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Board Meeting, April 27, 2022

Directive 15 – Senior Team Professional Learning - Update

Strategic Alignment:
Ministry Directive 15

Report Type:
Information

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Introduction

The Ministry Report on the Peel District School Board (PDSB), Directive 15, states, “The Board shall develop a robust, comprehensive and strategic professional learning plan for senior staff on equity, human rights, anti-bias, and anti-Black racism.” The Directive further elaborates on what the plan should include:

- Be strongly informed by disaggregated, race-based data including lived experience with respect to PDSB Black students, staff and the broader community.
- Set specific objectives and is tied to actions and measurable outcomes; and
- Include provisions for public reporting on progress towards achieving outcomes in the plan.

In February 2021, the Peel District School Board presented the Senior Team Professional Learning Plan to the Board and subsequently to the Ministry of Education. This report is an update to the report submitted in 2021.

Objective

To provide information that Directive 15 has been completed and that this information will be communicated to the Minister of Education.

The Ministry of Education’s Review of the Peel District School Board (2020) and several other historical reports outline that school boards have not taken responsibility for the systemic racism that is endemic to the public education system. Instead, communities and students have been blamed for the problems that stem directly from racist and colonial educational practices. The Ministry Review states, *“...we call for a new style of leadership in the PDSB and other boards facing similar circumstances; leadership that has, through rigorous assessment of its own strengths and weaknesses, demonstrated the capacity to face the evidence of systemic inequity and to grasp the complexity of the issues facing those less able to advocate for themselves. The task for those leaders is to bend best efforts of our education systems into effective service for all.”* The Senior Team Professional Learning Plan is focused on building the capacity of Senior Leaders in Peel District School Board (PDSB) in order to eliminate the disproportionate outcomes facing Black and Indigenous students, as noted in PDSB data.

[The Equity Accountability Report Card: Baseline Data on the Equity Gap in Student Outcomes](#) - (Directive 9) outlines the disproportionate outcomes experienced by African, Black and Caribbean and Indigenous students which have negatively

impacted the achievement of these students. The mental health and wellbeing outcomes of African, Black and Caribbean and Indigenous must be taken into consideration given the various discriminations and oppressions (namely, anti-Black racism, anti-Indigenous racism, Islamophobia, anti-South Asian racism, anti-Asian racism, ableism, transphobia, antisemitism, and homophobia) these students face because of the intersectionality of the lived identities within the Black student and staff communities. Qualitative and quantitative data from the Report Card informs the Senior Team Professional Learning Plan, and the measurable outcomes of the plan.

The measurable outcomes of the plan have shaped the content and processes for Senior Team learning. The Senior Team has been mandated to learn core concepts related to anti-racism education, including white supremacy, settler colonialism, anti-Black racism, and intersectionality. These concepts are threaded through the curriculum framework (shown below) which aligns with the Ministry Directives.

The continuous learning of how to enact an anti-racist leadership practice by the PDSB senior leadership is in response to the aforementioned data sets and the measure is to eliminate disproportionalities for Black and Indigenous students. The ongoing professional learning has and will continue to include time for the Senior Team to collaborate on specific, targeted actions to disrupt the disproportionate outcomes in the PDSB and to hold each other accountable for the committed actions.

The Senior Team Professional Learning Plan outlined in this report is one strategy in a greater change process being undertaken by the PDSB to dismantle and disrupt systemic anti-Black racism, anti-Indigenous racism, and other forms of oppression. The curriculum outlined in this report also informs the learning for the other groups within the organization (e.g., Family of Schools, departments, and schools) which will inform the work of departments and school improvement planning.

Turning Learning to Action: The Senior Team Learning Curriculum

Principles to Guide Professional Learning

- Learning, action, and accountability are interrelated concepts
- The content and focus of learning are iterative in order to respond to the evidence of learning
- Learning will not be paced for the comfort of adults at the expense of the students who have been harmed and whose futures depend on the elimination of barriers to achievement and well-being
- All leaders have a professional responsibility to enact changes to eliminate disproportionate outcomes based on the data

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- The learning is ongoing and rooted in academic scholarship about critical consciousness, anti-racism, and human rights

Foundational Learning

The curriculum for the Senior Team professional learning is grounded in an historical review of settler colonialism and white supremacy and its current contemporary impact on Black, African and Caribbean, Indigenous and other racialized communities. The Senior Team Professional Learning Plan is based on the following foundational concepts that are important when examining issues of race and oppression:

- Human Rights
- Settler Colonialism
- White Supremacy
- Anti-Black Racism
- Critical Race Theory
- Anti-oppression (including but not limited to anti-Indigenous racism, Islamophobia, anti-Muslim hate, anti-South Asian racism, anti-Semitism, anti-Asian racism, ableism, transphobia, homophobia, classism, sexism)

These concepts are integrated into all forms of Senior Team professional learning and connected directly to the Ministry Directives and Review of the Peel District School Board. Senior Team members' actions in their Families of Schools, departments, and the communities they serve are directly informed by these principles and concepts as well in their professional learning plans.

