



## *Becoming an Equity Champion*



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## LEARNING PLAN



### Building Your Foundation

Oppression in schools



### Leadership in Schools

What does our anti-oppressive leadership look like?



### Discussions

What are your next steps?

*And please ask questions anytime!*



## Learning Norms



1

Stay Engaged



2

Be Okay with  
Discomfort



3

Speak your Truth



4

Accept Non-  
closure

## AN INVITATION TO BRAVE SPACE



Together we will create *brave space*.

Because there is no such thing as a “safe space” —

We exist in the real world.

We all carry scars and we have all caused wounds.

In this space

We seek to turn down the volume of the outside world,

We amplify voices that fight to be heard elsewhere,

We call each other to more truth and love.

We have the right to start somewhere and continue to grow.

We have the responsibility to examine what we think we know.

We will not be perfect.

This space will not be perfect.

It will not always be what we wish it to be.

But

It will be *our brave space together*,

*and*

*We will work on it side by side.*

by Micky ScottBey Jones

*www.thepeoplesupper.org*

(Adapted From *Courageous Conversations about Race*, Glenn E. Singleton)

# The Importance of (Vice) Principals

- To create safe, inclusive and engaging learning and work environments, **education leaders must be committed to equity and inclusion for all students** and to upholding and promoting human rights. (*Ontario's Education Equity Action Plan, 2017*)
- To enhance staff capacity, **principals must directly address issues of race, provide ongoing training that focuses on equity**, empower staff members with greater professional freedom, and hire specifically with social justice in mind. (*Ross, J. A., & Berger, M. J. (2009)*)
- A school or district leader cannot help others address bias until she is **able to recognize and talk about her own**. (*Education Week*)
- For a school as a whole, however, **the effectiveness of the principal is more important** than the effectiveness of a single teacher. (*Wallace Foundation, 2021*)

## What's happening?

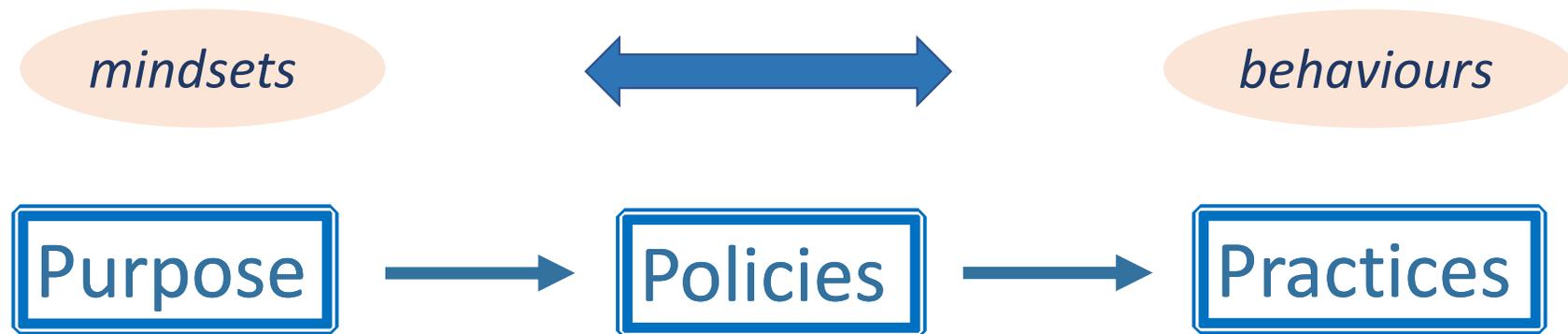
- What does oppression look like/sound like/feel like in school?

