

May 26, 2022

**Filipino Advisory  
Committee Meeting  
with System Leaders**

# Prayer

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God, the Creator, thank you for the present moment where we can be here together after a week of hard work, all while juggling the various responsibilities and demands of the day-to-day.

Help us to recognize that our work is Faith in Action, doing the work that Jesus modeled for us to *walk with Christ*, and work with the most vulnerable and the most needy.

At times we may feel distant from your light within us especially as we see the challenges and struggles of our students. Help us to always see your light within each child and remember that we are not alone, and that we are part of a community on this journey of following in Jesus' footsteps to make change.

In our vocation to do this, strengthen us because we are also your children who need comfort and acknowledgment. Help us to find within and for ourselves the love and acceptance we feel for our own children and students.

For this we pray,

Amen.

# Land Acknowledgment

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation, and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit peoples in Ontario and the rest of Canada.

# Land Acknowledgment

- What do we know of our treaty rights and responsibilities?
- How do we understand Indigenous people and “reconciliation”?
- How do we think about our roles as educators in a way that responds to and upholds our de/colonizing commitments?

# Introductions

## The Filipino Advisory Committee

# Agenda

Prayer, Land Acknowledgment - 3 minutes

Introduction - 3 minutes

Advisory Topics

1. Historical Context / Current Situation - 5 minutes
2. Human Resources - 8 minutes
3. Organizational Structure - 6 minutes
4. Accountability - 6 minutes
5. Curriculum - 7 minutes
6. Community Partnerships & Parental Involvement - 6 minutes

Director / Superintendent of Human Resource Response - 10 minutes

Next Steps - 5 minutes

Next Meeting: \_\_\_\_\_

# 1. Context

- 1 out of 3 students are of Philippine heritage
- 2% of all staff are of Philippine heritage (including non-educational, support, etc.)
- 1 elementary school Principal
- 1 secondary school Vice Principal
- No representative executive members/Upper Management (both curriculum & non-curriculum)
- FAC did not see gains (after 8 years of existence and continuous efforts by PTAC and FCPACE)
- Low Upward Intergenerational Mobility (2014)



“Biodiversity is the foundation of the myriad ecosystems that are essential to human life and well-being, and so are deep, broad, and diverse community relationships for competent organizational governance” (Janes and Sandell, 2019)

## 2. Human Resources

### A. Hiring Practices - Make hiring practices more transparent to stakeholders.

- Have a clear statement about the qualities, qualifications, type/length of experience, philosophy of preferred candidates, especially in educational roles.
- Clarify the timeline and process for hiring in writing to candidates including details about the criteria and decision-makers for interviews and entry onto the OT and LTO lists. See TDSB example of hiring timeline for adaptation.
- Adjust or adapt hiring process and offering in order to remain competitive with other boards. This includes changes to timeliness of offers.
- Consistently provide feedback directly from the hiring committee and interview panel to encourage candidates to build on their applications and/or interviews.

## 2. Human Resources

**B. Candidacy Consideration Process** - Ensure that interview panelists are sincerely reflexive about their positionality, aware of colorblind racism, and skilled in qualitative interview techniques.

- Revise the process for considering candidates so that it is less vulnerable to bias. This includes triangulation and holistic consideration of data using multiple means such as a portfolio, questionnaire, written essay, referral, and other strategies used for rigour and reliability in qualitative research.
- Implement a process for questions to be vetted by a third-party so that they are comprehensible, accessible, equitable, and/or not discriminatory.
- Recognize experiences and skill over exact pedagogical terminology

## 2. Human Resources

**C. Cluster Hiring** - Engage in cluster hiring of Philippine/representative educators in order to resolve the low levels of representation among staff until parity is reached. Precedent set by U of Waterloo and OCAD.

- Create a shortlist of Philippine teachers for hiring
- Provide the FAC with data on Philippine representation at different levels of educational leadership
- Promote TCDSB employment in collaboration or connection with Philippine post-secondary student associations and community organizations. Include information sessions for non-Canadian trained teachers.

## 2. Human Resources

**C. Cluster Hiring** - Engage in cluster hiring of Philippine/representative educators in order to resolve the low levels of representation among staff until parity is reached.

- Build towards a future of TCDSB graduates interested in education through focused co-operative programs, associate partnerships, and incentivized mentorship programs
- Entice academic and non-academic staff to enter our board and rise to system-level positions. Use workable mentorship structures and subsidies for professional development.

# 3. Organizational Structure and Culture

**Prioritize equity in the organization so it permeates through all departments and all levels**

- Elevate accountability for and profile of equity
  - Board governance - the Board of Trustees need to be aligned in their role as stewards in driving the equity agenda
  - Executive leadership and oversight on par with other functions and priorities - otherwise other areas that already have seniority within the hierarchy continue to be privileged
- Ensure structures and systems are in place to successfully execute the Board Equity Action Plan, including a cross-functional implementation group to drive change and outlining departmental performance expectations
- Action greater representation within the organization, including curricular and non-curricular staff and at the Board of Trustees
- Drive ongoing learning and development about diversity, equity and inclusion, cultural competence and reconciliation across the organization



# 5. Curriculum

Implement a structure that affirms locally or community-created curriculum alternative to current centralized approval processes.