Implementation and Application of Senior Team Learning

Effective implementation and monitoring of the Directives is contingent on the Senior Team's understanding of pedagogical concepts that are connected to equity, anti-racism and anti-oppression and their ability to apply their learning. The following chart outlines how the senior team learning curriculum framework has been organized and implemented. The chart also includes a list of Directives that are most critical in serving students, communities and staff that have been marginalized, specifically those who identify as African, Black, and Caribbean and Indigenous. Along with the curriculum areas and the Directives, equity, anti-racism, and anti-oppression concepts are highlighted that have been critical to deconstruct as the Senior Team works to disrupt and dismantle systemic inequities that exist in policies, processes, and procedures. Understanding and deconstructing and applying these concepts will determine the success of applying the senior team learning and implementing the Directives in a way that leads to transformational change.

Progress

To date the Senior Team professional learning has included, but is not limited to, the following:

Curriculum Framework	Directives	<i>Equity, Anti-Racism and Anti-Oppression Pedagogical Learning Concepts</i> <i>(Not an exhaustive list)</i>
<p>1. Procedural Fairness</p> <p>A. Human Rights</p> <p>B. Administration Law</p> <p>C. Applying the Education Act</p>	<p>Directive 21: Student Discipline</p> <p>Directive 24: Employment Systems Review</p> <p>Directive 26: Fairness in Equity and Employment</p>	<p><i>Human Rights</i></p> <p><i>Anti-Black racism</i></p> <p><i>Race, gender and policing</i></p> <p><i>Surveillance</i></p> <p><i>Identity, social location and bias</i></p> <p><i>Intersectionality and bias</i></p> <p><i>Repair and restoration</i></p> <p><i>Meritocracy</i></p> <p><i>Neutrality</i></p> <p><i>Power and Privilege</i></p>
<p>2. School-based - Culturally Relevant and Responsive Pedagogy and anti-racist/anti-oppressive learning (frameworks) and application related to students and learning environments that serve students</p>	<p>Directives 17 and 19: De-streaming and Guidance Review</p> <p>Directive 9: Annual Equity and Accountability Report Card – analyzing disparate and disproportionate outcomes.</p>	<p><i>Human Rights</i></p> <p><i>Anti-Black racism</i></p> <p><i>White supremacy</i></p> <p><i>Settler colonialism</i></p> <p><i>Identity, social location and bias</i></p> <p><i>Individual bias and systemic barriers</i></p> <p><i>Restoration</i></p> <p><i>Counter-narratives</i></p> <p><i>Complicity</i></p> <p><i>Colour blindness</i></p> <p><i>Meritocracy</i></p> <p><i>Intersectionality</i></p> <p><i>Neutrality</i></p> <p><i>Curriculum Erasure</i></p> <p><i>Critical consciousness</i></p> <p><i>Power and privilege</i></p>

	Directive 18: Comprehensive Equity Audit	
3. Corporate based - Application of Anti-Oppression frameworks to ensure high quality customer service and decision-making that is anti-racist, anti-oppressive and based on Human Rights	<p>Directive 9: Annual Equity and Accountability Report Card – analyzing disparate and disproportionate outcomes.</p> <p>Directive 24: Employment Systems Review</p> <p>Directive 26: Fairness in Equity and Employment Strategy</p>	<p><i>Human Rights</i> <i>Anti-Black racism</i> <i>Equity and Anti- Oppression</i> <i>White Supremacy</i> <i>Colour blindness</i> <i>Identity, social location and bias</i> <i>Colonialism</i> <i>Counter-narratives</i> <i>Complicity</i> <i>Colour blindness</i> <i>Meritocracy</i> <i>Intersectionality</i> <i>Neutrality</i> <i>Power and Privilege</i></p>
4. Leadership Problem Solving	All of the above directives	<p><i>All of the above</i> <i>Pedagogical Learning</i> <i>Concepts</i></p>

