

Advertisement



Toronto District School Board

The TDSB is dedicated to the achievement and well-being of each student grounded in a commitment to Truth and Reconciliation and equity, anti-racism, anti-oppression and human rights. Every day, staff members in its 583 schools and 5 Adult Learning Centres across the city are privileged to serve students and families of communities as richly diverse and inspiring as any in the world.

The core purpose of the TDSB is to:

- ensure that every student has the conditions and experiences needed to engage fully and be successful in school and beyond, and
- ensure our business and operations processes are modern, responsive, and deliver quality service aligned with our core purpose.

A new organizational structure is required to adapt to the current contextual realities while remaining focused on achieving the priorities in the Multi-Year Strategic Plan (MYSP) and the Pandemic Recovery Plan. The newly designed structure for the TDSB Director's Executive Council consisting of four Associate Directors will have, as its core, a cross-functional and highly collaborative approach in which the Director and the Associate Directors will support and enhance each other's efforts to be equity and anti-oppression focused, innovative, accountable, responsive and invitational, committed to service excellence in all its processes and policies while building positive relationships and partnerships both internally within the Board and externally with stakeholders and multi-faceted communities.

The Toronto District School Board is currently seeking outstanding educational leaders to assume the responsibilities of the following two Associate Director roles:

- **The Associate Director, Learning Transformation and Equity**
- **The Associate Director, Student Well-Being and Innovation**

You may choose to apply for one or both of these positions.

These two members of the Director's Executive Council, together with **the Associate Director, Organizational Transformation and Accountability**, and **the Associate Director, Modernization and Strategic Resource Alignment**, will provide focused leadership for the achievement of the Multi-Year Strategic Plan. In particular, these two Associate Directors, working with the Director's Executive Council are responsible for:

- Transforming student learning and school climates to ensure continuous improvement for all by addressing disproportionalities in student experience and outcomes

- Championing and guiding purposeful practice through an anti-oppressive stance as it relates to monitoring school improvement and changing outcomes for vulnerable and under-served students
- Removing barriers and creating equitable access to learning opportunities and providing focused supports for success for all students
- Working with the **Associate Director, Modernization and Strategic Resource Alignment**, to achieve the goals of the MYSP by allocating human and financial resources strategically to meet student needs, particularly for those who have been historically marginalized or underserved
- Giving agency to student and family voice and experience in order to create the learning dynamic that promotes positive student outcomes and strengthens relationships and partnerships within diverse school communities
- Along with the Director of Education and the other two Associate Directors, providing timely and relevant information and supports to the Board of Trustees to enable good governance decision making

These two Associate Directors, along with the Director of Education and the other two Associate Directors, will advance the TDSB vision for learning and service.

The Associate Director, Student Well-Being and Innovation and the **Associate Director, Learning Transformation and Equity** are responsible for leading the Board's commitments to achievement, well-being, and equity including student voice and parent and community engagement through schools. These positions will determine how the TDSB equity, anti-oppression, and anti-racism work is incorporated dynamically into the school improvement process. These two Associate Directors will work with Learning Centre Executive Superintendents and Learning Network leaders to raise achievement and eliminate disparities and disproportionate outcomes and experiences among historically underserved groups of students (e.g., Black, African, Caribbean, Latin, Indigenous and LGBTQ2S+ students).

These two Associate Director positions will ensure close attention to the culture that exists in each school in order to identify, name, address, repair and eliminate systemic and individual acts of discrimination, hatred or oppression. These Associate Directors will work together with the other two Associate Directors to build the capacity of superintendents, principals/vice-principals, managers, teachers and support staff in key areas of the Board's Multi-Year Strategic Plan.

Analysis and strengthening of student, staff, parent, and community engagement strategies, to ensure that these engagements truly assist in the improvement of student achievement and well-being, will be central to the success of all four Associate Directors as they work closely with Trustees to actualize Board policy and bring about the implementation of the Board's strategic commitments. All Associate Directors will model collaborative professionalism and a cross-functional approach to leadership and will report to the Director of Education and support her leadership internally with all staff and externally with all stakeholders.

Your application for the role of either the **Associate Director, Learning Transformation and Equity** and/or the **Associate Director, Student Well-Being and Innovation** will be supported by your body of

work's demonstration of the following leadership attributes, commitments, and achievements in the roles you have held thus far.

