



**FORWARD
TOGETHER**

CESBA Conference 2024
December 4-5
CELEBRATING 25 YEARS

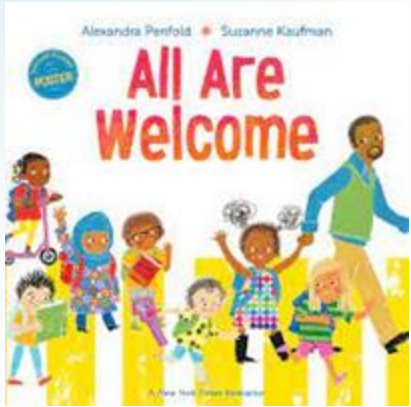
**AVANCER
ENSEMBLE**

Conférence de CESBA 2024
4-5 décembre
CÉLÉBRONS NOS 25 ANS

“Those who lead must first learn to serve”: Centering Equity in our Leadership Practices

Presenter: Rabia Khokhar
www.rabiakhokhar.com

Welcome!





How are you feeling today?

A little bit about me...



- Elementary Teacher in TDSB
- PhD Student at OISE
- Teachers College Practicum Team
- Education and Equity Consultant
- Curriculum developer and Course Instructor
- Book Reviewer and picture book advocate
- Passionate about Equity and Education

Session Goals



- **Unpack** the concept of Equitable Leadership
- **Consider** practical strategies to implement Equitable leadership in various (educational) concepts
- **Reaffirm** our commitment to Equitable leadership through critically considering case studies

Agreements to Frame our Work



Respect



**Understanding
and Reflection**



Open Mind

Interactive Session



Part 1:

What is Equitable Leadership?

Which picture best describes your views/experiences of equitable leadership? Why?
(Share with a partner or in your group)

A



B



C



D



E



F



Defining and Unpacking Equity

- “A condition or state of fair, inclusive, and respectful treatment of all people” ...“equity does not mean treating people the same without regard for individual differences”
-(Ontario Ministry of Education, Equity and Inclusive Education Strategy, 2009)
- “Educational equity means that every child receives whatever (they) need to develop (their) full academic and social potential and to thrive (academically as well as social-emotionally). Each child’s is “seen for who they truly are, and their unique interests and gifts are surfaced and cultivated” (Aguilar, 2020).
- Focused on listening and learning about the intersectional identities and experiences of people and how experience the world through their everyday lives as well as the ‘systems’ in society.
- Equity “understand(s) the contexts and histories of the students and their communities” (Khalifa, 2020). It seeks to unpack historic and current structural barriers, racism and oppression.
- Taking action to create sustainable change is central to equity.
- Positivity and joy is central to Equity work.

Defining and Unpacking Equity

EQUALITY:

Everyone gets the same – regardless if it's needed or right for them.



EQUITY:

Everyone gets what they need – understanding the barriers, circumstances, and conditions.

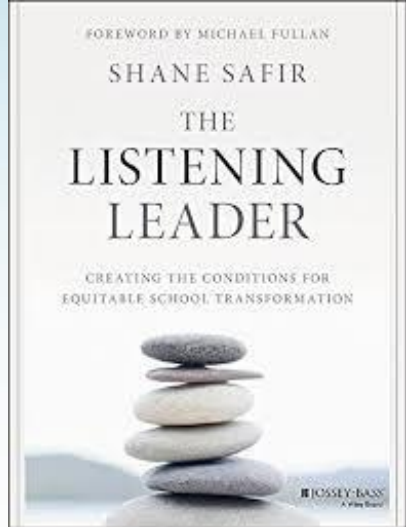


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Defining and Unpacking Leadership



Manager	Leader
<ul style="list-style-type: none">● Focused on just “getting things done” (only on the ‘work’)● Fosters a culture of compliance and control● In many ways uphold and carry out neoliberal policies (rules of the system)● One size fits all approach	<ul style="list-style-type: none">● Skilled at delegating tasks effectively● Fosters a healthy culture through a ‘people first mentality’ (relationships)● Change agent who has a vision (made through a collaborative process) connected to action● Focused on sustainability of goals (long term outcomes vs. short term ones)● Contextual approach based on the community



Connecting Equity and Leadership=Equitable Leadership



Manager	Leader	+ Equitable Leader
<ul style="list-style-type: none"> ● Focused on just “getting things done” (only on the ‘work’) ● Sometimes may engage in a reactive approach ● Fosters a culture of compliance and control ● In many ways uphold and carry out neoliberal policies (rules of the system) ● One size fits all approach 	<ul style="list-style-type: none"> ● Skilled at delegating tasks effectively ● Fosters a healthy culture through a ‘people first mentality’ (relationships) ● Change agent who has a vision (made through a collaborative process) connected to action ● Focused on sustainability of goals (long term outcomes vs. short term ones) ● Contextual approach based on the community 	<ul style="list-style-type: none"> ● Expanding the ideas around leadership (formal and informal leadership roles) ● Recognizing that people of various identities experience systems (e.g. education system) differently based on their identities and historic and current issues of racism, oppression and injustices ● Use their roles to create meaningful equity focused change. Believe that change is possible and practice critical hope (Dugan, 2017, Duncan- Andrade, 2009) ● Equitable leadership is not static. It is a framework that is evolving and a process. ● Relational approach that focuses on wellbeing for all under the leader’s care. ● Focused on listening to learn and then act. ● Responsive vs. Reactive
		<p>McKinnon et al. 2024, Shah et al., 2022,, Khalifa, 2020, Safir,2017,</p>



Focus on the 'Equity' Aspect: Equity Framework and Critical Consciousness

“Every conversation I have in and about schools is a conversation about equity-regardless of the demographics of the school. Ever time I set foot in a school or speak to an administrator or a coach or a teacher, **everything I see and hear is filtered through an equity lens.** I think about who is thriving, who is sitting where, who is raising their hand, who is being yelled at, who is reading what, who is playing with whom, who is in the front office waiting for the principal, who the principal is, who the teachers are, what the teachers are doing in professional development, how teachers redirect off-task students, how the teachers explain concepts, how the teachers check for understanding, what teachers assign for reading, how students are grouped, how students are instructed to walk in the hallways, who is praised, who gets feedback, and so much more. I filter each observation and wondering through an equity lens. I look for patterns and trends, and I look for outliers. **I process what I see through my understandings of sexism, classism, institutional racism, and other forms of bigotry and discrimination...Equity issues are present in every situation-that's the nature of living in a society in which systems of oppressions ...are embedded in our mindsets, behaviours and institutions”**

-(Aguilar, 2020)



Focus on the 'Equity' Aspect: Equity Framework and Critical Consciousness

“Being an equitable leader involves being able to **understand, notice, name, and act**, when injustices and acts of discrimination occur. It requires having the skills and competencies to **address issues of oppression** within the context of school-based interactions, decision-making processes and responses to students, families, staff, and communities. Engaging in equitable leadership requires an **intentional focus on creating conditions** for the success of students and staff, both within and outside of the organization.”

-TDSB Equity as a Leadership Competency Document 2022

Focus on the 'Equity' Aspect: Equity Framework and Critical Consciousness

- Consider and discuss the 2 quotes with a partner/at your group.
- What are your responses, connections and questions?



Equitable Leadership

There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in.

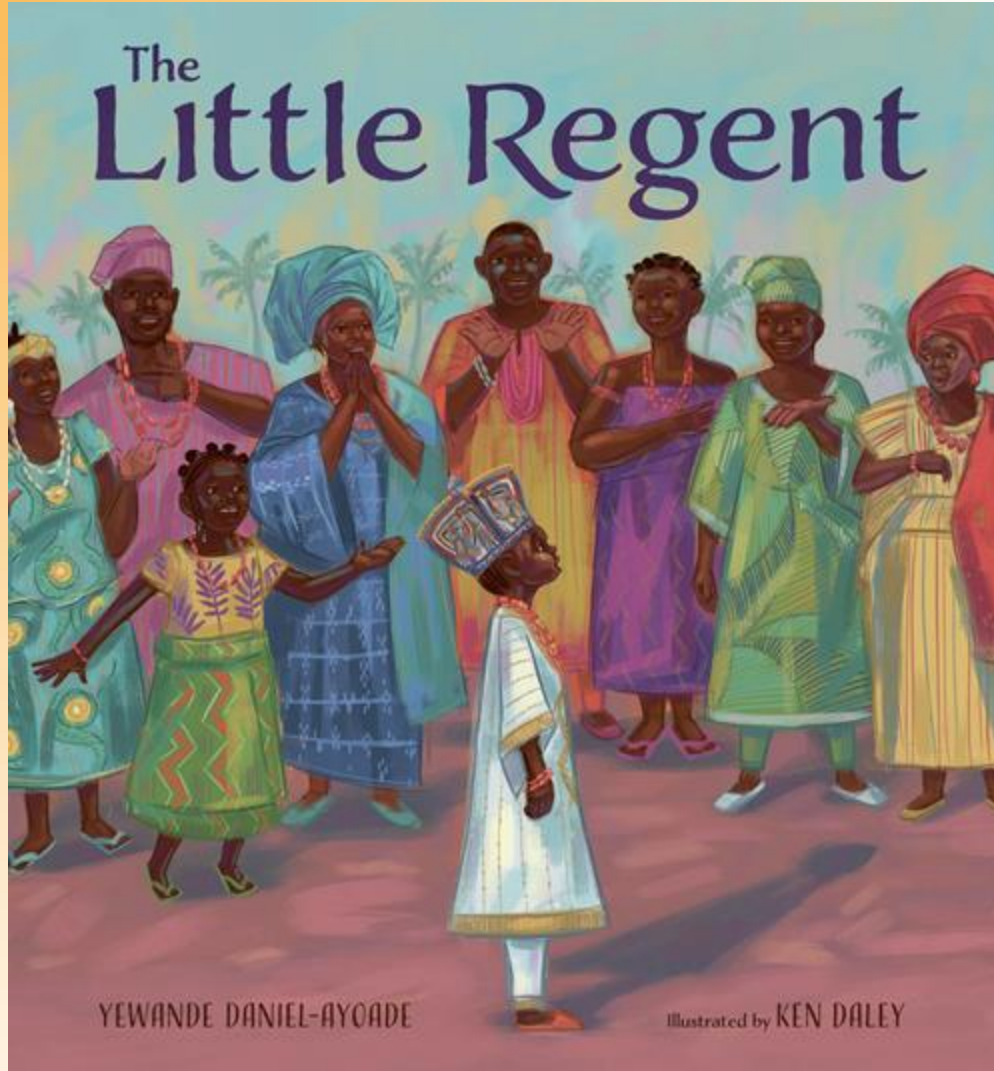
— Desmond Tutu —

In Ojibwe and Cree culture, leadership didn't mean power; it meant caring.

Equitable Leadership

- What does this book teach us about equitable leadership?
- What does it mean to 'serve' one's community?