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Lack of Representation	Disproportionate Opportunities and Outcomes	Pedagogy	Harm	Leadership
Resources	Consequences/ discipline	Educator centered	Harmful language	Decision making
Stories	Student Leadership	Dominant identities centered	Exclusive practices	Silence
Staff	Achievement	Classroom setup	Stereotypes	Structures
Events	Placement	Lesson design	Active oppression	Lack of consultation
Pedagogy				Oppression through lack of action
Traditions				

## What comes first?



***HOW DO WE ENSURE THAT OUR ACTIONS ARE  
CENTERING THE NEEDS OF THE MOST  
UNDER-REPRESENTED AND UNDER-SERVED***

# Is your equity leadership transactional or developmental?

## DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison:  
[ccbc.education.wisc.edu/books/pcstats.asp](http://ccbc.education.wisc.edu/books/pcstats.asp)



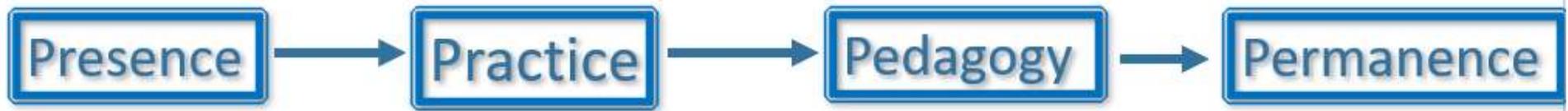
Illustration by David Huyck, in consultation with Sarah Park Dahlen  
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- Distributing your budgets
- Deciding on discipline
- Communicating to families
- Creating your email/screen/social media signatures
- Identifying your school action plan goals
- Engaging with land, territory or treaty acknowledgments
- Reviewing school climate, student census or achievement data
- Accessing support services
- Doing staff appraisals
- Distributing technology during school shut down
- Defining 'success'
- Sourcing, selecting and purchasing resources
- Determining dates for school events
- Recognizing and fostering leadership and mentorship
- Determining educational pathways

# Is your equity leadership **transactional** or **developmental**?

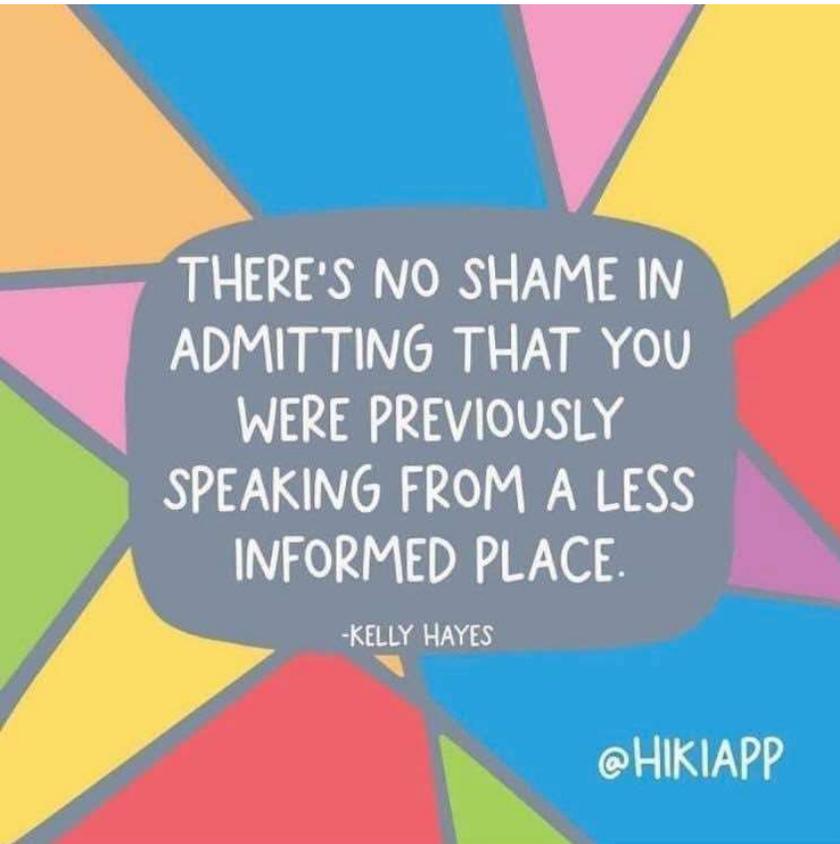
- Framework for implementation of Indigenous education (*Dr. Nigaan Sinclair*)



- Adaptation of 'Banks Continuum of Multicultural Education' (Paul Gorski)



# Is your equity leadership **transactional** or **developmental**?



THERE'S NO SHAME IN  
ADMITTING THAT YOU  
WERE PREVIOUSLY  
SPEAKING FROM A LESS  
INFORMED PLACE.