Professional Learning Structures

Ensuring that the Senior Team Learning Plan curriculum is implemented and applied, the following Senior team Learning structures are in place:

- Senior Team Learning Meetings (minimum once per month)
- Instructional Support Services (ISS) - lead by central superintendents (monthly)
- Operational Support Services (OSS) - lead by senior managers and controllers in collaboration with Associate Director of Operations, Equity of Access and Support Services (monthly)
- Field Superintendent Meetings (bi-weekly)
- Department and topic-specific Professional Learning
- Weekly Institutional Accountability Round table (Problems related to ABR are discussed with Departmental Leads) - Problem Solving/Solutions Based Model

Grounding the learning in action

Learning, action and accountability are foundational to the Senior Team Professional Learning Plan and must be interconnected in order for transformational change to occur in the PDSB. Direct actions stemming from the learning include, but are not limited to the following:

- All decision-making is connected to a critical consciousness.
- Ensuring accountability to the data in order to eliminate disproportionate outcomes.
- Naming, disrupting and dismantling current processes, procedures and policies that perpetuate systemic racism and oppression; and
- Expecting interactions with diverse communities and stakeholder groups are centered on the dignity, worth and human rights of those we serve

Accountability and Measurable Outcomes

The Senior Team Professional Learning Plan measurable outcomes are linked directly to the [Superintendent of Education Equity Leadership Framework Competencies](#). These competencies form the basis of the Revised Superintendent Performance Appraisal and the Superintendent Work Plan.

The following tools will be used to measure the outcomes of the Senior Team Professional Learning Plan, using the Superintendent of Education Equity Leadership Framework Competencies as the foundational assessment criteria:

- Supervisory Officer Performance Appraisal demonstrating connections to the Equity Leadership Framework Competencies (every 2 years)
- Senior Teamwork Plan (Appendix B) - indicators and commitments tied to Equity and the Board Improvement and Equity Plan (yearly)
- Documentation from Superintendent and Associate Director conversations directly related to disrupting anti-oppression and anti-Black racism and in turn reflected in Schools Improvement and Equity Process (i.e., quantitative and qualitative data from the FOS, artifacts, observations, etc.)
- Superintendents will apply their learning when monitoring schools, using the SIEP guiding framework to ensure that schools that demonstrate work connected to Equity Framework and Ministerial Directives is shared with Associate Directors
- Observations, conversations and products from Senior Team learning sessions
- Senior Team evidenced actions in application of professional learning on procedural fairness in situational assessments

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- Monitoring of the School Improvement and Equity Plans (SIEP) for each superintendency to identify areas for improvement and next steps through critical conversations between Family of Schools Superintendent and Associate Directors
 - Changes in the data sets outlined in the Equity Accountability Report Card: Baseline Data Report, over time that led to improved student outcomes and experiences

Public Reporting on Progress Towards Achieving Outcomes in the Plan

Transparency in achievement of the foundational learning outlined in the Senior Team Professional Learning Plan is key to recognizing the historical harm that has been caused, as outlined in the Ministry Review of the Peel DSB, 2020. Regular progress reports on the senior team learning will be shared at PDSB Board meetings. Progress will also be shared as part of the Director's Annual Report shared publicly each year.

Conclusion

The Senior Team Professional Learning Plan has continued to be focused on, and responsive to, the needs identified in the Ministry Review and Directives. The key learning focus over the 2021-22 school year has been on application of the theoretical learning and knowledge from the 2020-21 school year. This application has included a revision process of key policies and procedures to ensure the structures are in place for the Senior Team to apply the learning that is critical to the disruption and dismantling of systemic inequities that have led to disproportionate and disparate outcomes for students from specific identity groups.

The Senior Team Professional Learning Plan will continue to be responsive to community feedback and identify needs and/or gaps that are raised by community stakeholders, specifically those who are most underserved as identified by the Ministry Review and the PDSB data. The Senior Team Professional Learning Plan will continue past the completion of Directive 15 as it is the foundational work to ensure we have a more equitable, just and anti-racist education system for all students, families, staff, community members and all other stakeholders.

