

Appendix A to Report 20-114 Draft Hiring Policy

P.105.HR

TITLE: Equitable Recruitment and Hiring of Teachers

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Authorization:

1.0 OBJECTIVE

To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment and hiring practices for all permanent and occasional elementary and secondary teaching positions within the Ottawa-Carleton District School Board (OCDSB).

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** refers to the Board of Trustees.
- 2.2 **District** refers to the Ottawa-Carleton District School Board (OCDSB).
- 2.3 **Diversity** refers to the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, age, race, creed, sex, sexual orientation, and socio-economic status.
- 2.4 **Equality** means treating people the same way, to give everyone equal access to opportunities and benefits in society.
- 2.5 **Equity** refers to the removal of disparity and disproportionality between groups, using extra and different measures to bring about the condition of same status, which is a state of equality. It does not mean treating everyone the same.
- 2.6 **Hiring** refers to the process for selecting teachers for permanent and long-term teaching positions based on merit and diversity. The process may include multiple sources and methods and includes, but is not limited to, interviews, additional qualifications, work experience and written assignments.

2.7 Recruitment refers to the process for advertising, posting, and outreach activities to attract teachers based on the unique needs of OCDSB schools and their communities.

2.8 Teacher refers to elementary and secondary permanent and long term occasional teachers.

3.0 POLICY

3.1 It is the policy of the Ottawa-Carleton District School Board to commit to excellence in education and equitable outcomes for all students. The Board demonstrates this commitment by maintaining fairness, equity, and inclusion as essential principles governing its human resources systems and practices, and as key determinants of its learning and working environments in which all students, staff and families have a sense of belonging.

To achieve this, it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential. The District is committed to the development and implementation of fair, consistent, and transparent teacher hiring policies and processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce.

Guiding Principles

3.2 The OCDSB recognizes the positive effect of on the educational experiences and outcomes of historically under-served students when teachers reflect their identities. The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the District.

3.3 All staff shall demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful access to education for all students.

3.3 System and school leaders shall model actions to enhance equity and inclusion as an essential leadership competency.

3.4 All Human Resources processes, and actions by OCDSB employees to implement these processes, shall comply with the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act*.

3.5 All applicants to positions with the District shall experience a selection process that is accessible, fair, consistent and transparent, regardless of the position being sought.

3.6 Hiring decisions must be based on providing the best possible education program for students and ensuring student safety and well-being.

- 3.7 All human resource processes will be conducted within the parameters of Collective Agreements and established Terms and Conditions, where applicable. In the event of a conflict between this policy and the collective agreement, the collective agreement will prevail.

4.0 Specific Directives

- 4.1 The Director of Education, or designate shall develop and implement equitable recruitment and selection procedures for teachers. Such procedures shall be based on and include the elements listed below.

a. Diversity, Equity, and Human Rights

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet the needs of an increasingly diverse student body. The District is committed to ensuring all employment policies and practices are non-discriminatory and to identifying and removing barriers for marginalized groups at each stage of the hiring process. Procedures will be established to collect and analyze voluntary demographic data as different stages of the recruitment and selection process.

b. Qualifications and Merit

In addition to adhering to the qualification requirements set out in Regulation 298, “Operation of Schools – General”, the importance of the following factors will also be considered when establishing selection and evaluation criteria:

- i) valuing applicants’ additional lived experiences, skills, backgrounds, and work experience;
- ii) promoting the hiring of staff from under-represented groups and staff with demonstrated experience, including lived experience, working with Indigenous people or equity seeking groups;
- iii) providing the best possible program as determined by the principal, and considering applicants’ demonstrated teaching commitment, experience or time spent in a particular school and suitability for a particular assignment; and
- iv) responding to local needs based on clearly defined criteria, including qualifications.

c. Employment Mobility

Teacher hiring procedures will address employment mobility by permitting teachers who have relocated to apply for any teaching position (occasional, long-term occasional, or permanent) for which they are qualified, and to be granted an interview.

d. Fairness and Transparency

To help ensure that candidates are evaluated through a fair and transparent process, teacher hiring procedures shall include:

- a conflict of interest disclosure policy (e.g., clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring process);
- a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications, while following the requirements as outlined in Regulation 298, “Operation of Schools – General”, and a process for guiding decisions to hire candidates requiring a Temporary Letter of Approval;
- a process and criteria for internal postings and external postings (e.g., establishing minimum posting dates; establishing outreach strategies to reach diverse candidates);
- recruitment processes to support hiring teachers with specialized qualifications
- a requirement to maintain up-to-date lists of employment-seeking early-career teachers;
- processes for registering and communicating with occasional teachers;
- regular recruitment and interview cycles;
- expectations for diverse hiring panels to draw on the lived experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source – for example, verbal (interview, presentation) and written components;
- provision for structured evaluation criteria and questions that prevent selection bias;
- a process for providing interview feedback for candidates, upon request; and,
- a process for the disclosure of information to the Occasional Teachers’ Bargaining Unit.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, section 8.1 (29.1)

Ontario Regulation 298, Operation of Schools – General

Accessibility for Ontarians with Disabilities Act

Ontario Human Rights Code

Ontario Human Rights Commission Policy on Preventing Discrimination Based on Creed, 2015

Ontario’s Equity Action Plan , 2017

Revocation of Ontario Regulation 274/12, Hiring Practices, October 2020

Policy/Program Memorandum No. xxx, School Board Teacher Hiring Practices, November 2020

Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

Board Policy P.008.GOV: Advisory Committee on Equity