions of life. East: the spirit and determining; south: body and holding; west: emotions and giving; and north: the mind and receiving. It is used for health and wellness as well as a framework for understanding interconnectedness. Refer to the 2019 Compass Points transcript of the Director's Address for an application of the Four Directions to the Multi-Year Strategic Priorities.

Governance

The elected board is responsible for the success of the organization in terms of its purpose. It does this by providing oversight, direction setting, and decision making through a governance process that includes defining roles, relationships, structures, and processes. (Ontario Schools Trustees.org)

Growth-oriented Appraisal Processes

The YRDSB is committed to providing an environment where staff members are supported in achieving role-specific and leadership expectations to contribute to staff and student success. As part of an annual check-in, a growth or learning plan is completed to support the development of competencies (knowledge, skills, attitudes) and practices (actions, behaviours, functions) that advance the Board's mission, vision and values; Multi-Year Strategic Priorities; Director's Action Plan; and individual improvement goals. (YRDSB, HRS)

Human Rights

Rights that recognize the dignity and worth of every person and provide for equal rights and opportunities without discrimination, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, or other similar factors. (The Ontario Curriculum - Social Sciences and Humanities)

School Improvement Plans (SIP) and Corporate Management and Professional Staff Department Improvement Plans (CMPS DIP)

Improvement planning is a process through which schools and departments set goals for improvement, and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve student success. For schools, this might include enhancing the way curriculum is delivered, creating a positive environment for learning, and increasing the degree to which parents are involved in their children's learning at school and in the home. For departments, this might consider exploring connections and alignment to the school board's priorities and goals, identifying strategies to achieve efficiencies and effectiveness, and creating positive conditions for working through staff collaboration, trusting relationships, and voice. (Adapted from Equity Action Plan 2017–2021). For more information, visit the YRDSB, System Improvement Suite.

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[1] Four Directions Teachings.com

[2] Mind, body, emotions and spirit: reaching to the ancestors for healing by Glen McCabe.

Inclusion

"Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone." (Ontario's Equity and Inclusive Education Strategy)

Inclusion is the principle that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others. (BCPVPA)

Inclusive Design

A process and an approach founded on anti-racism, anti-oppression, and critical theory that achieves inclusive schooling. It honours the identities, social locations, families, cultures, languages, abilities, and potential that all students bring to classrooms and schools. (YRDBS, bit.ly/inclusived)

Inclusive Environment

Schools and workplaces that are structured in such a way that all students and staff learn, work, and participate together. Inclusion creates a supportive environment that can only be successful when all students feel they are truly part of that community. It is an environment where everyone feels valued. (Adapted from BCPVPA)

Indigenous

People who are native to an area; peoples who have occupied a territory since time immemorial. The term has gained prominence as a term to describe Aboriginal peoples in an international context. Indigenous is considered by some to be the most inclusive term of all because it identifies peoples in similar circumstances without reference to national boundaries or local conventions. However, for some it is a contentious term, since internationally, and in the United Nations context, it often defines groups primarily in relation to their colonizers. (Key Terminology Guidebook for Reporting on Aboriginal Topics referenced by OISE)

Indigenous Education

Dedicated to educational content about the First Peoples of an area. (TRC)

Indigenous Knowledge

The understandings, skills, and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and Indigenous Peoples, local knowledge informs decision making about fundamental aspects of day-to-day life. This knowledge is integral to a cultural complex that also encompasses language, systems of classification, resource use practices, social interactions, ritual, and spirituality. These unique ways of knowing are important facets of the world's cultural diversity and provide a foundation for locally appropriate sustainable development. (UNESCO)

Some examples of Indigenous Knowledge includes Four Directions, Seven Grandfather Teachings, and other Indigenous learnings and resources such as Teaching in a Good Way, 2017.

Indigenous Principles

Indigenous principles guide beliefs, values, and behaviours. In the development of the document 'Global Competencies through Indigenous Perspectives', Indigenous communities in close proximity to Lakehead District School Board, together with other education partners raised the principle of Wiinawah, "inclusive for us" as a focus to build trust and stronger relationships with one another in education. "Two-Eyed Seeing" is another principle raised by Mi'kmaq Elder Albert Marshall (2015)[3] during consultations for the development of this document to reconcile the combination of western-based global competencies with the rich inherent principles of local Indigenous knowledge. It's based on seeing from one eye with the strengths of Indigenous ways of knowing, and to see from the other eye with the strengths of western ways of knowing, and to use both of these eyes together. Indigenous principles vary across family, clan, band, or nation.

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[3] Marshall, M., & Marshall, A. & Bartle, C. (2015) Two-eyed seeing in Medicine. In M. Greenwood, St. de Leeuw, N. Lindsay, & C. Readings (eds), Determinants of Indigenous Peoples' Health in Canada: Beyond the Social (pp.16-24)

Inquiry

"Inquiry … requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. It is enhanced by involvement with a community of learners, each learning from the other in social interaction." (Capacity Building Series Edition #32)

Instructional Leadership

Builds capacity to strengthen and enhance teaching and learning. (Ontario Leadership Framework)

Interpersonal Capacity

Interpersonal capacity is the ability to understand other people, including what motivates them, how they work, and how to work cooperatively with them. (BCPVPA)