Author



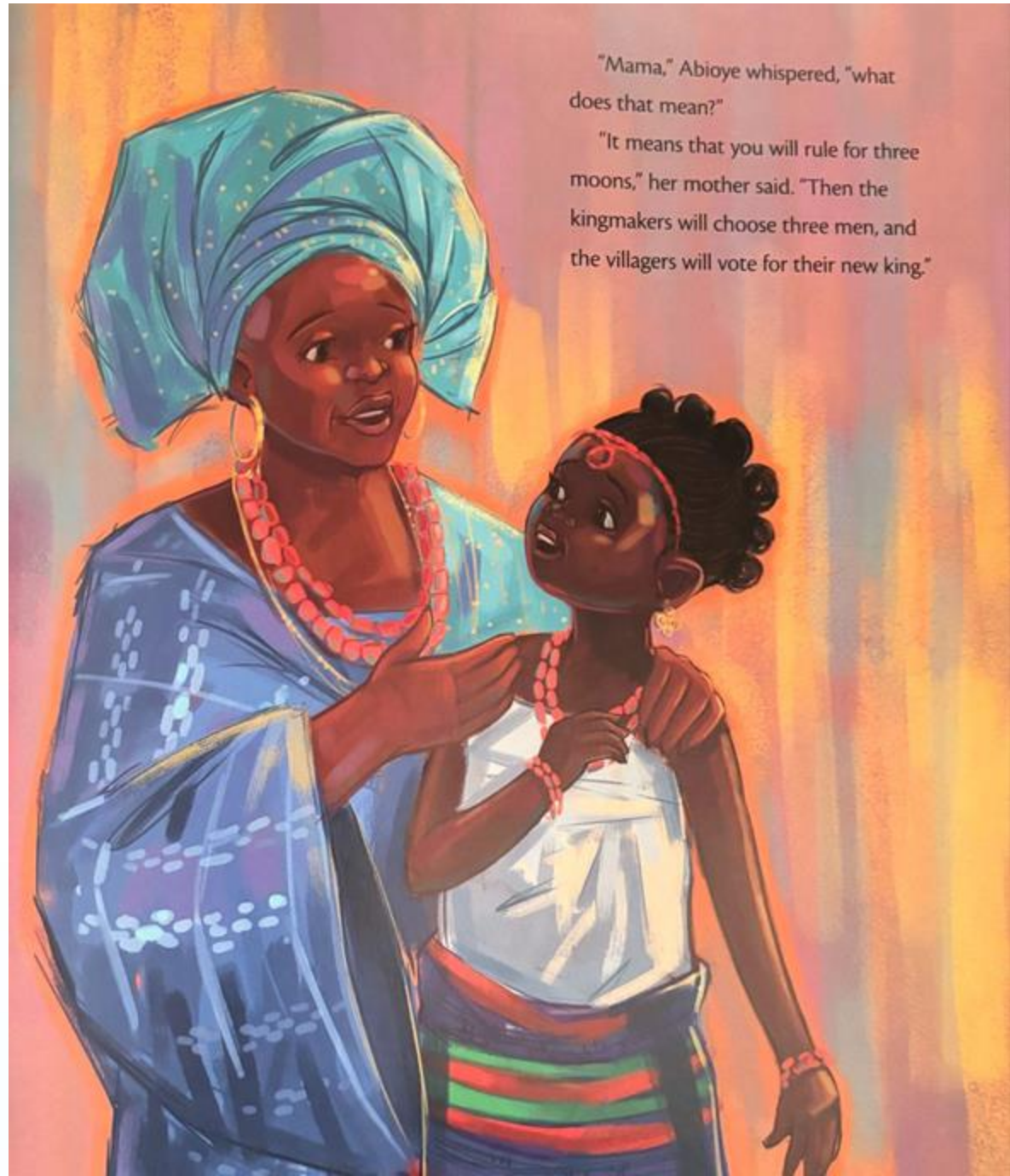
Illustrator

AMONG THE YORUBA TRIBE of West Africa, when a king dies without a son, his daughter will rule until the kingmakers choose a new king. These female rulers are called regents.



"Mama," Abioye whispered, "what does that mean?"

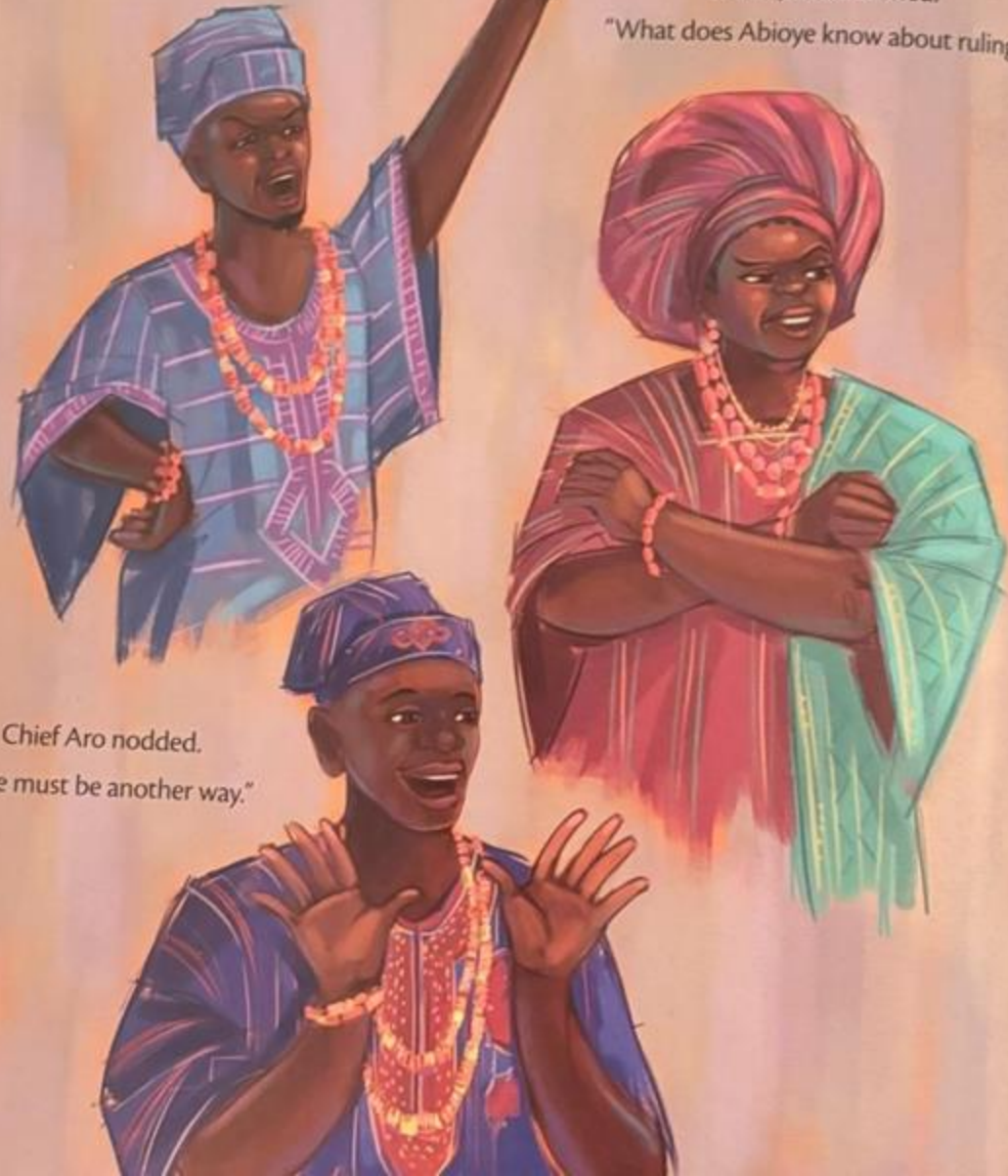
"It means that you will rule for three moons," her mother said. "Then the kingmakers will choose three men, and the villagers will vote for their new king."



Chief Osi jumped to his feet.
"A child cannot rule this village!"

Chief Iyalode scoffed.
"What does Abioye know about ruling?"

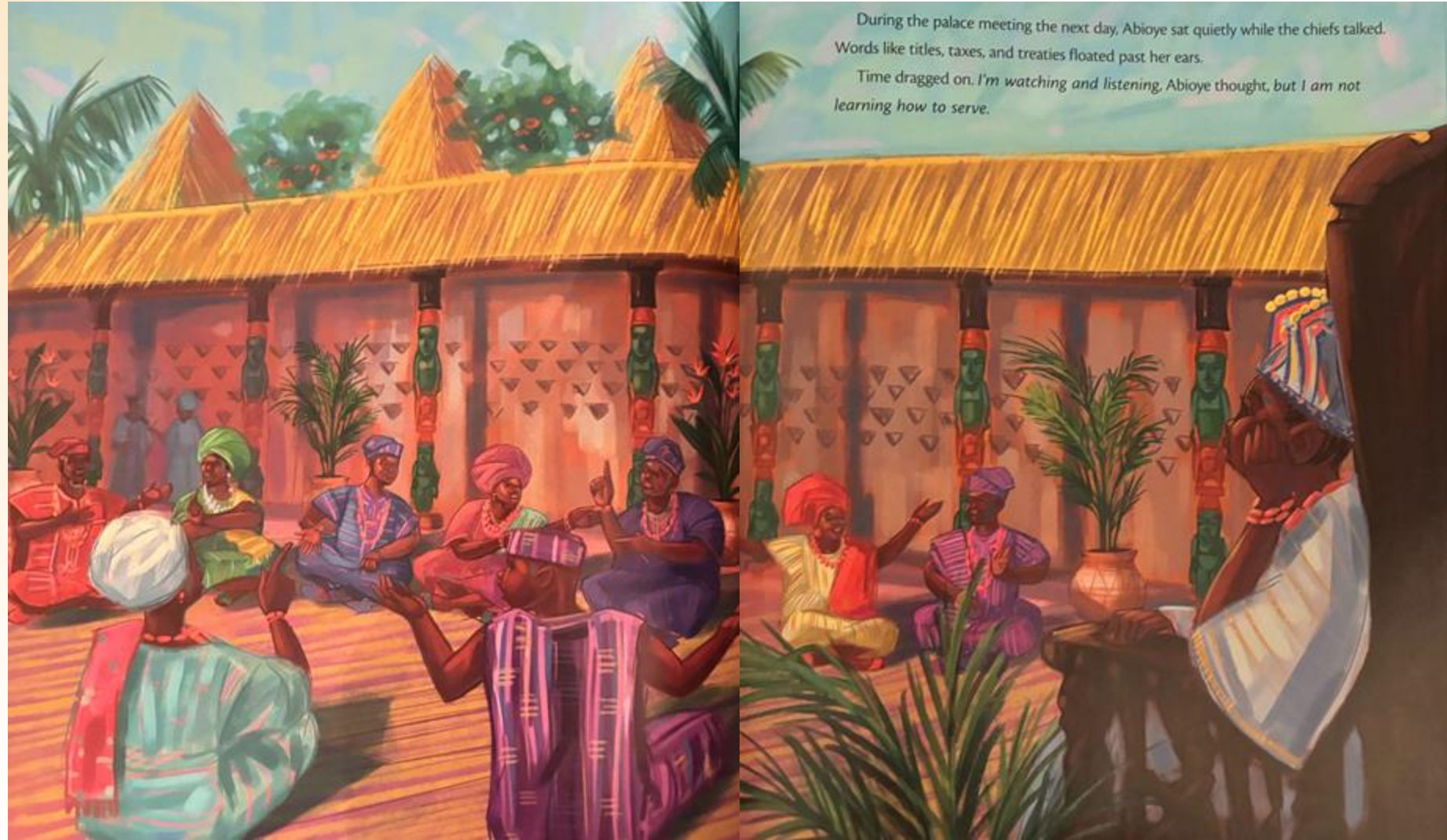
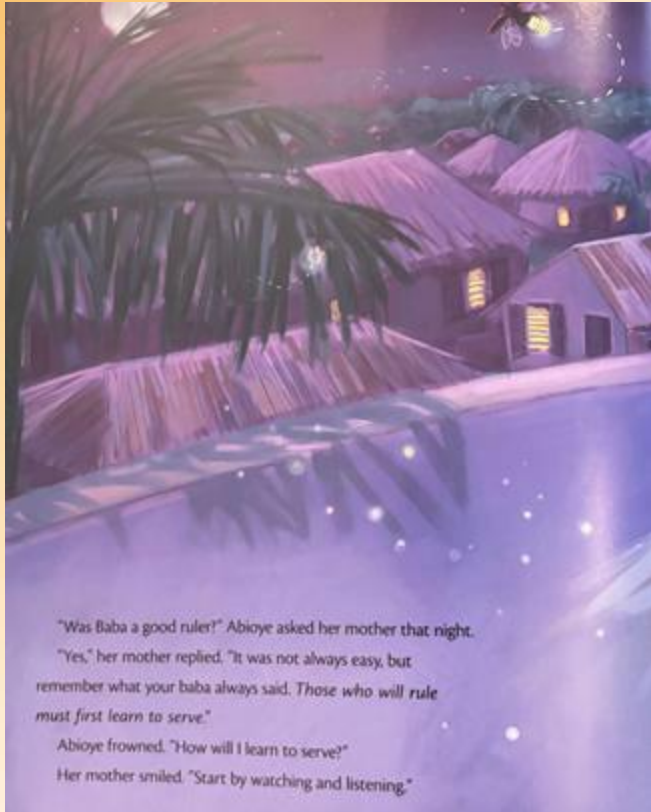
Chief Aro nodded.
"There must be another way."



