

DDSB HIRING GUIDELINES

Occasional and Permanent Teaching Positions



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Introduction

This document is intended to assist Administrators with the hiring of occasional and permanent teaching positions following the revocation of O. Reg. 274/12, and meets the expectations set out in the Policy/Program Memorandum (PPM 165): School Board Teacher Hiring Practices. The memorandum upholds the principles mandated in Regulation 298, "Operation of Schools – General", R.R.O., 1990 including those related to teacher qualifications and providing the best possible education program for students.

These Guidelines support, and are committed to:

- Providing learning environments, services and workplaces that are welcoming, respectful, safe, inclusive, equitable, accessible and free from oppression, racism, discrimination and harassment
- Meeting the legal duty to accommodate and to proactively identify, prevent and address potential discrimination and harassment under the Human Rights Code and other legislation
- Developing and implementing fair, consistent and transparent hiring procedures and practices to support a qualified and diverse workforce with the knowledge, skills and attributes to best serve students and ensure their safety and well-being

The DDSB demonstrates these commitments by critically and intentionally identifying, preventing and addressing discriminatory biases and barriers in policies, procedures and practices to support:

- Equitable recruitment and employment experiences and outcomes
- Inclusive environments where all DDSB community members feel safe and that they belong.

These *Guidelines* outline the expectations for hiring practice which adheres to the DDSB Equitable Recruitment Policy and Procedure: Recruiting and Sourcing Candidates, Posting Positions, Shortlisting Candidates for Selection Process, Selection Process, and Securing Accountability.

The PPM 165 identifies five components that need to be included in the teacher hiring guidelines:

- Qualifications and Merit
- Diversity, Equity, and Human Rights
- Employment Mobility
- Fairness and Transparency
- Monitoring and Evaluation

The Ministry of Education expects that all hiring decisions will be made in accordance with this memorandum and in accordance with applicable laws, including the Human Rights Code, and with school board collective agreements. In the event of a conflict between these *Guidelines* and the terms within a collective agreement, the collective agreement will prevail.

Diversity, Equity and Human Rights

Administrators, in collaboration with Human Resource Services, will make every effort to identify, prevent and address biases and discriminatory and inequitable practices, processes, barriers and outcomes in all aspects of recruitment, including job descriptions, outreach, recruitment, hiring, onboarding, mentoring, promotion, retention and succession planning. **They will:**

- Incorporate, apply and reflect human rights, equity, anti-oppression and anti-racism principles, competencies and approaches throughout all steps in the recruitment process (including job descriptions, outreach, interviews and other assessment tools, reference checks, hiring decisions, onboarding, coaching and mentoring, succession planning and promotions)
- Consider individual, systemic and unique factors and barriers for groups who:
 - » experience the effects of historical and ongoing systemic discrimination and marginalization (for example, Indigenous, Black and other racialized peoples, people with disabilities, women, people who identify as 2SLGBTQ+ and other Human Rights Code protected groups, and those with intersecting identities)
 - » are underrepresented in the DDSB.

- Implement recruitment and other employment related policies, procedures and initiatives in ways that align with human rights obligations and that assess and address potential discriminatory impacts
- Consider candidates' Human Rights Code related needs on an individual basis throughout the recruitment process and provide accommodation when required
- Candidates with a Human Rights Code-related characteristic(s) or combination of characteristics (e.g., ancestry, race, disability, gender identity, gender expression, sexual orientation, creed/religion, etc.) will be treated with a bias aware mentality (no assumptions or stereotypes associated with their application)
- Design and implement strategies to:
 - » Enhance outreach to diverse communities
 - » Attract, recruit and retain a qualified workforce that:
 - » Reflects the school community, the communities the DDSB serves (and its changing demographics) and Ontario
 - » Understands and has the skills, experience and competencies to effectively identify and respond to the diverse identities, strengths, needs, interest and experiences of these communities.

Recruitment requirements under Accessibility for Ontarians with Disabilities Act (AODA)

If a selected applicant makes a request, employers must consult with the applicant to provide the accommodation. AODA requires that employers must make their workplace and employment practices accessible to potential or current employees with disabilities.

