

INTERNATIONAL SCHOOL ANTI DISCRIMINATION TASKFORCE

To make schools truly diverse, inclusive, safe, equitable and welcoming for all students,
staff and families.



Leadership Sub-Committee
Equity-Centered Leadership Profile

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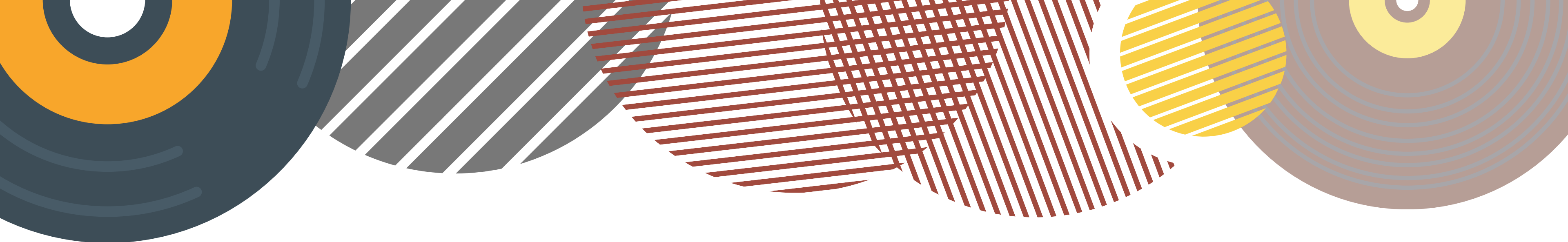
Leadership for Equity

TO BUILD THE CAPACITY OF EDUCATIONAL LEADERS, AT EVERY LEVEL OF THE SYSTEM, TO CONFRONT INEQUITIES AND CREATE THE CONDITIONS NECESSARY FOR ALL STUDENTS TO THRIVE.



WHY FOCUS ON LEADERS

- They are the **lead learners** in a school.
- They set and **guide the implementation** of the school vision.
- They will courageously **model** behaviours, mindsets, and expectations, in turn encouraging staff to do the same.



- **Outcome:** Development of DEIJB Leadership Profile (Governance/Board, Leadership)
- **Process includes:** use of AI to generate ideas, research-informed, competency based, prototyping, co-creation of this tool
- **Product: A Profile of an Equity-Centered and Inclusive Leader** with differentiated pathways, toolkits that will support leaders, capacity-building and professional learning opportunities, and development of an accessible framework.



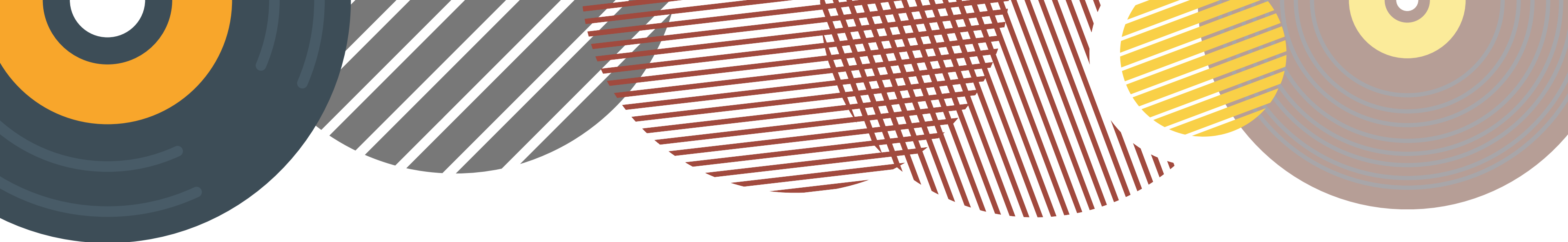
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Thinking from the Sub-Committee

- **Context:** How can we create different prototypes that can look different grounded on our purpose.
- **Access:** How can we make it concise, user-friendly, accessible, and encourage people to use this as a practical tool?
- **Competencies:** What are the knowledge, skills, characteristics, traits, dispositions, and competencies of an Equity Leader?
- **Transfer:** How can they be integrated and used in the other outcomes of the task force?



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Equity Leadership Disposition 1: Reflect on personal assumptions, beliefs and biases PTC Standard Alignment: Accountability for Learning, Professional Accountability, & Human Resources Leadership	Not Yet	Ready to Start	Launched	Well on the Way	Exemplary
a. I examine and reflect on how my role in the system might contribute to or support inequitable practices.					
b. I actively seek to learn how privilege, power, and oppression operate historically and currently in education, and recognize the					

<p>Equity Leadership Disposition 4: Purposefully build the capacity of others to identify and disrupt inequities in schools.</p> <p>PTC Standard Alignment: Accountability for Learning & Professional Accountability</p>	Not Yet	Ready to Start	Launched	Well on the Way	Exemplary
<p>a. I create conditions, opportunities and facilitate conversations that promote equity in my school community.</p>					
<p>b. I model and teach language and behaviors that are inclusive and responsive to differences in identity. I support my colleagues in reflecting on their own beliefs and biases related to equity, especially those who have been historically, systemically, and present-day marginalized.</p>					