



PATHWAYS
EXECUTIVE SEARCH



**Toronto District School Board
Urban Indigenous Education Centre
Centrally Assigned Vice-Principal
(CAVP)**

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 pivotal role in one of Canada's most diverse and forward-thinking school boards, where the successful candidate will drive transformative change in Indigenous Education. The Centrally Assigned Vice-Principal (CAVP) will provide leadership in strategic planning, curriculum development, and program implementation, ensuring that Indigenous knowledge, perspectives, and pedagogies are integrated into classrooms, schools, and system-wide initiatives.

As a leader in the UIEC, the CAVP will play a key role in shaping policies and programs that foster the success, well-being, and cultural identity of First Nations, Métis, and Inuit students. This position provides a unique opportunity to champion Indigenous Education, collaborate with community partners, and help transform the educational experience for Indigenous learners across the TDSB.

Key Responsibilities

[Click here for full description](#)

- Provide leadership in fostering equity and inclusion in the development and implementation of programs and services;
- Working under the direction of the Centrally Assigned Principal, provide leadership, supervision and support to the Urban Indigenous Education Centre and for staff within and beyond;
- Assist the Centrally Assigned Principal for the Urban Indigenous Education Centre and School in the development, implementation and evaluation of the Annual Report and Board Action Plan;
- Assist with the development and monitoring of the budget for the Urban Indigenous Education Centre and Ministry grants;
- Support and coordinate the ongoing implementation of the Urban Indigenous Education program initiatives and development of best practices, culturally responsive and relevant pedagogy, cultural safety and trauma-informed practices, including the 4Rs (respect, reciprocity, relevance, responsibility), Anti-Indigenous racism, decolonizing and Indigenizing education;
- Support staffing, recruitment, and sustainability of programs;
- Advocacy, support and implementation of First Nation, Métis and Inuit studies and Native Languages courses across the system;

Key Responsibilities continued

- Manage the provision of support to elementary and secondary classroom teachers and schools across the district, including the Native Learning Centres;
- Develop and coordinate central planning, professional learning and activities to support inclusive curriculum as it relates to the Indigenous Education programs in schools, in conjunction with schools and central staff and other partners, both internal and external;
- Advocate across TDSB for the centring of Indigenous perspectives across the curriculum for all students;
- Liaise with Elders Council, Indigenous community groups and organizations, the Ministry of Education, Graduation Coaches, and post-secondary institutions;
- Attend the Urban Indigenous Community Advisory Committee as well as the Caregivers Council, and other department meetings within the TDSB as required;
- Write reports and attend Board meetings, as required;
- Track and analyze system achievement and well-being data for Indigenous students and plan for system improvement;
- Develop curriculum support materials and resources;
- Attend department meetings and provide leadership to the system in the effective support of School Improvement Planning and implementation;
- Coordinate with Superintendents of Education to implement Indigenous Education initiatives in Learning Centres and Learning Networks;
- Assist the Centrally Assigned Principal and System Superintendent of Indigenous Education in the development and the move towards the Centre of Excellence in Urban Indigenous Education;
- Support the development of policies and procedures, as they relate to Indigenous Education;
- Support the Centrally Assigned Principal and System Superintendent of Indigenous Education in conducting research and data collection for Indigenous Student Achievement, Well-Being and Self-Identification, employing the concepts of OCAP (Ownership, Control, Access and Possession) within Indigenous research methodologies;
- Support the Centrally Assigned Principal and System Superintendent of Indigenous Education with communication and public relations in and beyond the TDSB;
- Develop and implement the First Nation, Métis and Inuit Studies Additional Qualification course and other course options for educators;
- Participate in conferences and collaboratively develop and facilitate presentations on behalf of the Urban Indigenous Education Centre and the TDSB, as directed by the System Superintendent of Indigenous Education; 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;
- Successful experience as a vice-principal is an asset;
- 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;
- 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;
- 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;
- Demonstrated excellence in working within Indigenous communities and agencies;
- Extensive and in-depth knowledge of Indigenous student and community needs;
- Innovative and creative thinker, dedicated and committed to building positive and trusting school/community relationships;
- Demonstrated commitment to excellence and the improvement of teaching practice and Indigenous student achievement and well-being in schools and across the system;
- Demonstrated collaborative, interpersonal and problem-solving skills;
- Demonstrated organizational, planning, supervisory, mentoring and professional development skills;
- Outstanding oral and written communication skills, including report writing and presentation skills;
- Ability to deliver program support and staff development for Indigenous Education across the curriculum to all staff including senior team and system partners;
- Ability to make timely decisions and advise senior staff;
- Demonstrated ability in the use of technology;
- Excellent project management skills; 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, 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 education issues and barriers as well as an awareness of available supports is required to effectively support and advocate for First Nations, Métis and Inuit education;
- In-depth knowledge and understanding of the Ontario First Nations, Métis, 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 teachers and schools working with First Nations, Métis, and Inuit populations.

Information for Candidates:

- 1.The salary for this position will be the maximum on the School Vice-Principal grid as appropriate.
- 2.Candidates who are selected for an interview will be notified as soon as possible after the closing date.
- 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.