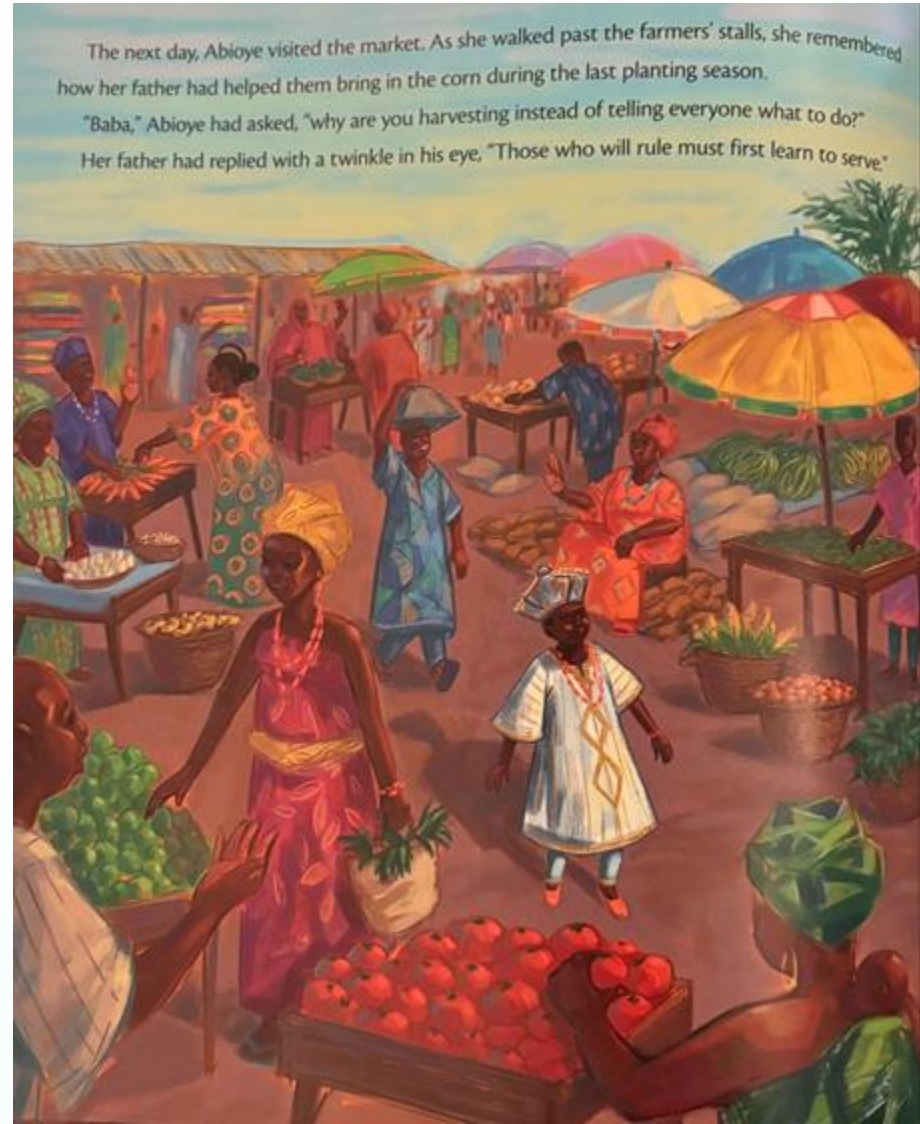
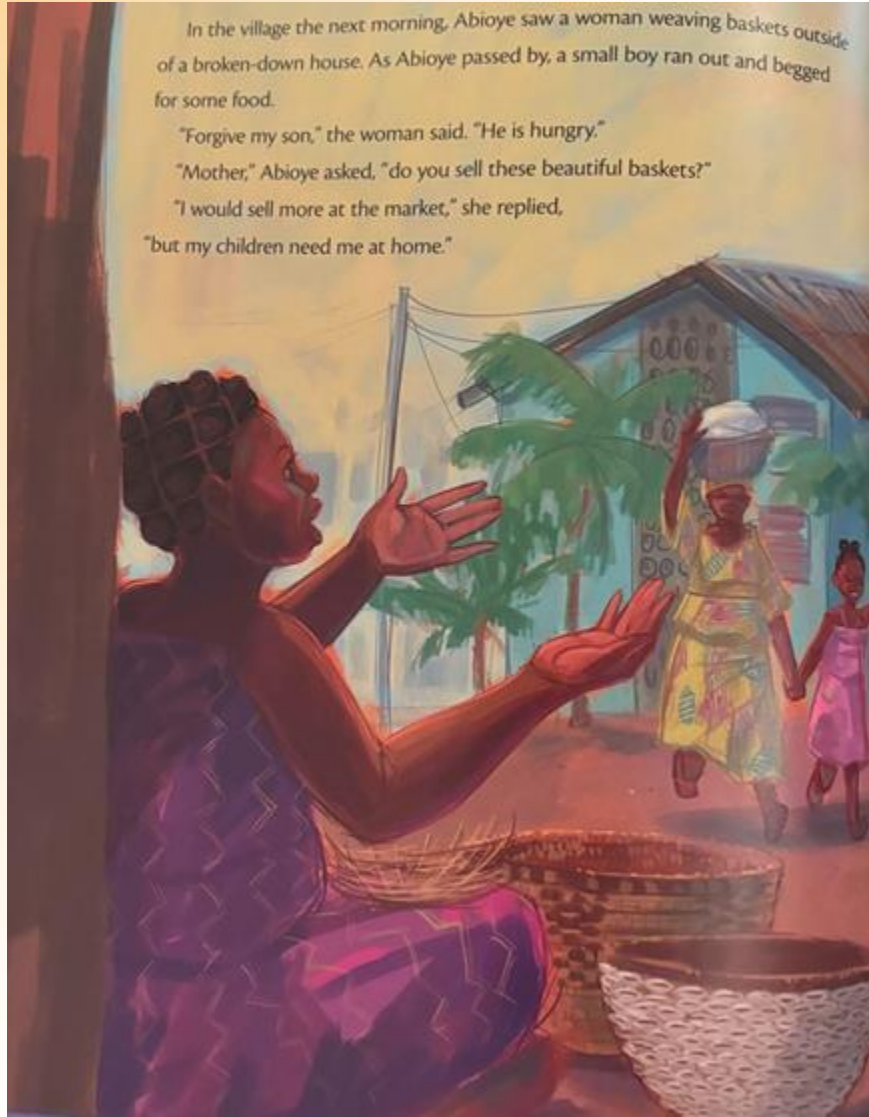
The scribe shook his head. "If you do not follow the law, how can you ask others to do so?"
But Abioye agreed with the chiefs. *I am only eight, she thought. I can't rule!*



“Those who will rule must first learn to serve”
“How will I learn to serve?”
“Start by watching and listening”



Abioye goes out to the community and through her observations and conversations with the community members she learns that the cooks need a new well, the fishers need a new boat the children need a safe space to play and stay while their mothers go into the market to sell baskets. She remembers when she asked her father, why he was not telling people what to do but rather helping them with their daily tasks. He said “those who will rule must first learn to serve”

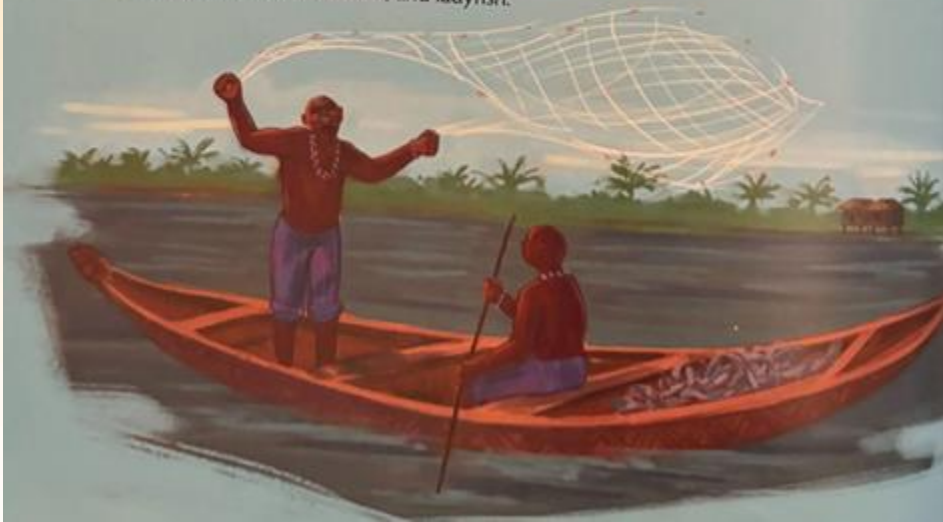


After her observations and conversations, Abioye decides to pay for a well out of the palace funds, lends the grand boat to the fishers and invites the children to play in the palace courtyard.

