

P.146.HR

TITLE: Equitable Recruitment, and Hiring *and* Promotion of Teachers

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1.0 OBJECTIVE

To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment, ~~and~~ hiring ***and*** promotion practices for all permanent and occasional elementary and secondary teaching positions within the Ottawa-Carleton District School Board (OCDSB) ***that will result in a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or social identity.***

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, age, ancestry, ***colour, citizenship, creed***, culture, ~~ethnicity~~ ***ethnic origin, family status***, gender, gender identity, ***gender expression***, language, ***marital status***, physical and intellectual ability, ***place of origin***, race, , 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~~ ***candidates for available positions, including all stages from setting job requirements to the recruitment, application, screening and selection processes.*** The selection process may include multiple sources and methods such as

interviews, additional qualifications, work experience written assignments and references.

- 2.7 ***Promotion refers to the process of advancement from one position to another position within the organization that is classified at a higher level, has a higher salary range, and, often, more and higher-level responsibilities.***
- 2.8 **Recruitment** refers to the process for advertising, posting, and other outreach activities to attract potential candidates based on the unique needs of OCDSB schools and their communities and central departments.
- 2.9 ***Special Program refers to the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, economic hardship and disadvantage. To be a special program, the program must meet one of the following conditions:***
- ***It must relieve hardship or economic disadvantage, or***
 - ***help disadvantaged people achieve, or try to achieve, equal opportunity, or***
 - ***help eliminate discrimination.***
- 2.10 ~~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 **use equity** to achieve equitable **equal** 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~~ **recruitment**, hiring, **employment and promotion** processes **and practices** 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 on the educational experiences and outcomes of historically underserved students when ~~teachers~~ staff reflect their identities.

The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the district.

- 3.3 ***The OCDSB expects*** all staff ***in its employ*** ~~shall~~ to 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~~ ***that reflects diversity for all students.***
- 3.2 ***The OCDSB expects*** all system and school leaders ~~shall~~ ***to*** model actions to enhance equity and inclusion ***of historically disadvantaged identities protected under the Ontario Human Rights Code*** as an essential leadership competency.
- 3.4 ***The principles found in*** ~~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 shall guide and set the minimum standards for the recruitment, hiring, employment, retention and promotion of staff.***
- 3.5 All applicants ~~and employees~~ ***to positions within the District*** shall experience ***equitable recruitment, hiring, employment and promotion*** ~~a selection~~ processes that are 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 ***all*** 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, ***except insofar as the Ontario Human Rights Code prevails.***

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 ***Indigenous rights and broader*** 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 way to achieve a diverse and representative workforce is to:***

- i) ensure all employment policies and practices are non-discriminatory;
- ii) ***intentionally*** identify and remove barriers for ***Indigenous peoples and historically disadvantaged*** ~~marginalized~~ ***groups at each stage of the recruitment, hiring, employment, retention and promotion process.*** Procedures

~~will be established to collect and analyze voluntary demographic data at different stages of the recruitment and selection process.~~

b. Qualifications and Merit

In addition to ***While*** 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 ***for recruitment, hiring, employment, retention and promotion processes:***

- i) ***valuing applicants' demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment;***
- ii) valuing applicants' additional ***experiences***, lived experiences, skills, backgrounds, ***perspectives*** and work experience, ***including, for example, the unique perspectives of new graduates and the ability to speak languages in addition to English and French;***
- ii) promoting the ***recruitment, hiring, employment, retention and promotion*** of staff from under-represented ***and historically disadvantaged*** groups ~~and staff with demonstrated experience, including lived experience, working with Indigenous people or equity seeking groups;~~
- iii) providing the best possible program ***for all students***, ~~as determined by the principal, and considering applicants' demonstrated teaching commitment, experience or time spent in a particular school/department and suitability for a particular assignment/role;~~ and
- iv) responding to local needs based on clearly defined criteria, including ***additional*** qualifications.

c. Employment Mobility

Teacher ***Recruitment, and*** hiring procedures will address ***support and facilitate*** employment mobility by permitting teachers ***applicants*** who have relocated ***from other jurisdictions*** to apply ***and be fairly considered*** for any teaching positions (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, ***equitable*** and transparent process, teacher hiring procedures shall include:

- a conflict of interest disclosure policy and ***process, including*** ~~(e.g. clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring panel process;~~
- a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications ***through the hiring and promotion process*** ~~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 **all aspects of recruitment and hiring**, internal postings and external postings, (e.g. establishing minimum posting dates, ~~establishing outreach strategies to reach diverse candidates~~ **including setting job requirements, postings, outreach strategies to reach a diverse pool of candidates, screening, interviewing and selection processes;**
- ~~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, **where possible**, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board;
- **objective** criteria for evaluating candidates based on more than one source ~~(for example, verbal, (interview, presentation) and written components;~~
- provisions for structured evaluation criteria, and questions **and tools** that prevent selection bias;
- **a process for providing accommodation based on needs related to the Human Rights Code;**
- a process for providing interview feedback for candidates, upon request; and,
- a process for the disclosure of information to the ~~Occasional Teachers’~~ **appropriate** bargaining units.

5.0 Monitoring and Evaluation

5.1 *In demonstration of its commitment to accountability for equitable employment practices and guided by the obligations under the Ontario Human Rights Code, and Ontario’s Anti-Racism Act, the Board will monitor, evaluate and review the effectiveness of its hiring policy on a regular basis. This evaluation will include:*

- *assessing the skills, equity and human rights competencies of the district’s workforce and identifying any gaps;*
- *developing and implementing an appropriate response plan to ameliorate the identified gaps;*
- *collecting voluntary workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation;*
- *developing and implementing an appropriate strategy to support the enhancement of diverse representation across all levels of the workforce;*
- *ensuring employment systems, policies, procedures and practices are non-discriminatory.*

6.0 Special Programs

6.1 *The Board reserves the right to implement a special program, as permitted under the Ontario Human Rights Code, where it has determined that specific historically disadvantaged communities are demonstrably underrepresented within the board's workforce or where it has been determined that such a program is necessary to meet the needs of students who are members of historically disadvantaged communities.*

7.0 REFERENCE DOCUMENTS

United Nations Declaration on the Rights of Indigenous Peoples

Ontario 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 Anti-Racism Act

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

Ontario's Equity Action Plan , 2017

Policy/Program Memorandum No. 165, 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