



PATHWAYS
EXECUTIVE SEARCH



**Toronto District School Board
Urban Indigenous Education Centre
Centrally Assigned Principal (CAP)**

The Urban Indigenous Education Centre

Since 2008, the Urban Indigenous Education Centre (UIEC) has been a driving force in advancing Indigenous Education within the Toronto District School Board (TDSB). Rooted in the guidance of the UIEC Elders Council, the Centre is committed to fostering First Nations, Métis, and Inuit student well-being and achievement while providing that all TDSB students and staff have meaningful opportunities to learn from with Indigenous perspectives, knowledges, and traditions.

At the heart of our work are Seven Canopies, which guide our vision and impact:

- **Student Voice** – Amplifying Indigenous student experiences and perspectives.
- **Professional Learning** – Supporting educators with learning from Indigenous perspectives.
- **Community Engagement** – Strengthening relationships with Indigenous families and organizations.
- **Partnerships** – Collaborating with Elders, Knowledge Keepers, and community leaders.
- **Programming and Curriculum Development** – Centring Indigenous worldviews in learning experiences.
- **Research and Innovation** – Advancing Indigenous-led education strategies and methodologies.
- **Truth, Reconciliation, and Self-Determination** – Embedding reconciliation into systemic change.

Through collaboration with schools and system-wide teams, the UIEC provides a comprehensive network of support services, including:

- Individual and group support for Indigenous students.
- Family advocacy and community connections to enhance student success.
- Referrals and student networking within Indigenous communities.
- Professional development for staff to promote culturally inclusive teaching practices.
- Leadership coaching for school administrators to strengthen Indigenous Education.
- Networking and self-care advocacy for Indigenous educators and staff.

By working alongside educators, families, and community partners, the UIEC is transforming education into a space where Indigenous students thrive, Indigenous knowledge is valued, and Indigenous voices lead the way.

To learn more about the Urban Indigenous Education Centre, please [click here](#).

The Opportunity

The Toronto District School Board (TDSB) invites applications from Elementary and Secondary Principals and other qualified candidates for an exciting leadership opportunity as the Centrally Assigned Principal – Urban Indigenous Education Centre.

This is a unique and impactful role where the successful candidate will provide visionary leadership in Indigenous Education within one of Canada's most diverse and dynamic school boards. As a key advocate for Indigenous Education, this position plays a critical role in shaping the future of First Nations, Métis, and Inuit student success, while ensuring that Indigenous perspectives, histories, and cultures are meaningfully woven into the fabric of TDSB's curriculum and policies.

The Centrally Assigned Principal will be at the forefront of advancing the commitments of the [TDSB Equity Framework](#) and the [Ontario First Nation, Métis, and Inuit Education Policy Framework](#). Reporting to the Executive Superintendent, the successful candidate will lead system-wide initiatives that drive student achievement, cultural inclusivity, and reconciliation efforts across the district.

Key Responsibilities

- Provide leadership in fostering equity and inclusion in the development and implementation of programs and services;
- Coordinate and supervise the work of the Urban Indigenous Education Centre with specific attention to mentoring and building capacity across the system;
- Work closely with the Elders Council in supporting the Vision of the Urban Indigenous Education Centre of Excellence;
- Work collaboratively with both internal and external partners to advance Indigenous Education;
- Provide leadership, supervision, and support for all staff within and beyond the Urban Indigenous Education Centre;
- Develop yearly action plans focused on improving the literacy and numeracy skills of First Nations, Métis, and Inuit students, including students with special education needs;

Key Responsibilities continued

- Provide leadership and support teaching and learning to enhance Indigenous student achievement and well-being;
- Develop and coordinate central planning;
- Create and implement professional learning for all staff in a variety of approaches and tools to support Indigenous student achievement and well-being;
- This position will also be advertised externally.
- Provide leadership to effectively center Indigenous education into all schools and classrooms so that all students gain knowledge of Indigenous Education;
- Support Superintendents of Education in the implementation of Indigenous Education and initiatives in the Learning Centres;
- Liaise with external partners, including the City of Toronto, Ministry of Education, colleges and universities and community agencies, to collectively broaden the impact of Indigenous Education programs and initiatives;
- Support the Urban Indigenous Community Advisory Committee (UICAC);
- Develop and implement strategies that facilitate increased participation by First Nations, Métis, and Inuit parents, students, communities, and organizations in working to support student achievement and well-being;
- Develop and monitor central budgets for the related program areas;
- Liaise with Faculties of Education and other community partners to support the recruitment of First Nations, Métis, and Inuit staff;
- Participate in central staff teams to advance Indigenous Education;
- Manage related programs, records, and data as necessary;
- Write reports and attend Board meetings, as required;
- Lead Indigenous Education communication initiatives; and
- Other duties as assigned.