Equitable Recruitment Framework: Key Deliverables

- The DDSB employee cohorts will increasingly reflect the communities that are served by the DDSB
- All applicants will experience a recruitment process that is non-discriminatory, accessible, equitable, respectful, fair, consistent and transparent, regardless of the position that is sought
- Tools, training and processes are in place to mitigate bias, stereotypes and assumptions and to help identify, address and prevent discrimination and barriers in the recruitment process
- Job competitions are conducted within the parameters of the Collective Bargaining Agreements where applicable
- Human Resource Services will be a resource to the organization to train, support, model and monitor for coherence and alignment with the framework expectations and to support accountability
- Processes and actions undertaken by all employees who are in a position to hire staff will comply with the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, other applicable Ministry of Education Policy and Procedure Memoranda and DDSB policies and procedures.



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Preparation for Recruitment

Individuals involved in recruitment initiatives are to have the skills, experiences and tools to be able to ensure that the recruitment process effectively identifies and responds to potential barriers, that biases are identified and checked. The staff involved in the recruitment should also be able to help the recruitment panel identify qualified candidates who not only reflect the community in terms of their identity, but that they also have the required qualifications, skills and experiences to recognize and respond to the diverse identities, strengths, needs, interests and experiences of DDSB communities.

This will be accomplished by:

- Providing training (such as Bias Aware Interviewing training) for district representatives on recruitment, equity and best practices and to help identify, prevent and address biases, stereotypes, assumptions and discriminatory and inequitable practices, processes, barriers and outcomes.



- For competitions open to the public, outreach recruitment will be conducted in order to attract a diverse pool of qualified candidates reflective of the community.
- Outreach recruitment involves partnering with community groups, advertising beyond the Board's website, being specific and targeted towards diverse candidate groups.
- Administrators with work with Recruitment Consultants assigned to support their FOS to help identify what their needs are. Recruitment will determine what data or other information they need to help determine what their needs are, how best to do the outreach, what strategies worked and didn't work in any previous recruitment, what they need to think about for the current recruitment process.
- Strategies will include diverse representation of district staff in recruitment initiatives
- All aspects of recruiting and sourcing candidates comply with the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, other applicable Ministry of Education Policy and Procedure Memoranda and DDSB policies and procedures.

The Principal is asked to summarize the position requirements taking the needs of the students and the school community into consideration. To provide the best possible program and a safe and inclusive environment that is supportive of student well-being.

Minimum Requirements

OCT qualifications (it is understood that applicants who do not meet the minimum requirements will not be considered). The minimum requirement is that a teacher has the qualifications in the division that is posted. Qualifications in the primary division (JK to Grade 3), the junior division (Grades 4 to 6), and/or the intermediate division (Grades 7 to 10) Intermediate division (Grades 7 to 10) in a general education subject, or the senior division (Grades 11 and 12) in a general education subject and any required AQ as per the Ministry to teach the class (example gifted class, special education required).

Additional Requirements

This may include additional OCT qualifications, lived experiences, skill sets, backgrounds and varied work experience that may be considered valuable to the position (e.g. unique perspectives of under-represented groups, such as Indigenous peoples, Black or other racialized people, people with a disability, people who identify as a member of the 2SLGBTQ+ community, people who identify as a member of a diverse faith/religious community, etc., the ability to speak multiple languages in addition to English or French, working with diverse communities locally or abroad, ability to lead a school band, or professional experience outside of the classroom).

Requirements must be **bona fide (means "good faith" or "genuine")** and must not systemically discriminate on any of the protected grounds as outlined in the Human Rights Code. All positions will be posted in accordance with timelines outlined in the Collective Agreement. Where the collective agreement is silent positions will be posted for 5 business days. All job postings will be written with unbiased and inclusive language and follow a consistent format. Alternative formats must be made available upon request. All postings are reviewed by Recruitment prior to being posted to candidates.

Applicants will be informed that interview accommodation needs will be respected. All elementary positions and secondary occasional positions will be posted on Apply to Education, the district's electronic posting and applicant tracking system.

The following language will be used on all teaching postings to provide candidates the purpose of the district inquiring about their "lived experience"

The DDSB is committed to:

- providing learning and working environments, services and workplaces that are welcoming, respectful, safe, inclusive, equitable, accessible and free from discrimination
- meeting its legal requirements under the Human Rights Code to accommodate Human Rights Code related needs and to proactively identify, address and prevent potential discrimination and harassment.

The DDSB will implement fair, consistent and transparent hiring procedures and practices to attract, recruit and retain a qualified and diverse work force that:

- reflects the diverse communities the DDSB serves and of Ontario
- has the knowledge, skills, attributes and lived and other experiences to best support students and to effectively respond to the diverse identities, strengths, needs and experiences of the DDSB communities.