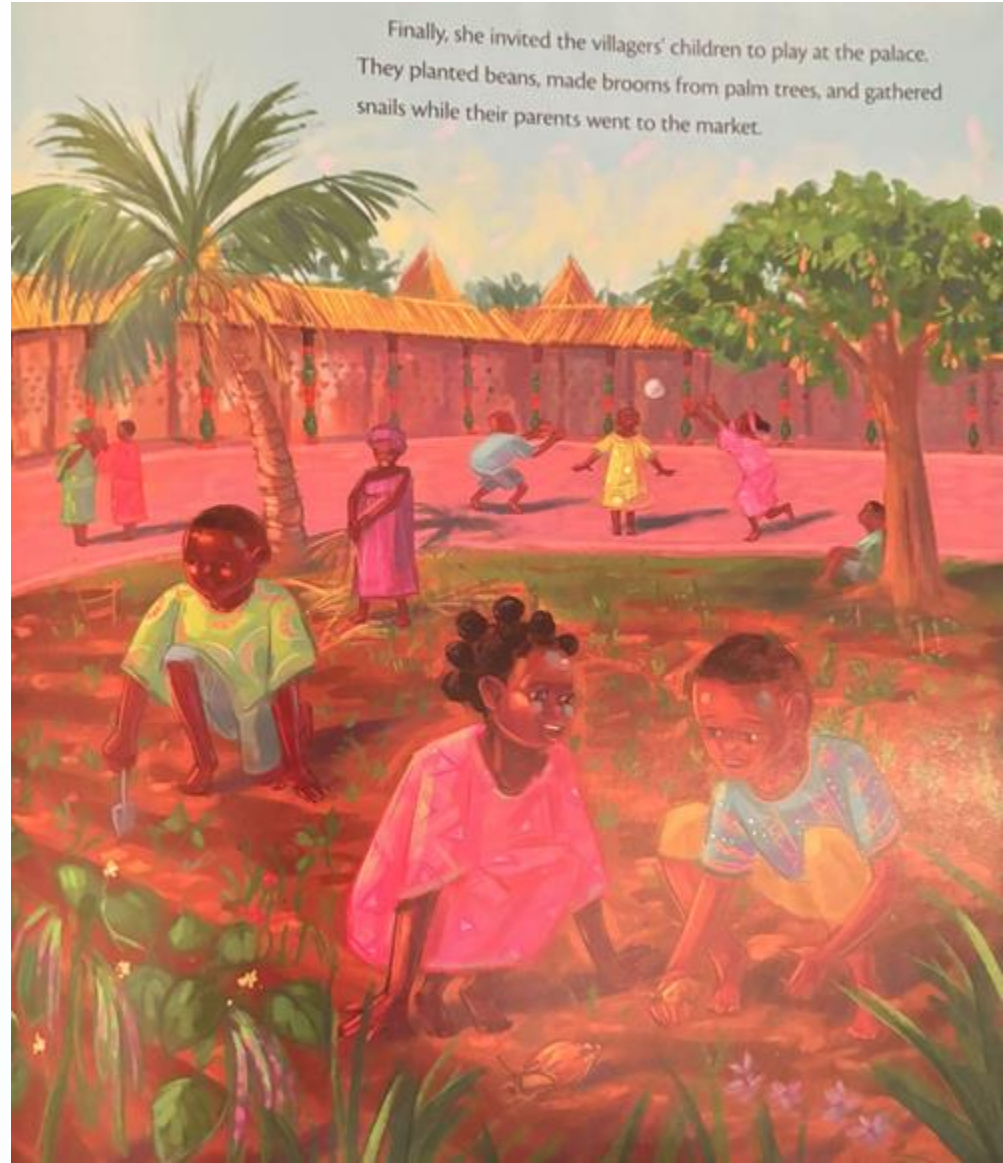
Abioye hurried home. First, she overturned the chiefs' decision and paid for a new well out of the palace funds. Soon the cooks had plenty of clean water.



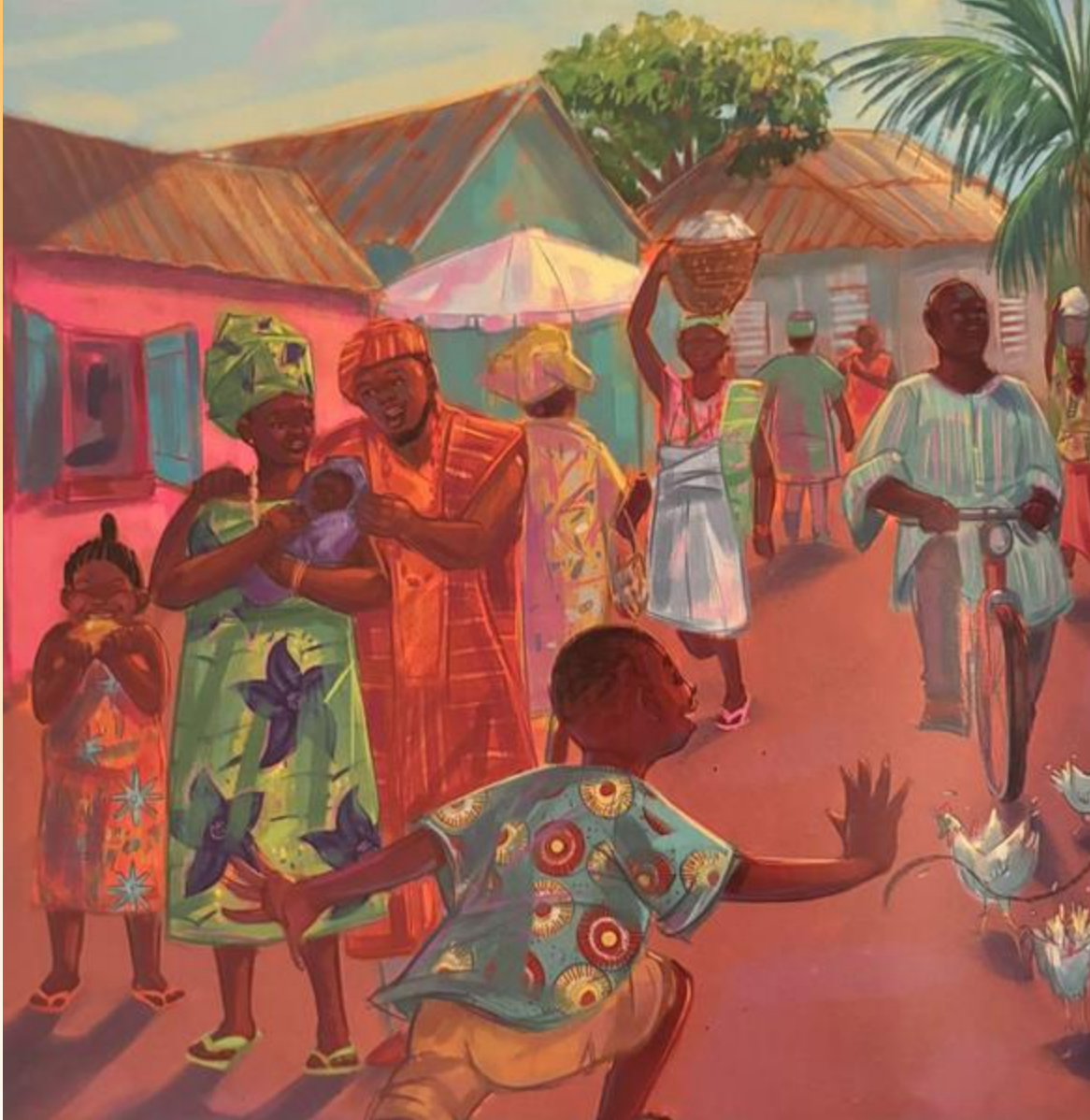
Then, she lent the grand boat to the fishers, and they brought in full nets of crabs, bonga fish, mackerel, and ladyfish.



Finally, she invited the villagers' children to play at the palace. They planted beans, made brooms from palm trees, and gathered snails while their parents went to the market.

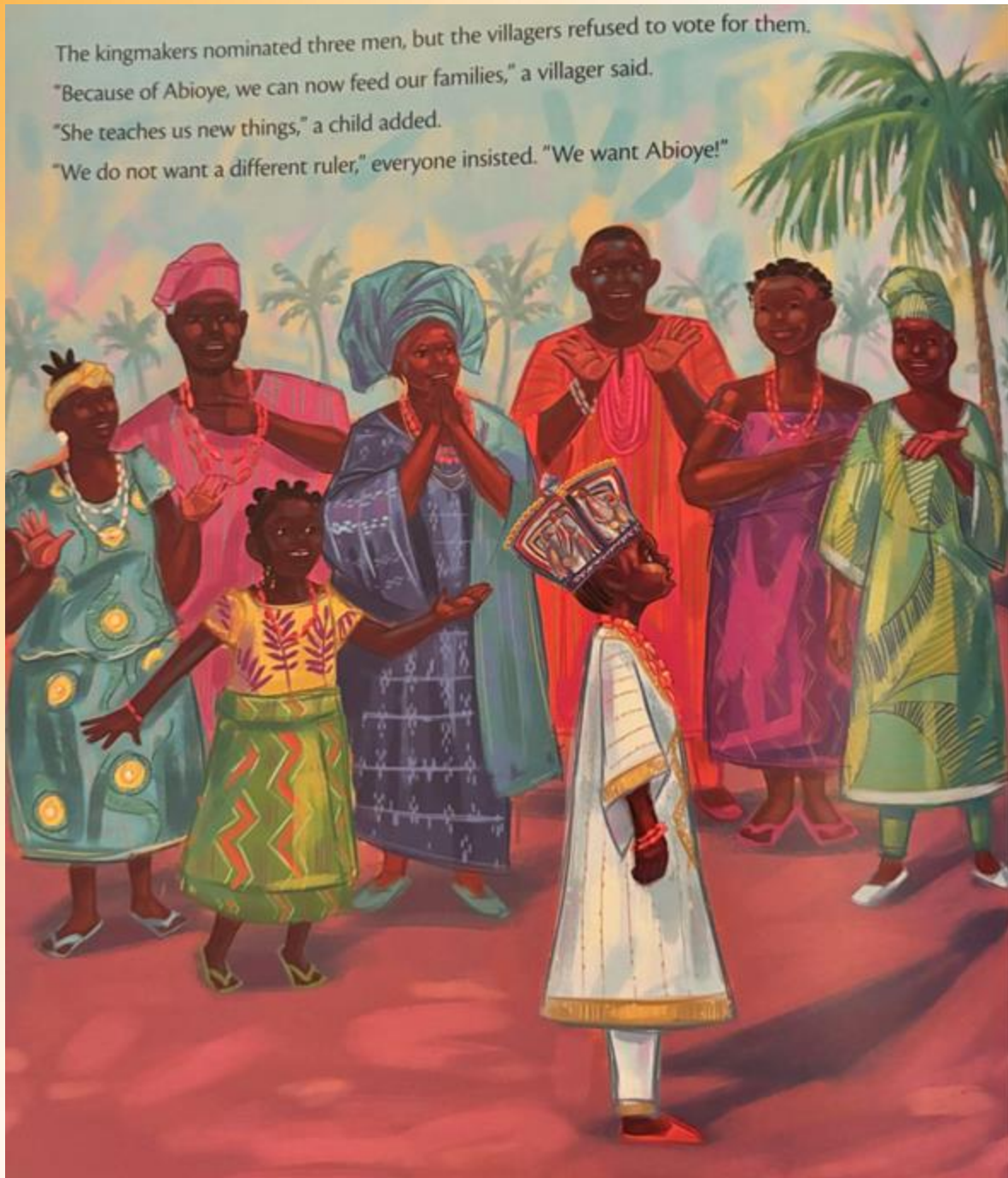


As one moon passed, and then another, Abioye found that she loved serving her village. The people grew plumper, smiled wider, and walked taller. Everyone was happy.