Resources

Principles of Integrated Anti-Oppression
Basic Principles for Equity Leadership Competency
The 7 Anti-Racist Pedagogy Principles by Natasha Henry
Institutional Response Accountability Framework

Appendices

Appendix A (revised)

Objective	Topic	Action	Outcome
<p>To ensure ST know and understand discrimination, forms of discrimination, critical principles of discrimination and procedural fairness</p> <p>To ensure ST leaders can apply the analysis and steps related to</p> <ul style="list-style-type: none"> • Duty to accommodate employees (employment) • Duty to accommodate students (services) <p>Conducting investigations and the exercise of discretion</p>	<p>Grounding our Learning in Human Rights</p>	<p>ST leaders used a case study to apply</p> <ul style="list-style-type: none"> • Human Rights interim procedure • Human Rights training modules (aligned to operating procedure) <p>ST leaders participated in training through Hicks Morley</p>	<p>ST leaders apply equity principles to the analysis of cases where accommodation is required “short of undue hardship” to the board in order to ensure Black and Indigenous students experience</p> <ul style="list-style-type: none"> • Unencumbered access to educational opportunities and outcomes <p>ST leaders apply equity principles to the assessment of guidelines, practices, policies, procedures that pose a barrier to the access Black and Indigenous students have to educational opportunities</p>
<p>To ensure ST leaders and leaders across the PDSB organization have fundamental understanding of equity principles (i.e., anti-racism, dismantling anti-Black racism, anti-oppression)</p>	<p>Leading for Equity – ARB training for Leaders in Education – 4 Modules</p> <ul style="list-style-type: none"> • Kike Ojo-Thompson 	<p>All leaders participated in mandatory four-part learning focused on identifying the structures, procedures, programs that enable anti-Black racism</p> <p>The mandatory learning is recurrent</p>	<p>To date: 803 principals, vice principals, managers, supervisors and team leads have enrolled and participated in the foundational equity learning since November 2020/Spring 2021</p>

		throughout the school year.	
To ensure ST leaders know and can reference the baseline data that describes the disparities and disproportionalities of PDSB Black, Indigenous and racialized students	Directive Highlight: Equity accountability Report Card - Directive 9	ST leaders reviewed the Equity Accountability Report Card via jigsaw learning process to clarify the implications for Black, Indigenous and racialized students in the areas of programs and pathways, special education, discipline, wellbeing and achievement	Knowledge of the baseline data drives the development of the Equity Action Plan (Directive 14) and the ST leaders' implementation of de-streaming, guidance review, equity audit, suspension/expulsion practices
To ensure ST leaders have foundational understanding of critical theories that support equity principles in anti-racist education and anti-oppressive pedagogy	Creating Space for Anti-Oppressive Conversations <ul style="list-style-type: none"> Camille Logan 	Module learning	Increasingly, principals and vice-principals incorporate the application of anti-racism, anti-oppression principles in <ul style="list-style-type: none"> school operations Professional learning opportunities the school improvement and equity process
To ensure ST leaders apply equity principles and integrate them in their leadership practice (through case study)	Anti-Oppressive Case Studies <ul style="list-style-type: none"> Colleen Russell-Rawlins Donna Ford, Harjit Aujla 	The routine practice of the integration and analysis of critical approaches through case examination by Senior leaders to problem-solve improved outcomes and experiences for Black, Indigenous and racialized students	
To provide to ST leaders access to specific resources that focus on the society, institutional history of anti-Black racism (and its effects on Black people); anti-racism and anti-oppression principles (e.g.,	Book Studies: Policing Black Lives Robin Maynard Referenced readings: Equity Literacy Institute Paul Gorski	ST leaders used specific texts <ul style="list-style-type: none"> to extend foundational learning and apply critical equity concepts through case study analysis 	Principals and vice-principals know that critical research provides a theoretical base from which they can reflect on their leadership actions and plan actions to <ul style="list-style-type: none"> assess manifestations of