To support these commitments, the DDSB will adhere to teacher hiring qualifications and requirements and, when selecting and evaluating qualified applicants, will also consider:

- applicants' additional work and other experiences, skills, backgrounds and lived experiences that respond to local needs and support the best possible program
- hiring staff from under-represented groups to better reflect the diverse communities the DDSB serves.

We consider “lived experience” as a person who self-identifies as a member of a group that experiences the effects of historical and ongoing discrimination and marginalization based on ancestry, race, disability (visible and non-visible), sexual orientation, gender identity and gender expression, religion/creed and/or other grounds (or combination of grounds) protected by the Human Rights Code.
Do you have any lived experiences, skillsets, background or varied work experience that may be considered valuable to the position? (Yes/No Answer)

- If you answered yes, please outline in greater detail specific examples related to your lived experiences, skillsets, background or varied work experience.
If you answered no, enter “not applicable” (Free Text Answer)



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Shortlisting Candidates for Selection Process

- All qualified applicants will be considered for a specific posting.
- Additional requirements that are outside of the regular Ontario College of Teachers qualifications for the position may be used as “preferred criteria” to help screen applicants. Any preferred requirements are documented with the rationale for why these are preferred criteria; also, if any qualified applicants are not shortlisted based on the preferred requirements, that should be noted in the competition file with a rationale.
- The preferred requirements must be consistently applied to all qualified candidates.
- **Per the Equitable Recruitment Framework, at a minimum, 50% of the qualified applicants should be offered an interview.** Where there are more than eight (8) qualified applicants a minimum of four (4) applicants should be offered an opportunity to enter the selection process. The decision to select or not select a qualified applicant should be noted with a rationale.
- When applicants have demonstrated their ability to meet the mandatory requirements, Principals are asked to consider the candidate’s lived experience as a valuable asset. We consider **“lived experience”** as a person who self-identifies as a member of a group that experiences the effects of historical and ongoing discrimination and marginalization based on ancestry, race, disability (visible and non-visible), sexual orientation, gender identity and gender expression, religion/creed and/or other grounds or combination of grounds protected by the Human Rights Code.

- We encourage applications from candidates with diverse backgrounds, including people who self-identify as:
 - » First Nations, Métis and Inuit, and all other Indigenous peoples;
 - » Black, racialized, a person with a disability, a member of the 2SLGBTQ+ community and/or are members of diverse religious/faith communities.

A resume scoring rubric based on required and preferred qualifications and experience must be used to objectively rank applicants for interviews.

- When scheduling interviews, ensure that applicants' current work schedules do not conflict with the interview time provided.
- Administrators should allow up to 24 hours for candidates to respond to an interview request.
- Remind applicants that Human Rights Code-related accommodations can be provided.



Where possible, ensure diversity on hiring panels to include individuals who have the knowledge and experience, including lived experience, to understand and reflect the needs and interests of communities in the school that have been historically or currently under-represented in decision making.

- A consistent structure must be used for each selection process.
- The structure may vary depending on the position, it may include a technical question, a pre-question for presentation or submission prior to the interview, a written exercise or other assessment tools.
- **The interview team should inform teachers, who are being invited for an interview, ahead of time of the method that will be used to evaluate teachers during the interview process (i.e. interview, presentation, written component).**
- **A scoring rubric shall be prepared in advance of the interview. All applicants must be asked the same questions and scored on the same rubric to ensure a fair and equitable process.**
- Applicants shall be informed of the interview time and the structure of the interview when the interview is scheduled.
- Inform applicants that accommodations can be made if required on any of the grounds outlined in the Human Rights Code and in compliance with the AODA.

All hiring committee members are required to continue to take good interview and reference notes with clear, consistent scoring criteria.

- Selection teams shall be comprised at a minimum of two (2) people
- All members of a selection committee shall have bias-free interviewing training within the past two years
- Each selection team will have a chairperson responsible for co-ordination, facilitation and documentation. The chairperson should have completed the bias-free interviewing training with the past year.