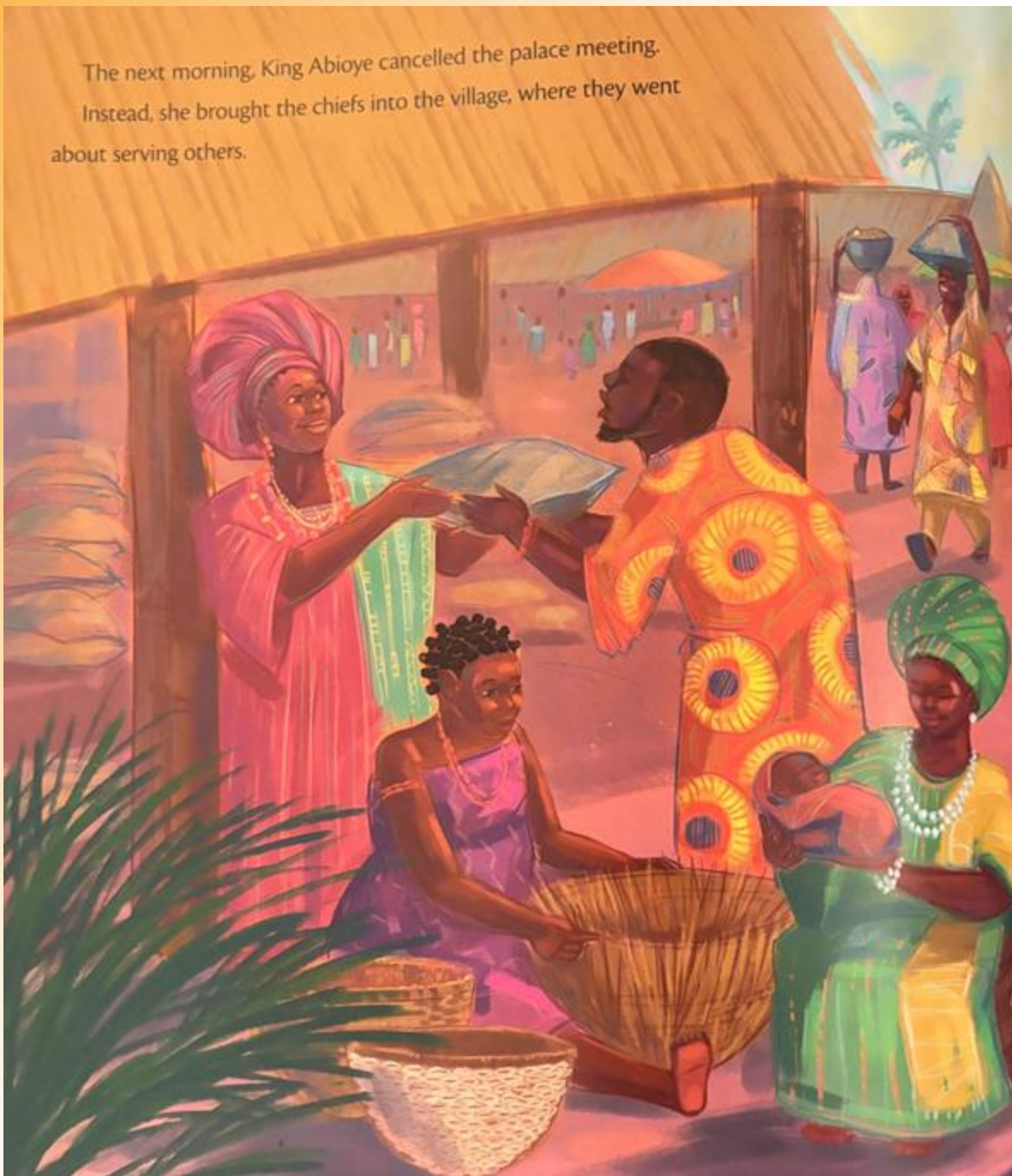
Through the intentional changes, the community begins to thrive.

The kingmakers nominated three men, but the villagers refused to vote for them.
"Because of Abioye, we can now feed our families," a villager said.
"She teaches us new things," a child added.
"We do not want a different ruler," everyone insisted. "We want Abioye!"



The chiefs were unhappy with Abioye and said that she was a bad ruler. They said "she no longer attends our meetings, and she wanders about the village like a commoner". They wanted to replace her even before the three months were up. However, it was the community who stood up for Abioye and said that her leadership actions had made an impact on their lives. They voted to keep Abioye as their ruler.

The next morning, King Abioye cancelled the palace meeting. Instead, she brought the chiefs into the village, where they went about serving others.

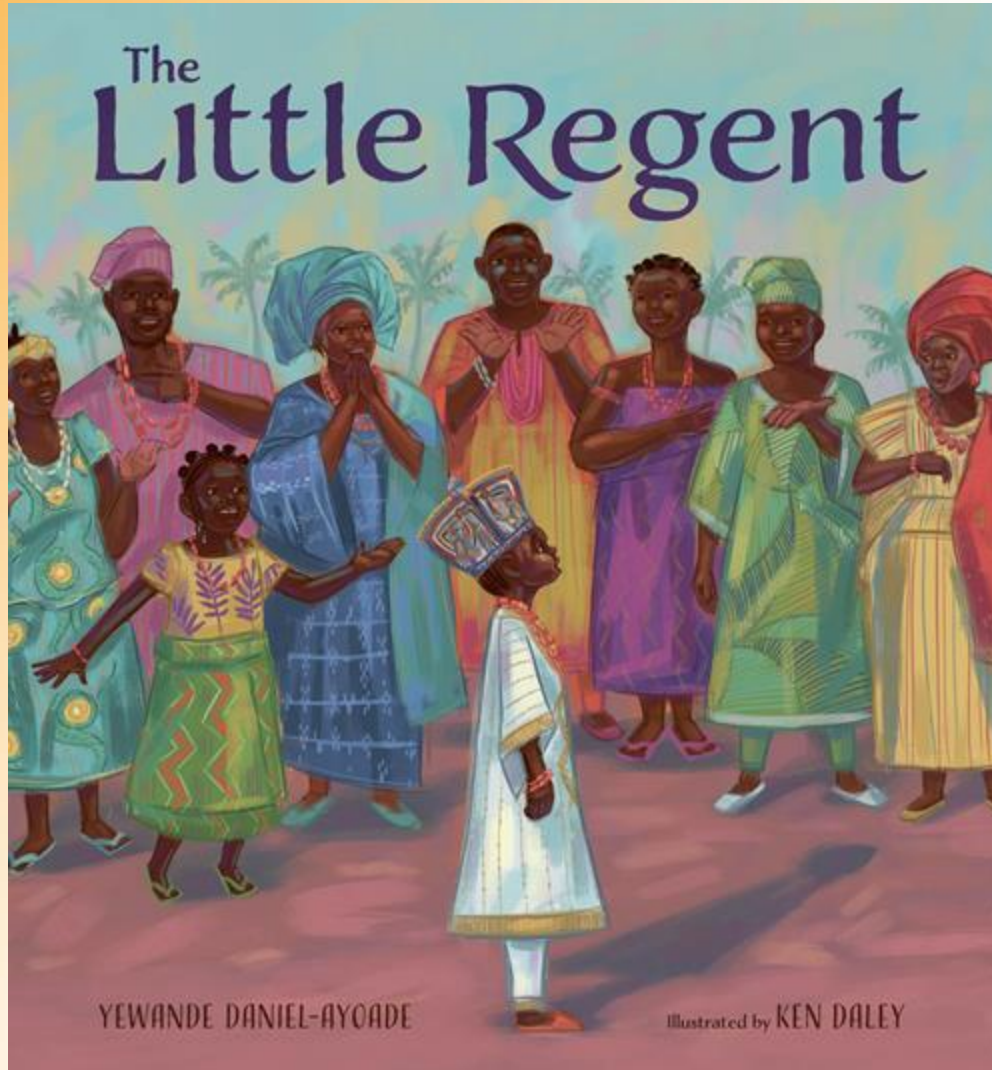


“Serving” became a central part of the community’s leadership practice.

Equitable Leadership

- What does this book teach us about equitable leadership?
- What does it mean to 'serve' one's community?

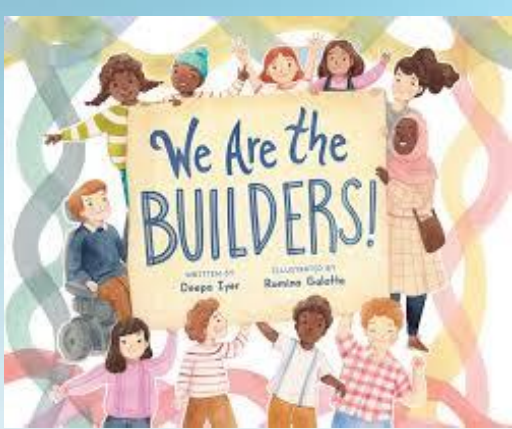




- Rethinking 'who' can be a leader
- A leader is not supposed to tell others what to do but rather be 'present' in and with the community
- Important to listen, talk and understand the needs of various members of the community
- Use one's positional power to create changes that will impact various stakeholders in a community
- Our actions can support the community's well being

Part 2:

How can we continue to become Equitable Leaders?

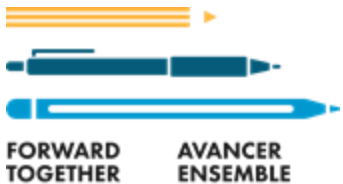


Builders
Caregivers
Frontline Responders
Disrupters
Experimenters
Visionaries
Weavers
Healers
Storytellers

Equity Leaders Are..



