

ADVERTISEMENT



Associate Director, Instructional Innovation and Equitable Outcomes

The TDSB is dedicated to the achievement and well-being of each student, grounded in a commitment to Truth and Reconciliation, equity, anti-racism, anti-oppression, and human rights. Every day, staff members in its 583 schools and five adult learning centres are privileged to serve 240,000 students and families in 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 and responsive, and that they deliver quality service aligned with our core purpose.*

In order to achieve the priorities of the Multi-Year Strategic Plan (MYSP), and in response to current contextual realities created by post-pandemic challenges and evolving student and community needs, a newly-designed structure for the TDSB Director's Executive Council has been implemented.

Through a cross-functional and highly collaborative approach, the Director and Associate Directors support and enhance each other's efforts to focus on advancing equity, fighting oppression, and initiating innovation, all in an accountable, responsive, and invitational manner which emphasizes service excellence. The Senior Team will build positive relationships and partnerships both within the Board and with stakeholders from the Board's multi-faceted communities.

The Toronto District School Board is currently seeking an outstanding educational leader to assume the responsibilities of the Associate Director role:

Associate Director, Instructional Innovation and Equitable Outcomes

In the interest of optimal learning experiences for all students, the Associate Director, Instructional Innovation and Equitable Outcomes will lead development, organization, and implementation of models of cutting-edge instruction for schools to improve outcomes for all students, particularly historically underserved populations. Success in this role will depend on building and leading highly effective, innovative academic teams that are assessed on their ability to continually improve instructional practices, student outcomes, and student experiences, especially among those who face learning barriers and marginalization.

This Associate Director will inspire and support direct reports to develop, implement, and evaluate projects to achieve goals and objectives that continuously assess student needs and evolve to eradicate barriers to success for every student. For this leadership role, the driving force is a deeply held commitment to creating teaching and learning climates in every school that empower teachers and other staff to experience success and professional fulfillment in their work, as they help students reach goals and excel with pride in their efforts and confidence in their ongoing learning.

Together with the Associate Director, Learning Transformation and Equity, the Associate Director, Organizational Transformation and Accountability, and the Associate Director, Modernization and Strategic Resource Alignment, the Associate Director, Equitable Outcomes and Instructional Innovation will provide focused leadership for the achievement of the Multi-Year Strategic Plan. In particular, this Associate Director, working with the Director's Executive Council, is 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 a learning dynamic that promotes positive student outcomes and strengthens relationships and partnerships within diverse school communities, and
- along with the Director of Education and the other three Associate Directors, providing timely and relevant information and supports to the Board of Trustees to enable good governance decision making.

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

Reporting directly to the Director of Education, the Associate Director, Instructional Innovation and Equitable Outcomes sets the strategic vision and direction for the instructional framework and pedagogical approach to academic programs and is a key lever to accomplishing the Multi-Year Strategic Plan (MYSP), consistent with the Truth and Reconciliation's Calls to Action and the United Nations Declaration on the Rights of Indigenous People (UNDRIP). This Associate Director must demonstrate a well-documented and highly visible expertise in curriculum, pedagogy, learning, and anti-oppression. The leader in this role inspires and implements the short- and long-term instructional vision and approach to establishing a culture of high expectation and shared responsibility for equitable access to high quality and culturally relevant and responsive instructional practices. The Associate Director, Instructional Innovation and Equitable Outcomes will create responsive relationships and partnerships among central departments, senior teams, learning centres, and school staff that ensure closer alignment between resources and specific school needs. This role will focus on implementation of an instructional plan for the district that facilitates effective teaching in every classroom and creates the conditions that ensure responsive systemic improvement of teaching practice and student learning for every teacher and student.

To fulfill the responsibilities and meet the challenges of this portfolio, the Associate Director will have a laser-like focus on student success, engagement, and well-being, using current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of curriculum and instruction. This leader will forge direction for school improvement efforts by continuously monitoring the progress of school performance and student achievement targets, working closely with Executive Superintendents and Superintendents of Education.

The Associate Director, Instructional Innovation and Equitable Outcomes and the Associate Director, Learning Transformation and Equity are responsible for leading the Board's commitments to student achievement, well-being, and equity, including student voice and parent and community engagement in schools. These positions, working in tandem, determine how the TDSB equity, anti-oppression, and anti-racism work is incorporated dynamically into the school improvement process. Together, the two academic Associate Director roles will establish a school improvement process that is focused on data, change in pedagogy, and reciprocal learning across the school community to ensure cohesion of continuous improvement efforts across all four Learning Centres.

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., Indigenous, Black, Latin, Middle Eastern, and LGBTQ2S+ students).

The Associate Director, Instructional Innovation and Equitable Outcomes 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 and will work together with the other 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. As this leader, you will coach and mentor staff in having difficult conversations about race, discrimination, bias, and proactive engagement with parent communities.

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 Associate Director, Instructional Innovation and Equitable Outcomes 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.

- Demonstrate a deep understanding of and longstanding professional practice in modern pedagogies that are trauma-informed and culturally responsive and relevant, leading to improved student success.
- Confidence and past practice in creating the conditions for the transformation of cultures which lead to adult and student learning, confidence, dignity, and agency.
- Dedication and courage to create change and innovation in achieving the goals of the MYSP.
- Deep understanding of the relationship between equity, well-being, and student achievement.
- 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.
- A driver of accountability who provides ongoing guidance and support and feedback mechanisms to track ongoing strategies, programs, and services.
- 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 the TDSB's broader school communities, including working closely with colleagues

in implementing equity audits and recommendations arising from that and other similar processes.

- Skilled relationship builder who can encourage coherence in process and implementation across the system and break down silos.
- Experience and commitment to addressing the special education and accessibility needs of students, working closely with teams.
- Unwavering commitment and demonstrated capacity to serve as an anti-racist and ethical leader, working to dismantle Anti-Indigenous racism , Anti-Black racism, Ableism, Antisemitism, Islamophobia, Homophobia, Transphobia, Anti-Asian racism, including Anti-South Asian racism, 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.
- 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.
- Understanding 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.
- 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.
- Proven record of continuous learning across a number of areas impacting students' learning, Truth and Reconciliation, equity, and leadership, among others.
- 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.

Qualifications

- Master's degree in education or equivalent
- 5-7 years of experience as an educational leader with senior responsibilities in a district school board
- Demonstrated body of work designing and implementing system-wide instructional innovation and the enhancement of teaching and learning
- Appropriate SO qualifications

Recruitment Process

We appreciate the interest of all applicants but will only be contacting candidates whose skills, experience, and qualifications best meet the requirements of the position.

To apply for this vital leadership role at the TDSB, please submit your cover letter and resume/CV by **February 13, 2023**. Please reference **Associate Director, Instructional Innovation and Equitable Outcomes** in the subject line of your email.

Send your application to: Joan M. Green & Associates/LBCG Consulting for Impact (JMG/LBCG) at joanmgreenassociates@gmail.com. Any questions you may have will be answered if you write to us at the email address above, including questions about the salary range for this position.



JOAN M. GREEN & ASSOCIATES

We are 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 respectful and inclusive recruitment process.

Accommodation Statements

Joan M. Green & Associates/LBCG foster 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.

JMG & Associates/LBCG Consulting for Impact Land Acknowledgement

Together with LBCG, Joan M. Green & Associates make the following acknowledgement with respect to Reconciliation with Indigenous Peoples:

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.

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.