Leadership

The exercise of influence on organizational members and other stakeholders toward the identification and achievement of the organization's vision and goals. Leadership is "successful" when it makes significant and positive contributions to the progress of the organization, and is ethical (supportive and facilitative rather than persuasive, manipulative, or coercive) purpose. (Ontario Leadership Framework)

Management

An integral part of leadership. While management is focused on processes and procedures that keep the organization running smoothly, effective leaders approach technical management matters in an adaptive way. (Ontario Leadership Framework)

> "An integrated approach to leadership and management also has significant consequences for the work of [corporate manager and professional staff] — and their perspective on the purposes for that work. These leaders influence functions that are quite crucial to the accomplishment of the school's and district's goals." (Leithwood, 2012)

Marginalization

Refers to a long-term, structural process of systemic discrimination that creates a class of disadvantaged minorities. These groups become permanently confined to the margins of society; their status is continually reproduced through the various dimensions of exclusion, particularly in the labour market. They are also kept from full and meaningful participation in society. (YRDSB, Equity Action Plan 2017–2021).

Positional Authority/Social Location (Positionality)

The recognition that where you stand in relation to others in society shapes what you can see and understand. (YRDSB, ESCS)

Reflection / Self-Reflection / Critical Reflection

Reflection is an essential component of effective self-assessment; it occurs "when learners think about how their work meets established criteria; they analyze the effectiveness of their efforts, and plan for improvement." (Adapted from Capacity Building Series Special Edition #4)

School Operations

School operations include responsibility for the maintenance and operations of facilities, safety, fiscal and budgetary procedures, personnel practices, and resource acquisition within a framework of ministry, district, and school policy and procedures. (BCPVPA)

Self-assessment

Self-assessment is "the process by which the learner gathers information about and reflects on [their] own learning … [it] is the learner's own assessment of personal progress in knowledge, skills, processes, or attitudes. Self-assessment leads to a greater awareness and understanding of [themselves] as a learner" (Adapted from Capacity Building Series Special Edition #4)

Self-regulation

Self-regulation is a complex and developmental process that has behavioural, social, emotional, and cognitive realms. At different stages the focus of self-regulation may shift, but the goal remains "capable and engaged learners who have the capacity to deal with internal and external stressors … to stay calmly focused and alert to learning." (YRDSB, Learning Skills Continuum).

Seven Grandfather Teachings

The gifts of knowledge given to help people live a good life and to respect the Creator, the Earth, and each other:

Wisdom: To have wisdom is to know the difference between good and bad and to know the result of your actions.

Love: To truly love is to care for others unconditionally, knowing that when people are weak is when they need it most.

Respect: To have honour for all of Creation. You must give respect if you wish to be respected.

Bravery: To be brave is to do something right even if you know it is going to hurt you.

Honesty: Always be honest in word and in action. Be honest first with yourself, and you will more easily be able to be honest with others.

Humility: You are equal to others, but you are not better.

Truth: To learn the truth, to live with truth, to walk with truth, to speak truth. (YRDSB, FNMI)

Social Identity

A person's sense of who they are based on the social groups the person was born into and belongs to. People can identify or be identified by others on the basis of their social identity (and their intersections). This aspect of an individual's self-conception is not based on their personal qualities (e.g., skills and abilities). (YRDSB, ESCS)

Social Justice

A concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties, and full participation in the social, educational, economic, institutional, and moral freedoms and responsibilities of that society. (The Ontario Curriculum - Social Sciences and Humanities)

Sociocultural Consciousness

An awareness of how sociocultural structures impact individual experiences and opportunities. Also a characteristic of the mindset of culturally responsive educators.

Stakeholders

Includes individuals or groups such as students, staff, families, parents, guardians, community members, and Elders that are impacted by the outcomes of the Leadership Framework. Where appropriate, key stakeholders are identified in this document.

System Improvement Learning Cycle (SILC)

Provides prompting and guiding questions to support school teams with improvement work at each phase of the process. The improvement process represented in the SILC is iterative and encourages schools to plan, implement, and monitor the impact of improvement actions in relation to goals and look-fors, with a focus on the disruption and elimination of systemic barriers to achievement and well-being, particularly for students who are underserved and underperforming. (YRDSB, System Improvement Suite)

System Improvement Suite

The Suite is designed to assist YRDSB schools and departments in developing their improvement plans by:

• Making plans, strategies, and resources available in one easy-to-access location

• Demonstrating the alignment between Board plans, and

• Linking to resources that schools and departments can access to support improvement planning (YRDSB, System Improvement Suite)

Systems

The forces, interrelationships, and structures that shape the behaviour and culture of an organization. (Adapted from BCPVPA)

Systemic Barriers

Systemic barriers are policies, programs, and practices that result in particular groups of students experiencing inequitable access to opportunities or being excluded in a way that creates or maintains disadvantage for these marginalized groups. (YRDSB, ESCS)

Two-eyed seeing

A model by Mi'kmaq Elder Albert Marshall (2015) where one eye sees the strengths of Indigenous ways of knowing, the other eye sees the strengths of Western ways of knowing, and both eyes are used together. (21st Century Global Competencies through Indigenous Perspectives, Lakehead Public Schools, 2019)

***Wiinawah* ("inclusive for us")**

"Community" focuses on the principle of Wiinawah: Inclusive for us — to build trust and stronger relationships with one another in education. (21st Century Global Competencies through Indigenous Perspectives, Lakehead Public Schools, 2019