- All candidates in a competition will experience the same process: time allocated, interview questions and format for the selection process, reference check process. Unless adjustments are required to address accommodation needs; if so this should be documented and the rationale provided (without disclosing any confidential details about accommodation needs)
- Ensure interview questions and scoring criteria assess the candidates' skills, experiences and competencies to effectively identify and respond to the diverse identities, strengths, needs, interests and experiences of DDSB communities;
- Explain the selection process to each candidate: introduce the team, communicate timelines, reference check process and communication of outcomes. Inquire if the candidate has any Code related needs that require accommodation for them to participate in the interview or any other assessments.
- Fully document the selection process including rationale for shortlisting and selection decisions
- Each interview process is documented and records are maintained by the selection committee chair for two (2) years.
- Upon completion of the selection process, communicate personal outcomes to each candidate (successful or not) before the successful candidate is publicly announced.
- All aspects of the selection process comply with the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, applicable Ministry of Education Policy and Procedure Memoranda and DDSB policies and procedures.
- A member of the selection team will complete reference checks on the selected qualified candidate(s) and will share results with the selection team.
- Reference questions asked will only be related to the bona fide requirements of the job, and will not create barriers, advantage or disadvantage, and diverse types of references (e.g., community/volunteer work instead of strictly formal employment) will be considered.

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Notifying Unsuccessful Candidates (Debrief)

Applicants who are not successful during the interview process will be notified by the Administrator after the hiring process has been completed. This will take place after the offer has been accepted by the successful candidate. Unsuccessful applicants who were interviewed, are entitled, on request, to contact with the person or panel that conducted the interview to discuss:

- Their performance during the interview;
- Measures the teacher could take to enhance their professional qualifications; and
- Other ways to improve their chance of being successful in a similar interview in the future.



The DDSB will enhance its efforts to collect voluntary workforce data through a staff census and other data collection projects to help and address potential barriers and to support its goals to have a workforce that reflects the diverse communities it serves and of Ontario.

Recruitment/ HRS shall conduct regular reviews of job competition processes and outcomes to ensure adherence with expected practices for equitable recruitment and that the framework is meeting its goals. Workforce data will be used to show progress and/or to revise/enhance the framework, policy and/or procedure to support ongoing improvements and accountability.

Recruitment processes found to be non-compliant with the guidelines may be interrupted or redirected by the Recruitment Manager in consultation with the Superintendent of Human Resource Services.



All individuals involved in the hiring process must disclose conflicts of interest and indicate where a “relationship” exists between themselves and any individual who is involved in the hiring exercise.

A “relationship” means any relationship of the employee to persons of:

- their family whether related by blood, adoption, marriage, or common-law relationship;
- an intimate and/or financial nature during the preceding five years; or
- past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.

If an individual fails to disclose a Conflict of Interest, a range of remedies can be applied, up to and including the termination of employment.

The Conflict of Interest disclosure process involves the following:

A. Disclosing the Conflict of Interest

All Employees have an obligation to disclose to their Supervisor or Human Resource Services any Conflict of Interest in relation to any hiring exercise they are involved in. A Conflict of Interest Hiring Form (Appendix C) is to be completed for each job competition for which the individual is on the hiring panel. This form will require the individual to declare the nature and extent of the Conflict of Interest no later than any meeting or process in which the individual participates, or to indicate that no conflict exists. Should a conflict exist, the individual must refrain from taking part in any discussion or decision-making in relation to the hiring process until a decision has been reached regarding the manner in which the Conflict of Interest will be addressed.

A Conflict of Interest involving an Employee may also be reported to a Supervisor or Human Resource Services by any other person. A report to a Supervisor or Human Resources Services about the existence of a potential, apparent or actual conflict of interest shall be made in writing.

B. Managing the Conflict of Interest

If the Supervisor or Human Resource Services to whom the disclosure is made also has a Conflict of Interest, the disclosure should be made in writing to the person at the next highest level of authority.

The Supervisor or Human Resource Services will investigate to determine if a Conflict of Interest exists. Where appropriate, they may consult with the individual and/or others.

If it is determined that a Conflict of Interest exists, the Supervisor or Human Resource Services shall resolve the matter as per C. below and shall document, in writing, any remedies that have been applied.

C. Resolving Conflicts of Interest

If a Supervisor or Human Resource Services determines that a Conflict of Interest exists, they will decide a course of action from the following options:

- i.** An individual with a conflict or an appearance of a conflict may be permitted to be involved in the hiring exercise but without participating in the final hiring decision; or
- ii.** The individual with a conflict is replaced on the hiring panel; or
- iii.** Any other remedy deemed appropriate under the circumstances and in line with our Equitable Recruitment Framework