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Strategy 1: Ongoing Critical Self-Reflection and Awareness of Positional Power

Who we are is how we lead.

dan to lead Brené Brown

WHEEL OF POWER/PRIVILEGE

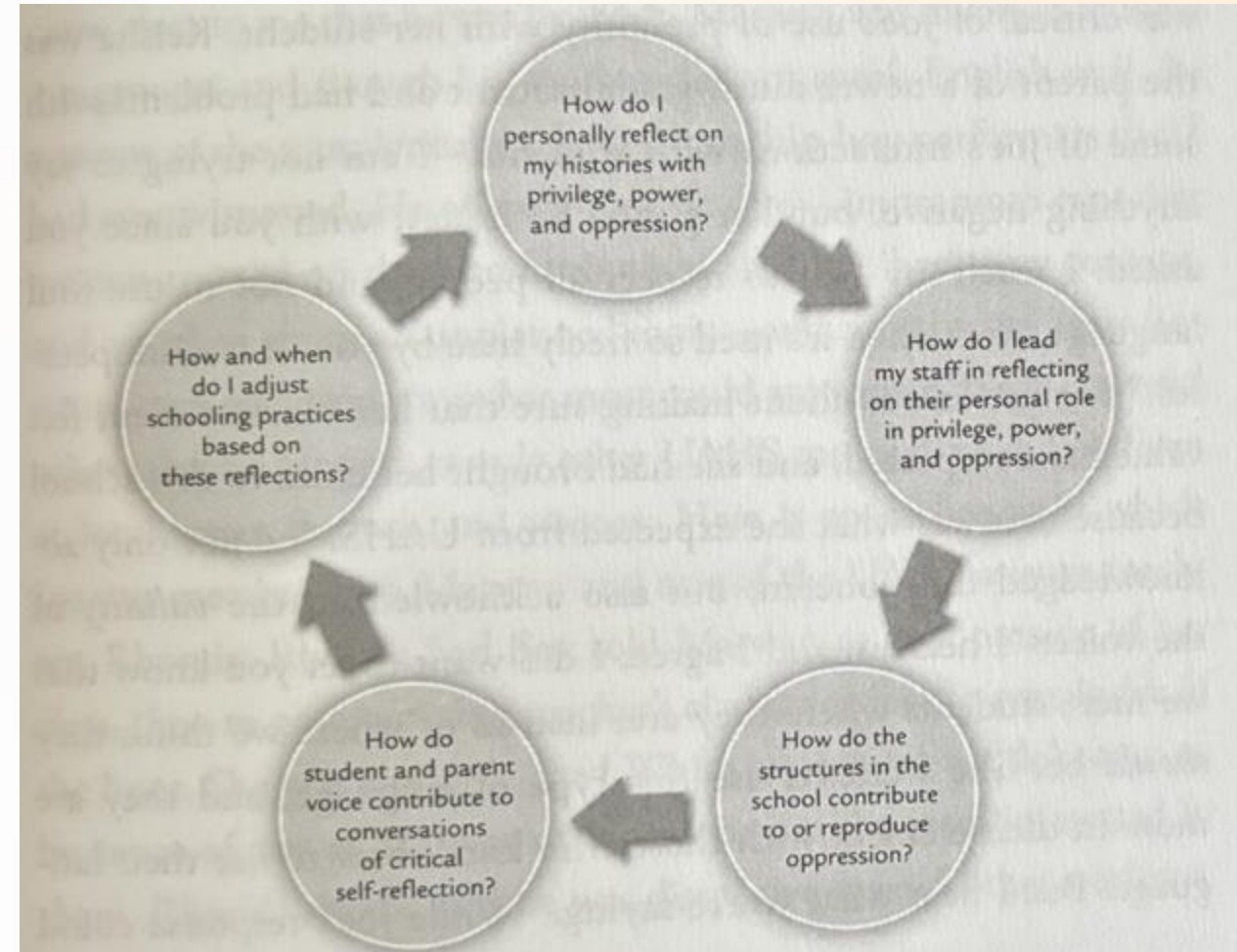
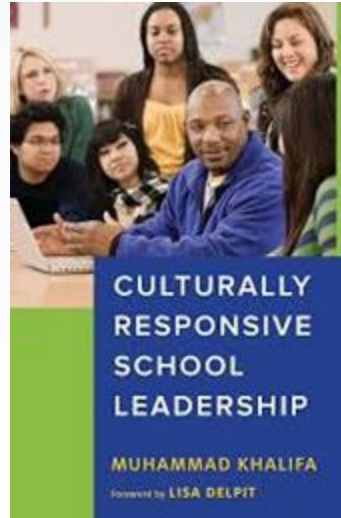


Adapted from ccrweb.ca

@sylvriaduckworth

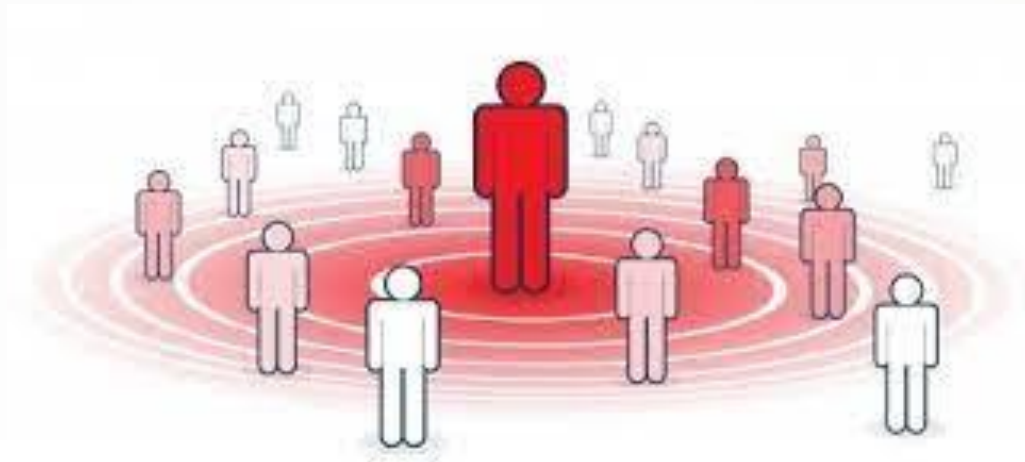
Strategy 1: Ongoing Critical Self-Reflection and Awareness of Positional Power

- Leaders have “administrative privilege” (positional power); (and) if (they are not) mindful and critically self-reflective, they will be unresponsive” (Khalifa, 2020)

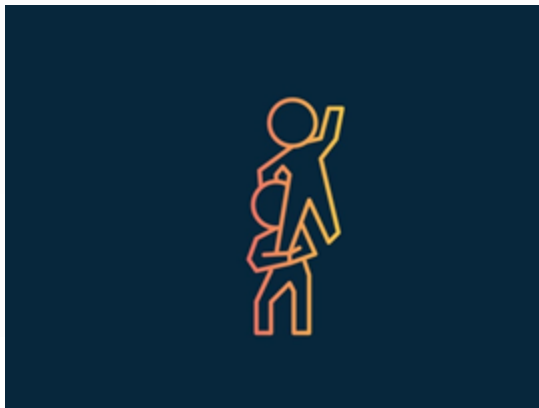


Strategy 2: Leadership is focused on relationships with the community and high expectations

- “Leadership in schools should happen in close collaboration with communities” (Khalifa, 2020) (Students, Families, Educators, Support Staff, Community, Partnerships etc.)
- Leadership happens ‘with’ communities and not ‘to’ them. Leadership is partnership.
- How do we move away from the leader as the sole expert?
- **What might sharing power and leadership rooted in communities sound, look and feel like?**



Strategy 2: Focus on building relationships with the community through high expectations



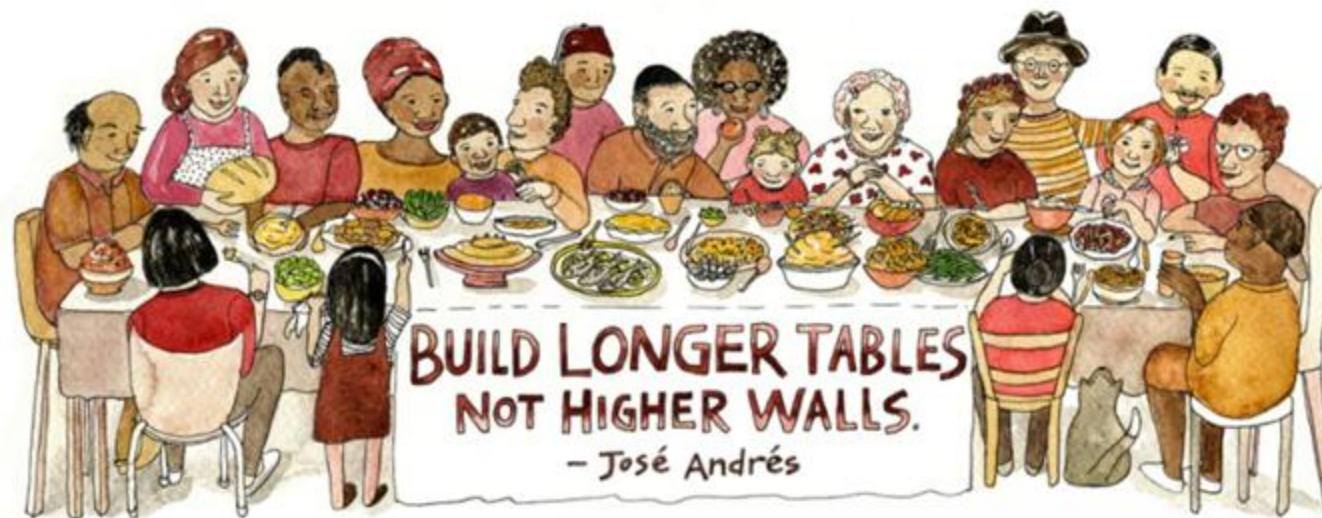
- How can leaders use their positional power to amplify and uplift the members of their communities by seeing their assets and gifts?
- How can they work together to disrupt negative and deficit stereotypes and views?
- “In a community, we all have different things that we are able to do really well, things we’re learning how to do, and things that we can’t do on our own. That's why it's important to work together. What each person does matters to the whole community” (Madison and Ralli, 2024)

Strategy 2: Focus on building relationships with the community through high expectations

 **Nouman Ashraf** @S_Nouman_... · 7h

Leaders amplify the voices of others...

Leaders
amplify
the voices
of
others...



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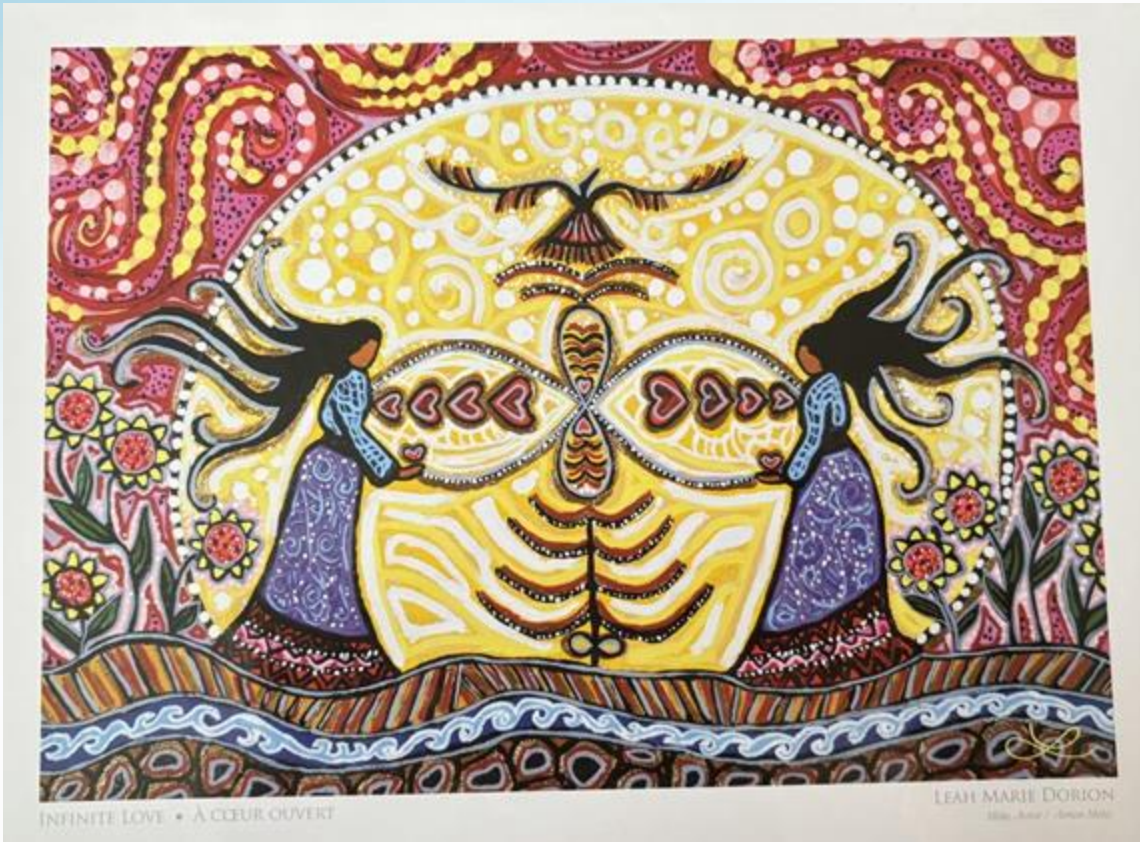