- Fortitude and determination in the face of opposition to dismantling systemic inequities and fostering accountability and ability to make bold decisions and encourage disruption of old ways while respecting what is working well
- Unwavering commitment and demonstrated capacity to serve as an anti-racist and ethical leader working to Anti-Asian racism, Ableism, Anti-Black racism, Anti-Indigenous racism, Islamophobia, Homophobia, Antisemitism, Anti-South Asian racism, Transphobia, and other forms of hate and discrimination.
- A leader in challenging bias, discrimination and oppression providing oversight in addressing issues connected to privilege, power, and system barriers
- Deep understanding of the relationship between equity, well-being, and student achievement
- Demonstrated success in creating authentic engagement with communities in meaningful and sustained ways to ensure all voices are heard especially those that have been marginalized or underrepresented
- Proven success in leading change in instructional practice and school culture and ensuring the utilization of resources that are inclusive and culturally responsive, relevant and reflective of students, and TDSB's broader school communities, including working closely with colleagues in implementing equity audits and recommendations arising from that and other similar processes.
- Appreciation of the varying roles of service providers including such mental health professionals as social workers, psychologists, and other support services
- An advocate of collaborative professionalism, capable of working as a cross-functional Executive
- Champion of service excellence based upon a respect of the values and perspectives of the communities served by the TDSB
- A driver of accountability who provides ongoing guidance and support and feedback mechanisms to track ongoing strategies, programs, and services
- Skilled relationship builder who can encourage coherence in process and implementation across the system and break down silos
- Politically astute and sensitive to assisting Trustees with good governance by hearing and responding appropriately to their perspectives and providing timely and thorough information to support effective decision-making
- Innovative, evidence-based risk taker, problem solver and system thinker, agile in a fast-paced environment and able to forge results in ambiguity thus mobilizing the efforts of others
- Known for authenticity, integrity, and respect with high credibility as a visionary educator
- Champion of a far reaching and persistent commitment to Employment Equity across the TDSB workforce
- Supporter of staff autonomy and outcomes-based professional growth with a particular focus on

mentoring and supporting leaders new to their roles as they make complex decisions

- Known for high emotional intelligence and an invitational leadership style
- Extremely strong written and oral communicator

Position #1: Associate Director, Learning Transformation and Equity

This portfolio consists of responsibility for the following areas:

- Learning Centres 3 & 4
- K-12 Programs
- Equity Program and Team: Teaching /Learning and School Climate/Culture
- Special Education & Inclusion
- Secondary Programs
- Centre of Excellence in Black Studies
- Community Engagement
- Parent Engagement & School Councils
- Outdoor Education
- Global competencies
- ESL
- Childcare

The Associate Director, Learning Transformation and Equity supports the Director in defining the path for understanding and action on equity and anti-oppression at every level of the system and in all decision making. As Associate Director, Learning Transformation and Equity, you will be a prime system equity leader and advocate working with the other members of the Director's Executive Council to focus on integrating equity efforts across the Board and to support staff on how to fully embrace equity and anti-oppression openly and effectively. Your work will lead the system in identifying, naming, addressing, repairing, and eliminating systemic and individual acts of discrimination, hatred, or oppression. You will lead continuous improvement of Special Education programs and services as you strive to close achievement gaps and improve teaching and learning.

School improvement and implementation excellence will be central to this role as this position oversees Learning Centres 3 & 4. In this role, you will promote student achievement, and support staff in continuous improvement. By setting directions for improving the instructional program while addressing issues of equity, including those which stem from racism, you will be dismantling barriers for marginalized, racialized, and underserved students and meeting the needs of all students. You will lead and oversee the continuous improvement work and ground it in practical and sustained implementation.

As **Associate Director, Learning Transformation and Equity** you will establish a school improvement process that is focused on data, change in pedagogy, and reciprocal learning across the school community. You will collaborate actively with the **Associate Director, Student Well-Being and Innovation** who works with Learning Centres 1 & 2 to ensure cohesion of continuous improvement efforts across all four Learning Centres. You will encourage and support staff in having difficult conversations about race, discrimination, bias, and pro-active engagement with parent communities.

In this role you will be key to refocussing community engagement, paying increased attention to strong communication with TDSB's diverse communities regarding the learning experience and opportunities/success for all students. Across the range of departments in this portfolio, you will focus on capacity building and the implementation of targeted strategies and supports for leaders – both formal and informal – at all levels of the organization.

Position #2: Associate Director, Student Well-Being and Innovation

The Associate Director, Student Well-Being and Innovation will set directions, allocate resources, implement Board decisions and help to shape policy and procedure developments.