-KELLY HAYES

@HIKIAPP

***Think of something that is happening in your school as part of your equity leadership:***

- ***How could it be better?***
- ***How could it be done with a more development lens?***

If we have known (for more than 50 years) that the problem exists, then what is the barrier?

Canadian Charter of Rights and Freedoms

Ontario Human Rights Code (OHRC)

The Education Act

Education Act  
Regulations

Policy/Program  
Memoranda

School Board  
Policies

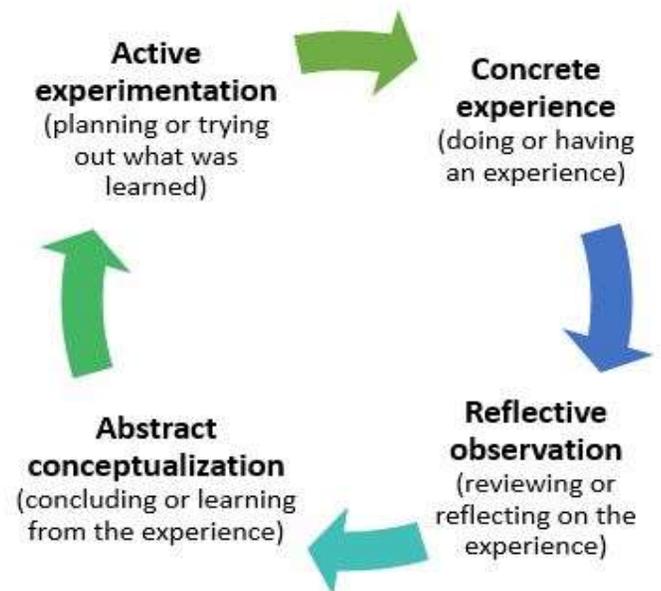
- *We are legally obligated*
- *We are professionally obligated (OCT)*
- *We are morally obligated*
  
- *As long as identity based ~~achievement~~ outcome opportunity gaps exist, schools cannot be considered neutral or inclusive spaces*



## Continuous Learning

- Starting with yourself
  - Importance and impact of **identity**
  - Reflecting, learning and unlearning
- Finding your entry point
  - Recognizing the **patterns** and the needs
- Practice and Practices
  - Practice when the stakes are not as high!
  - Adding, changing and removing
- Considering effectiveness
  - Impact vs intent?
  - Is the work influencing change?

### Kolb's cycle of experiential learning





## COMPLEX DECISIONS

- **Seek information from the groups being impacted**
  - Who have you asked?
  - What have they identified as their needs?
  - What sources of information can you access?
  - What other options are there?
- **Consider whose needs are being prioritized**
  - Can you build your plan around the group with the greatest needs?
  - What are the starting points for different groups?
  - Similar to differentiation in pedagogy
- **Examine how closely your impact has matched your intent**
  - Has your decision reduced barriers for under-served groups?
  - What have been the unintended impacts?
  - How will you know?
- **Reflect on your identity, your privilege and your bias**
  - What questions do you have for yourself?
  - What patterns have you reinforced?
  - Is there anything about your decision that makes you uncomfortable?

# Constant Reflection

Consider how your perspectives and actions or inactions reflect your growth as an equitable leader.

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# Ongoing work at the OPC



## EDI Webpage

Redevelopment of webpage and creation of additional pages to go beyond EDI Advisory Committee work



## Internal OPC Support

Policy and practice review, staff training sessions, collaboration with all department areas



## Provincial Networks

Facilitation of network of system equity related principals to foster collaboration, shared practices and mentorship



## Affinity Spaces

Community informed development of identity-based affinity spaces to foster belonging and opportunities for healing.



## Committee and sub-Committee work

Actions related to the recommendations from the Census Report



## District EDI Reps

Regular meetings with local executive reps to foster and share successful practices and resources and to provide mentorship and support



## District and Member Support

District visits and workshops; responsive to members needs, requests and feedback.



## External Stakeholders

Engaging with faculty of education groups and committees and other groups to promote the profession, advocate for equitable practices throughout the sector



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@OPCouncil  
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