cesba

Strategy 3: Cultivate an Equitable Culture

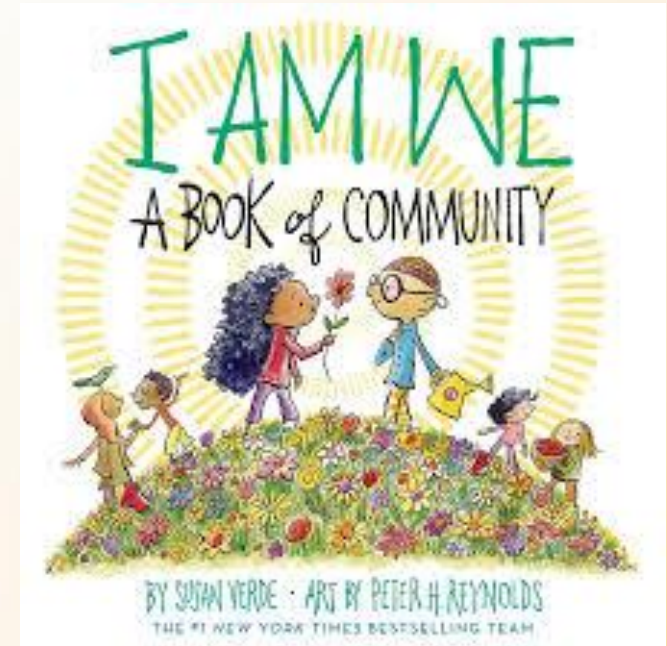
- Through their positional power, leaders can take short and long term actions through which they can strive to cultivate an equitable school/work culture.
- “School leadership is a lever for positive change and reform” (Khalifa, 2020). Therefore, leaders are at the ‘right’ **proximity** to cultivate, create, influence and carry-out change.
- “Imagine the world you want to live in, if that's not the world you see, **how will you create it**”...“A spark that lights your heart, becomes an idea, and then action”(Spiro, 2024).
- Leaders can consider, what is a common goal that we want to strive towards and how will we achieve it?



Strategy 3: Cultivate an Equitable Culture



Metis Artist: Leah Marie Dorion



"I am we"

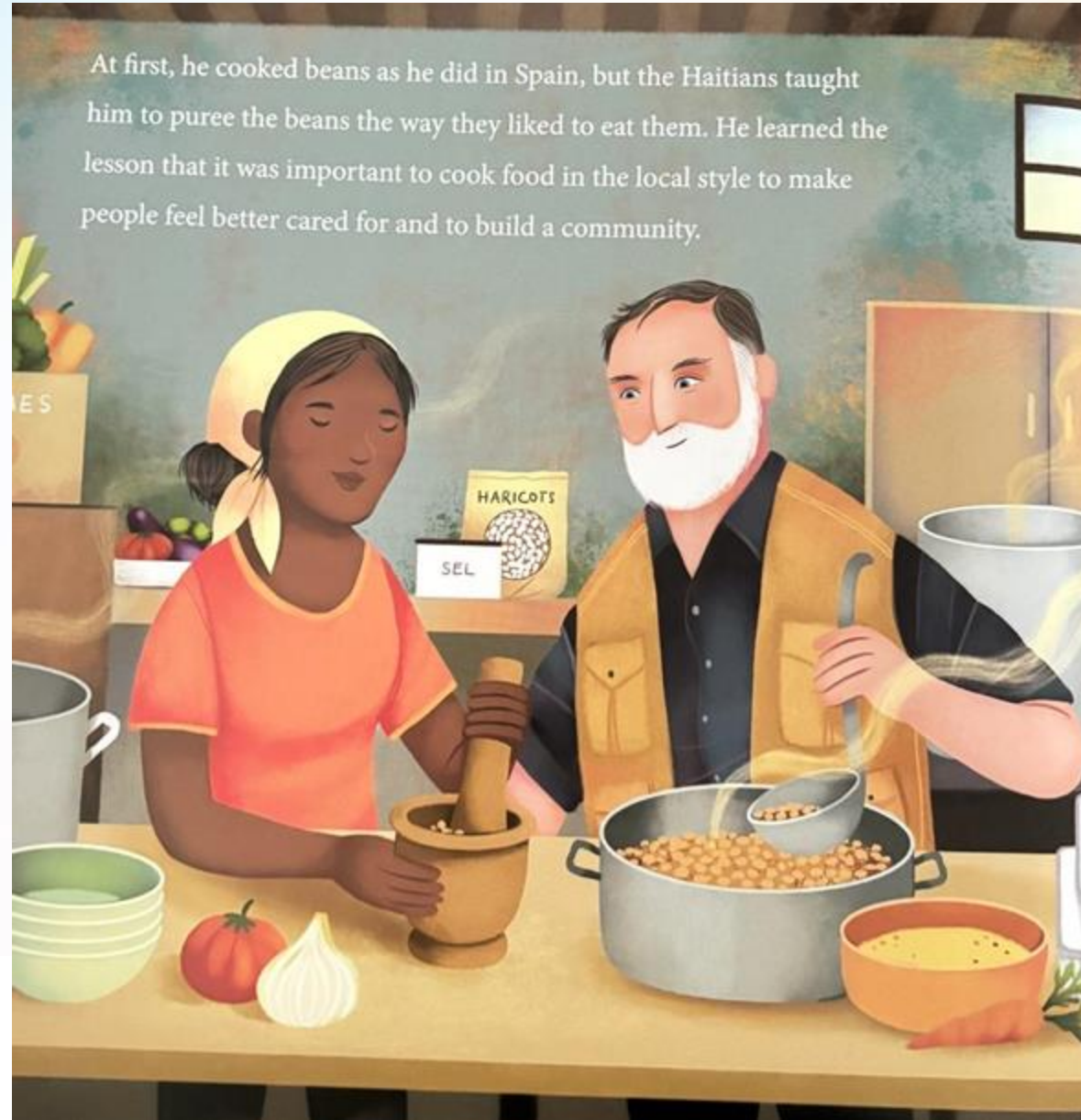
"I do not exist alone, I am part of something bigger than myself"

-(Susan Verde)

Strategy 4: Be Relevant, Responsive and Contextual for the community we serve

- Leadership is not fixed or static, it is ever changing (MacKinnon, 2024) and leaders need to be able to change, adapt and grow.
- Leaders need to be relevant, responsive and culturally contextual for the specific community they serve.
- Leaders need to learn with and from the community rather than simply impose and changes things in vacuum.
- “How can we reform education without understanding the realities of the people we serve” (Khalifa, 2020).

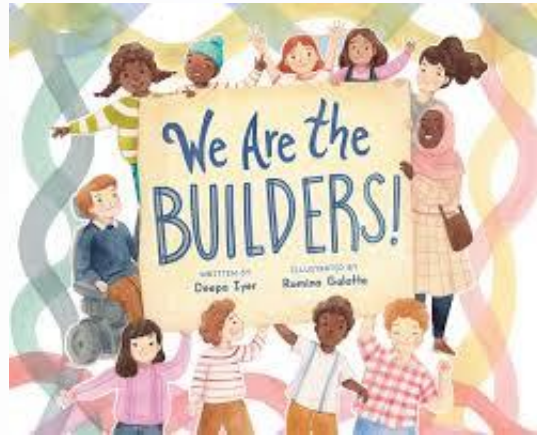
Strategy 4: Be Relevant, Responsive and Contextual for the community we serve



Equity Leaders Are..

Fill out the prompt...

As an Equity Leader, I will continue to become a _____ by _____



Builder
Caregiver
Frontline Responder
Disrupter
Experimenter
Visionaire
Weaver
Healer
Storyteller

Part 3:

Practice Equity Leadership through through Case Studies

Take a look at the following case studies with an Equity lens

Identify the Issue(s)

Unpack the actions/inactions

Consider the impact(s)



Case Study 1

A school in a small urban community gets a new administrator after the previous one retired. The school has a close knit community that has a vibrant music program. During the first year of their arrival, the new administrator observes how things are run in the school and begins to establish connections and partnerships with various stakeholders. Near the end of the school year, due to a drop in enrolment numbers, three teachers get surplus, one being the music teacher. The administrator decides that for the following school year, homeroom teachers will teach their own music. The administrator wants to focus more on building a STEAM hub in the school and so science and technology will be the prep delivery subject for the entire school community. Many members of the school community are unhappy with this decision and do not feel like their voices were heard.

Case Study 2

A Principal is notified by a student that in one of the washroom stalls, there is a racial slur written with a black sharpie marker. When the Principal goes to see it, they notice the racial slur is written in very small printing. The principal takes the necessary actions which includes covering it and making the correct reports. However, the principal decides to not share the incident with the wider school community and their rationale is that the printing was very small and the issue has been taken care of. There is a buzz in the school and wider community of what has happened and some of the families are upset and not feeling safe with the principal's actions.

Case Study 3

In a school community the parent council meetings have traditionally taken place after school. The administrator team has noticed that many of the parents, caregivers and families of newcomers students are not attending the meetings due to different reasons such as their work schedules and lack of translation services available etc. They decide to host the parent council meetings on a Saturday at the local community center which is a hub of activity.