This portfolio consists of responsibility for the following areas:

- Learning Centres 1 & 2
- System Reviews e.g., French Review
- Secondary Reviews
- Research
- Program Transformation
- Student Success
 - Experiential Learning, Co-op, HSHM
 - Professional Support Services
 - Guidance, adolescent development
- Educational Partnerships
- Pandemic Recovery Plan
- Health and Physical Education
- Secondary De-Streaming
- Virtual Learning and re-engagement
- Library, Learning resources

School improvement and implementation excellence will be central to this role of **Associate Director, Student Well-Being and Innovation** as this position oversees Learning Centres 1&2. In this role, you will promote student achievement and provide support to staff in continuous improvement. By setting directions for improving the instructional program while addressing issues of equity, including those which stem from racism, you will be dismantling barriers for marginalized, racialized, and underserved students and meeting the needs of all students. You will lead and oversee the continuous improvement work and ground it in practical and sustained implementation along with your colleague Associate Director who is responsible for Learning Centres 3 and 4. As **Associate Director, Student Well-Being and Innovation**, you will establish a school improvement process that is focused on data, change in pedagogy, and reciprocal learning across the school community. You will collaborate actively with the **Associate Director, Learning Transformation and Equity** who works with Learning Centres 3 &4 to ensure cohesion of continuous improvement efforts across all four Learning Centres. The **Associate Director, Student Well-Being and Innovation** will be essential in promoting student achievement and supporting staff in continuous improvement. You will refocus data collection and analysis on student achievement to improve outcomes especially in the light of learning interventions necessary as a consequence of COVID. You will lead, consulting with the **Associate Director, Learning Transformation**

and Equity, the development of a system learning plan including Pandemic Recovery Plans and virtual learning and re-engagement and co-ordinate action plans at the Learning Centre and school levels.

Like the **Associate Director, Learning Transformation and Equity** you will support and manage crises in schools, shifting to proactive strategies that ensure systems training, mentoring and support for all staff is in place. You will encourage and support staff in having difficult conversations about race, discrimination, bias, and pro-active engagement with parent communities.

In this Associate Director role, you will undertake and direct system reviews such as secondary reviews, ensuring appropriate consultation with internal and external stakeholders and proposing policy and procedural changes and new directions as warranted to ensure continuous improvement and innovation that support the success and well-being of all students.

This Associate Director will enhance and initiate educational partnerships that advance the achievement of the MYP and create continuously improving teaching and learning environments for all students.

Working across program areas, you will promote and monitor experiential learning that supports the development of competencies and confidence in all students. As the **Associate Director, Student Well-Being and Innovation**, you will oversee Mental Health and Wellbeing initiatives through Professional Support Services and Guidance and Adolescent Development staff who provide service to Learning Centres' School and Executive Superintendents to ensure that all students, particularly those who have been historically marginalized or underserved, receive the supports they need to be academically successful and have a sense of belonging in their school environments.

As the **Associate Director, Student Well-Being and Innovation** you will work with other supervisory officers and school and system leaders and draw on the expertise of the Research Department to guide the evolution and implementation of transformation in all the Board's academic programming, including secondary school de-streaming. This work will embrace innovation and pursue new high yield/impact approaches to teaching and learning which benefit all students.

To apply for one or both of these two Associate Director roles in the Toronto District School Board, submit your resume and cover letter by **January 21, 2022**, to: joanmgreenassociates@gmail.com

We recognize that this Executive Search Process includes some time over the holiday period and have therefore extended the duration of the advertisement and the closing date for an additional week, thus allowing further time for applicants to prepare their submissions. Please specify which Associate Director role(s) you are applying for in the subject line of your email.



JOAN M. GREEN & ASSOCIATES

Joan M. Green & Associates/LBCG is mindful of the importance of championing diversity amongst candidates. The project team is fluent in current diversity, inclusion, and anti-oppression practices. We are committed to ensuring a fair and inclusive recruitment process.

Accommodation Statement:

Joan M. Green & Associates/LBCG fosters a culture of inclusion. We will make any appropriate accommodation based on any of the protected grounds in the Human Rights Code to support candidate participation in the recruitment and selection process. All candidates will be provided with an understanding of the expectations and requirements of the process, in order to ensure full participation of all qualified candidates.

The Toronto District School Board adheres to equitable hiring, employment and promotion practices. We strive to meet the accommodation needs of persons with disabilities. Applicants are encouraged to make their needs for accommodation known in advance during the application process.

TDSB Land Acknowledgement

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and the Inuit peoples

JMG & Associates / LBCG Consulting for Impact Land Acknowledgement

With humility and in the continuing spirit of being active participants in the reconciliation of Canada and the Indigenous Peoples of the land, we acknowledge that we are working and living on the traditional territory of many nations including the Mississaugas of the Credit River, the Anishnabeg, the Haudenosaunee and the Huron-Wendat, which today is home to many diverse First Nations, Inuit and Métis peoples. As a firm and individually, we are educating ourselves to know and understand the Truth and participating with Indigenous colleagues to play our part in advancing Reconciliation.