The Candidate

Qualifications and Skills

- Ontario College of Teachers' Certificate of Qualifications in good standing and Principal's Qualifications Parts 1 and 2 completed;
- A minimum of three years of successful experience as an Elementary or Secondary Principal;
- Experience and knowledge in all areas of Indigenous Education related to the Ministry's First Nations, Métis, and Inuit Education Policy Framework;
- Understanding of the diversity of Urban Indigenous communities in the GTA;
- Demonstrated leadership experience in Urban Indigenous Education in schools and/or across the TDSB;

The Candidate continued

Qualifications and Skills

- A minimum of five years of successful teaching, including experience working with First Nations, Métis and/or Inuit students;
- In-depth knowledge of current educational issues in Indigenous Education, as well as TDSB and Ministry of Education and Training curriculum and assessment policies, documents, current research and best practices aligned with the Ontario First Nations, Métis, and Inuit Education Policy Framework; Decolonizing our Schools (Dr. Susan Dion);
- In-depth understanding of decolonizing and indigenizing education – reconciliation through education;
- In-depth knowledge of the impacts of colonization and residential schooling in Indigenous communities; knowledge of the Indian Act, The Constitution, Treaties, Scrip, Complexities of Identities, Cultural Appropriation and the UN Declaration on the Rights of Indigenous Peoples, Indigenous Sovereignty and Self Determination;
- In-depth knowledge of Indigenous research and practices;
- Demonstrated excellence in working within Indigenous communities and agencies;
- Demonstrated ability in centring Indigenous perspectives, histories and contemporary contexts in schools and classrooms;
- In-depth knowledge of the unique contexts of urban Indigenous Education;
- Demonstrated ability to develop, implement and monitor educational programs and promising practices in Indigenous education in support of First Nations, Métis, and Inuit students;
- Demonstrated ability to effectively use data to support school improvement and system transformation;
- Proven ability in promoting equitable practices which value inclusion and diversity;
- Demonstrated commitment to maintaining a learning/working environment which actively promotes and supports human rights;
- Proven ability to facilitate professional learning, provide coaching/mentoring in building capacity in working with the Urban Indigenous Education Centre;
- Outstanding interpersonal, supervisory, and organizational skills;
- Outstanding oral and written communication skills;
- Expertise in the use of technology;
- Outstanding collaborative and problem-solving skills;
- Demonstrated knowledge and experience in areas of staff, project, and budget management;
- Ability to make timely decisions and advise senior staff;
- Demonstrated ability to lead educational programs;
- In-depth knowledge of current educational issues and appropriate policies, documents, and research in Indigenous education;
- Demonstrated commitment to system leadership; and
- Demonstrated emotional intelligence.

The City: Toronto

Toronto's name comes from the Mohawk word tkaronto, meaning "where there are trees standing in the water." It sits on the traditional lands of the Anishinaabe, Haudenosaunee, and Huron-Wendat peoples and is home to diverse First Nations, Inuit, and Métis communities. The land is covered by Treaty 13 with the Mississaugas of the Credit and the Williams Treaties with several Mississaugas and Chippewa communities.

As Canada's largest city, Toronto has 2.8 million residents and welcomes 40 million visitors annually. It is one of the world's most multicultural cities, offering a rich arts and culture scene, including the [imagineNATIVE Film + Media Arts Festival](#), the [Na-Me-Res Pow Wow](#), and various Indigenous events the city hosts. Institutions like the [Native Canadian Centre of Toronto \(NCCT\)](#) and [Anishnawbe Health Toronto \(AHT\)](#) provide cultural and healthcare support for Indigenous communities, while organizations like [Indspire](#) offer scholarships and bursaries for Indigenous students.

Toronto is also a hub for education, with major universities and colleges offering Indigenous programs and student support. For those seeking nature, the Toronto Islands—held sacred by the Mississaugas of the Credit—offer green spaces, beaches, and North America's largest urban car-free community.

For more on Toronto's Indigenous history, visit [Whose Land](#).

Additional Notes:

Special Provisions:

- Preference will be given to those who have lived experience as a First Nations, Métis, or Inuit person and will have a strong understanding of Indigenous ways of knowing and being, working within First Nations, Métis, and Inuit communities;
- Knowledge of current educational issues and barriers, as well as an awareness of available supports, is required to effectively support and advocate for First Nations, Métis, and Inuit students;
- In-depth knowledge and understanding of the Ontario First Nations, Métis, and Inuit Education Policy Framework and current issues and research pertaining to First Nations, Métis, and Inuit education; and
- Demonstrated experience in the development of materials to support the work of teachers and schools.

Information for Candidates:

1. The salary for this position is determined in accordance with the Terms & Conditions for Principals & Vice-Principals.
2. The successful candidate will receive a Tier 3 supplementary expense allowance in addition to their salary.
3. At the end of the term, the successful candidate will either participate in the Placement and Transfer process or may apply for a central position.

Application Process:

Candidates must submit an application package consisting of:

- Up-to-date Resume/CV;
- Cover Letter indicating an interest in the position; and
- PDF copy of your up-to-date Ontario College of Teachers' Qualification Certificate (which can be found at www.oct.ca)

To apply, please submit the application package, in PDF format, directly to Pathways Executive Search outlining your interest, qualifications, and experience to Applications@PathwaysExecutiveSearch.com

For more details or to further explore this important strategic leadership opportunity, please contact:

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Pathways Executive Search is an international executive recruitment firm, known for its ability to attract and recruit talent in culturally grounded ways. Guided by Indigenous values and principles of Indigenous inclusion, Pathways walks with those looking to broaden candidate pools, find qualified and experienced candidates, and live out their values and commitment to creating workplace cultures where people can thrive.