Case Study 1

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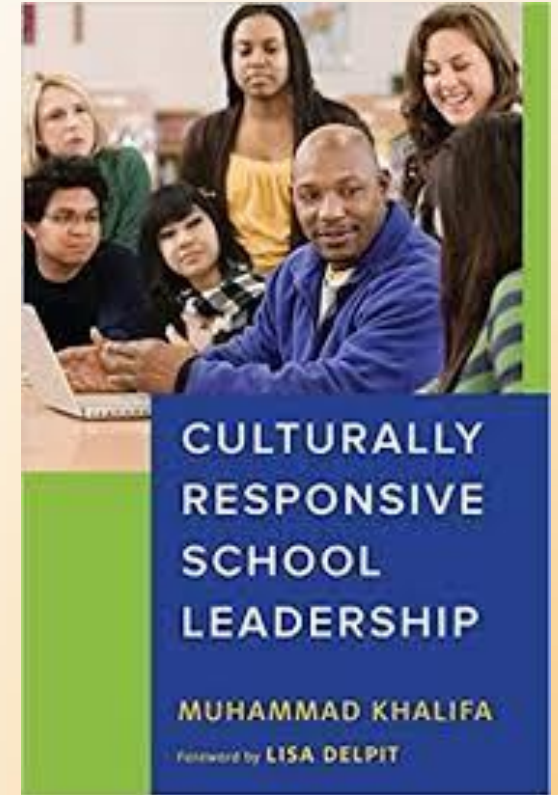
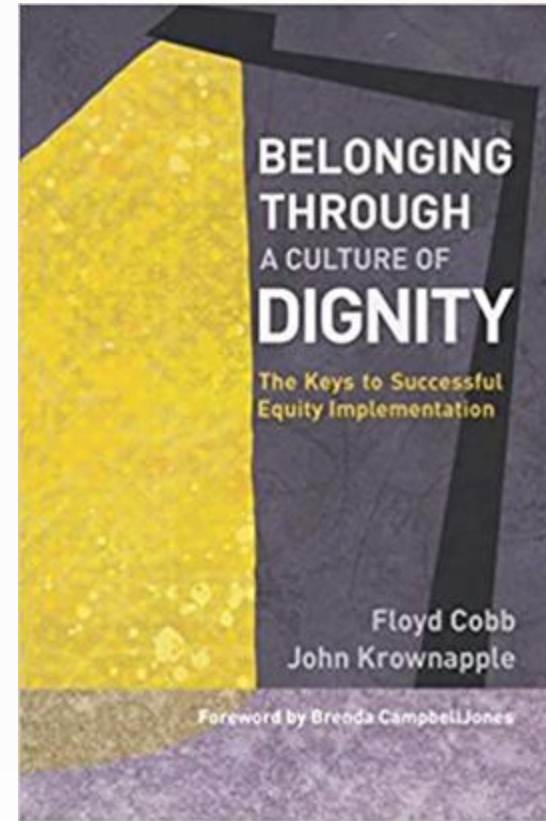
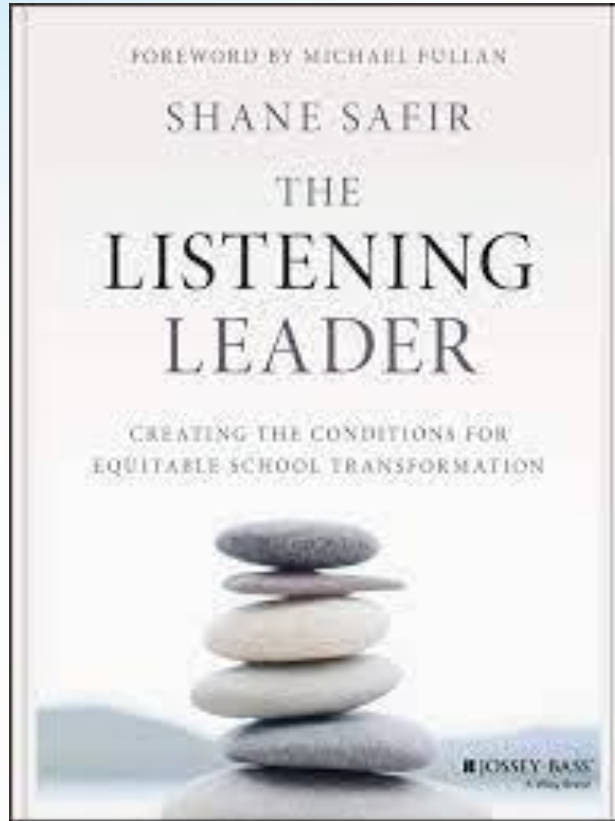
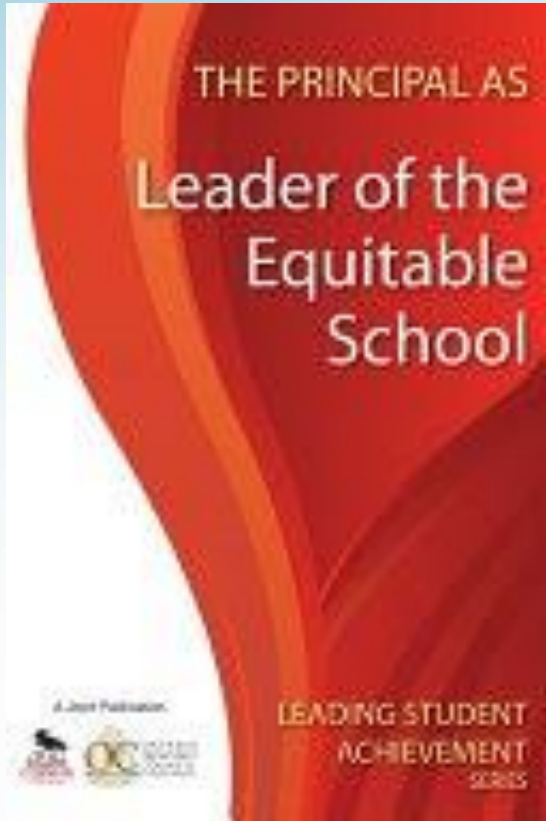
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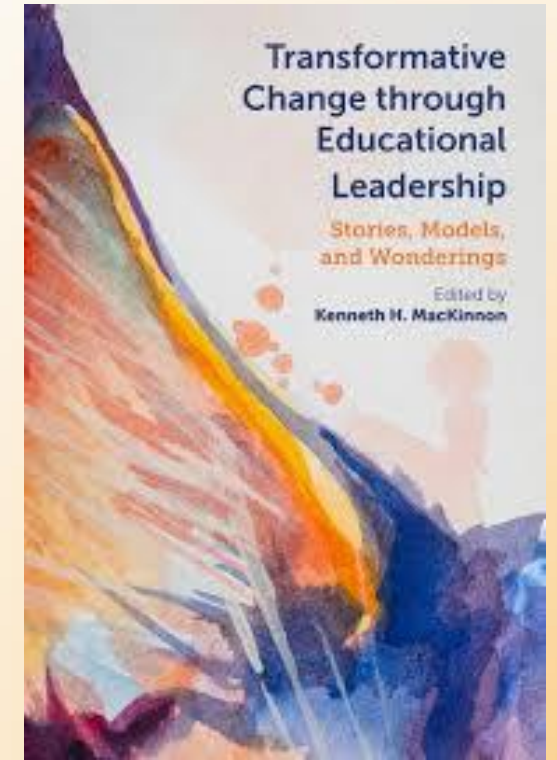
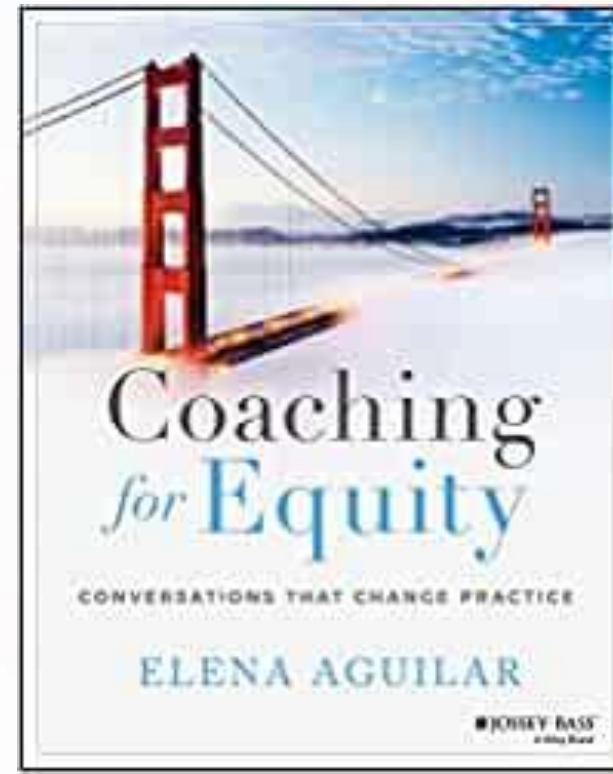
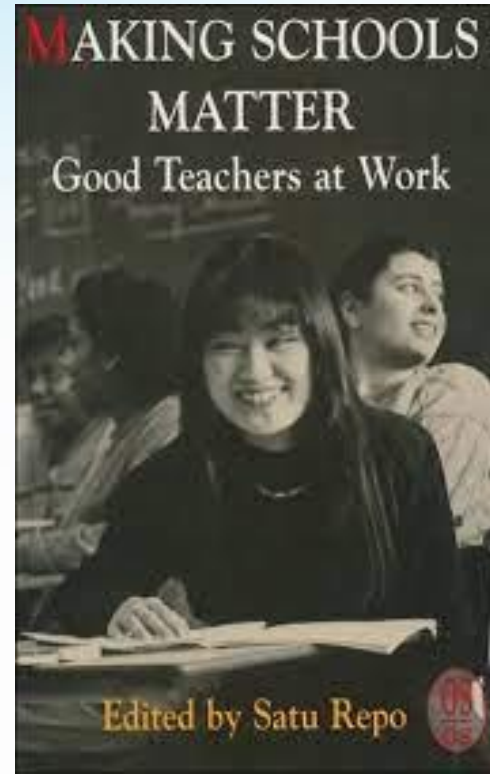
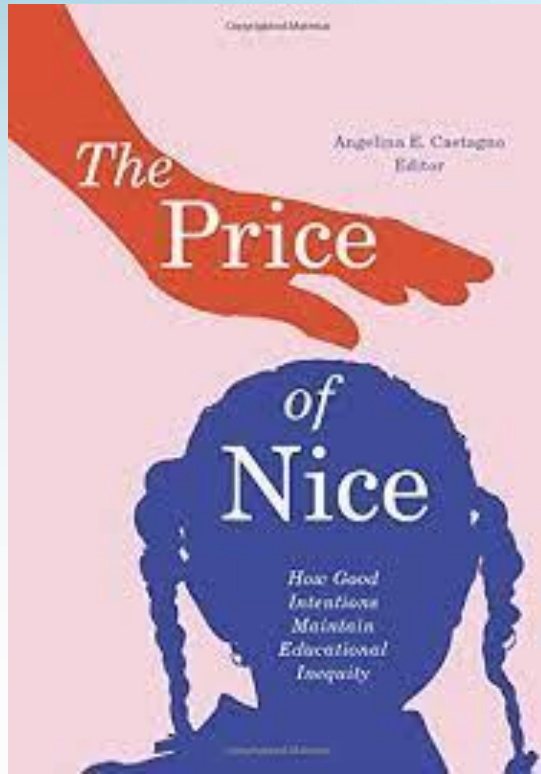
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Resources



Resources



Last Words



“WHAT YOU DO MAKES A
DIFFERENCE, AND YOU HAVE
TO DECIDE WHAT KIND OF
DIFFERENCE YOU WANT TO
MAKE.”

JANE GOODALL

Last Words

“Critical hope reflects the ability to realistically assess one's environment through a lens of equity and justice while also envisioning the possibility of a better future”

-(Dugan, 2017 and Duncan- Andrade, 2009)

Thank You and Contact Information

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Instagram: rabia_reads



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or use the QR code to share
feedback on this workshop.



Thank you

Merci



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December 4-5

CELEBRATING 25 YEARS

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