<p>centering race, intersectionality of lived realities, power and advantage, community engagement, data literacy, etc.)</p> <p>To ensure no barriers to ST leaders' engagement in self-study to augment their critical consciousness</p>	<p>10 Principles of Integrative anti-racism George Dei</p> <p>Is Everyone Really Equal Ozlem Sensoy and Robin DiAngelo</p> <p>Street Data Shane Safir, Jamila Dugan</p>	<p>at ST meetings</p> <ul style="list-style-type: none"> • support and extend data literacy on the team and throughout PDSB schools as part of the school improvement and equity planning (SEIP) process 	<p>systemic discrimination</p> <ul style="list-style-type: none"> • actively disrupt and dismantle systemic barriers such as anti-Black, anti-Indigenous racism and other oppressions in school-based practices, procedures, programs, structures
<p>To ensure ST leaders know and understand the concept and application of procedural fairness</p> <p>To ensure ST leaders know and understand the criticality of procedural fairness as it relates to PDSB legislative and ethical responsibilities</p>	<p>Procedural Fairness</p> <ul style="list-style-type: none"> • Giselle Basanta, 	<p>Senior leaders support principals and vice-principals to apply procedural fairness in their decision making as a strategy to eliminate systemic discrimination in student disciplinary processes to maintain safe, caring schools</p> <p>The Institutional Accountability Roundtable is a supportive, collaborative structure at which Senior Leaders assess the application of procedural fairness in the determinations and next steps of active cases ST leaders engaged with Parents of Black</p>	<p>ST leaders, school leaders utilize a problem-solving framework that apply the components of procedural fairness for Black and Indigenous students when dealing with</p> <ul style="list-style-type: none"> • Safe schools (student disciplinary) matters • Human Rights (discrimination, harassment) situations

		Children (PoBC) to understand the role of Black parent advocacy, problem-solve case studies and discuss strategies to ensure decision-making identifies and addresses anti-Black racism	
To ensure ST leaders know and develop their situational assessment of discrimination, forms of discrimination and procedural fairness	Directive highlight: Utilizing a problem-solving framework through case studies - Directive 21	ST participated in and used the Directive 21 three-part module as a learning tool to support their understanding of procedural fairness and facilitate this competency among FOS principal/vice-principals	ST leaders actively identify their knowledge gaps (and that of their principals/vice-principals) in the practice of applying an equity-based problem-solving framework in an area (i.e., student discipline) where decision-making has disfavored Black and Indigenous students
To ensure ST leaders understand the importance of community and advocacy voice	Parents of Black Children - 2 sessions: April 2022 and June 2022	ST participated in a 2-hour session delivered by PoBC and will continue sessions in the Fall of 2022	ST leaders identified ways how they can engage with community groups to foster a constructive relationship with students and families where their experiences are centered and where they enter the space with humility

PDSB - SO Professional Learning and Work Plan

Name:	Reflection and Review Cycle Dates:	From	To
	(Twice/year)		

<p style="text-align: center;">Board Strategic Priorities</p> <p style="text-align: center;">Four Pillars of System Transformation</p> 	<p style="text-align: center;">Resources</p> <p>PDSB Equity Leadership Competencies Framework</p> <p>PDSB Principles of Integrated Anti-Oppression</p> <p>G. Dei - Principles of Anti-Racism</p> <p>N. Henry - 7 Anti-racist Pedagogy Principles</p> <p>Gorski - Equity Literacy Principles</p>
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Professional Learning

Superintendent PL Guideline Commitments
<p>Guid. 1: Strive for Intellectual Humility _____ Guid. 2: Everyone has an Opinion _____ Guid. 3: Let Go of Anecdotal Evidence and Instead Examine Patterns</p> <p>Guid. 4: Use Your Reactions as Entry Points for Gaining Deeper Self-Knowledge _____ Guid. 5: Recognize How Your Social Position Informs Your Reactions to Who is Delivering the Learning/Messaging and Content</p>
<p>Please identify a Guideline from “Is Everyone Really Equal” that will support your professional learning, alignment with the 4 Pillars and a rationale.</p> <p>•</p> <p>•</p>

Superintendent Equity Leadership Competencies

- Setting Directions
- Improving the Instructional Program
- Building Relationships and Developing People
- Developing the Organization to Support Desired Practices
- Securing Accountability

Please identify the leadership competencies that will be a focus for your professional learning. Describe how you will develop this competency?

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My Goals <small>(Select goals related to your professional practice that will contribute to system transformation) Use the PDSB Equity Leadership Competencies Framework</small>	My Strategies <small>(Document approaches and actions [moves] that are designed to assist you in achieving your goals. Use the leadership practices in the PDSB Equity Leadership Competencies Framework as a guide</small>	Evidence of My Progress <small>(Identify supporting materials, documentation or other observable evidence. How will you know if the strategies were successful?)</small>	My Reflections/Next Steps <small>(Provide current reflections and next steps in relation to the progress and movement toward the accomplishing the goals)</small>

SO Critical Self-Reflection at the End of Cycle

Critical Self-Reflection Regarding professional learning/guidelines <i>(See page 77 Khalifa)</i>