- Promote a culture of professional judgment in opposition to centralized approval
- Promote a culture that respects the authority of lived experience over “institutionalized” power and authority
- Revisit the current structure to shift towards greater collaboration and promotion of community-created resources
- Solicit curriculum ideas and perspectives from Filipinx educators and community members and partners.
- Interdisciplinary courses (IDC 4U) in secondary education.

# 4. Accountability

Implement a structure of accountability for system leaders

- Shape a clear, measurable approach to executing the Action Plan with accountabilities across levels, including the Board, to ensure progress
- Integrate a system of review from stakeholders (including employees) which are then collected or reviewed with joint union committees. This review should be in place for system leaders at the board level.
- Provide a public summary or report of feedback and share how points will be addressed
- Review existing policies and procedures to integrate diversity, equity and inclusion, and identify what opportunities for further change; also ensuring that those who are charged to review also represent diverse voices

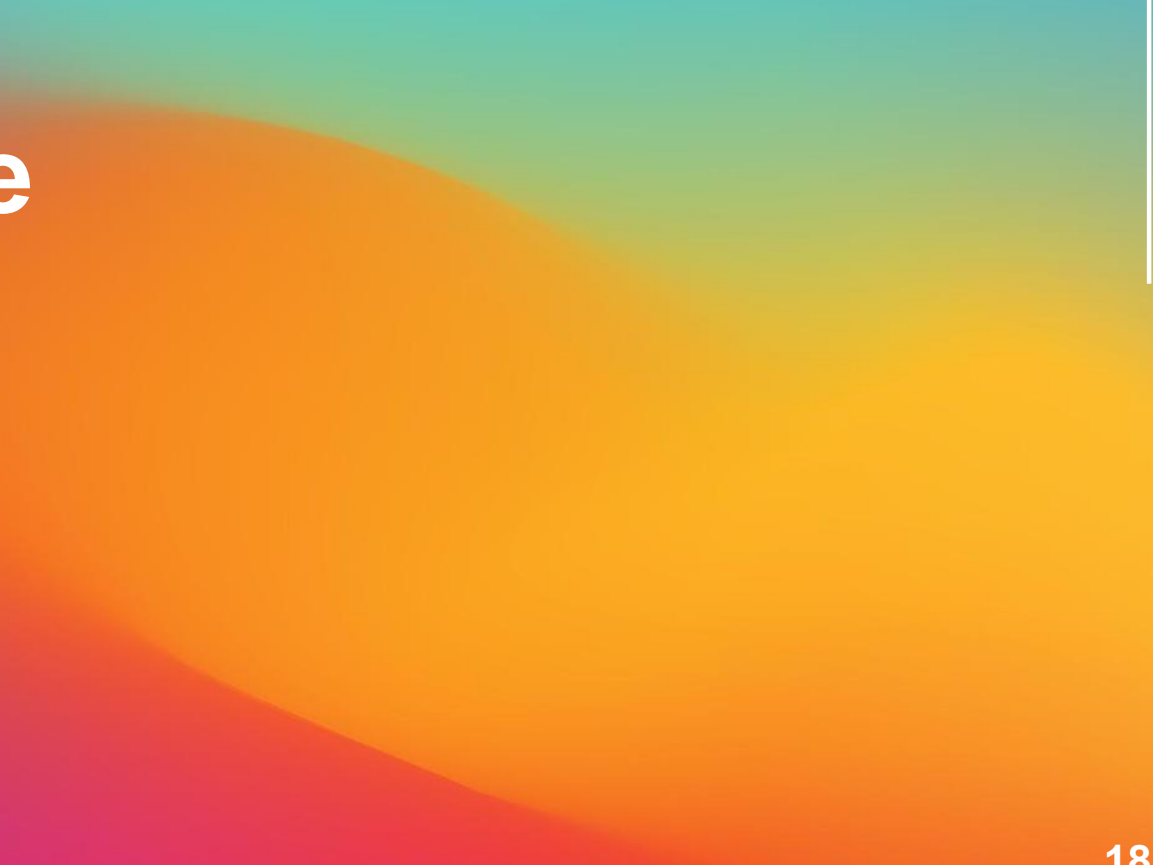


# 6. Community Partnerships

Cultivate, integrate and support structured partnerships with community members and organizations for greater engagement and improved system problem-solving

- Directly address barriers to Philippine parental engagement in school parent councils through culturally responsive approaches that are invitational, affirming, and accessible.
- Intentionally build board-wide programs in partnership with community organizations to engage diverse and innovative problem-solving for Philippine youth
- Support (financially and structurally) cultivated relationships with community organizations in order to address student needs, including the need for culturally responsive and representative staff
- Systemically promote and build capacity among educators to leverage curriculum and funding for community partnerships such as career, civics, art, and literary experiential opportunities

# System Leader Response



# Next Steps

- Joint meeting at the start of 2022-23 to follow up
- Action Items Timeline



# Summary

- Actions in the following areas:
  - Human Resources
  - Organizational Structure
  - Accountability
  - Curriculum
  - Community Partnerships & Parental Involvement
- Next Steps

# THANK YOU!

# Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#) and [The Gender Spectrum Collection](#)