

## ADMINISTRATIVE GUIDELINE

### Title: Teacher Hiring Practices

**Effective Date:** March 31, 2021  
**Responsibility:** Superintendent of Business

The Near North District School Board (“the Board”) recognizes the importance of inspiring our students to excel in learning, succeed in life, and enrich our communities. To achieve this, it is critical to have a well-prepared, qualified, and diverse teacher workforce with the knowledge, skills, and attributes needed to ensure that all students reach their full potential, regardless of their background or social identity.

The Board is committed to fair and transparent teacher hiring policies. Teachers will be hired based on qualifications, merit and the ability to meet the diverse needs of all students.

### 1. Hiring Processes

The Board's hiring processes will include the following inter-dependent components:

#### 1.1 Qualifications and Merit

Teacher qualifications and merit will be assessed in a manner that supports:

- 1.1.1 the qualification requirements set out in Regulation 298, “Operation of Schools – General”;
- 1.1.2 demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment;
- 1.1.3 demonstrated experience providing the best possible program as determined by the hiring committee;
- 1.1.4 demonstrated teaching commitment;
- 1.1.5 experience or time spent in a particular school;
- 1.1.6 suitability for a particular assignment; and
- 1.1.7 additional experiences, skills, backgrounds, life and work experience.

#### 1.2 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 a diverse student body. The Board believes in the positive effect on the educational experience and outcomes of historically under-served students when teachers reflect their identities. All students benefit from having teachers with varying social identities and lived experiences. The Board is committed to achieve a diverse and representative workforce by:

- 1.2.1 ensuring that all employment policies and practices are anti-discriminatory;
- 1.2.2 working to intentionally identify and remove barriers for Indigenous peoples and equity-seeking groups at each stage of the hiring process. This involves examining each part of the process – from setting job requirements and employment conditions to establishing the recruitment, application, screening, interview, and selection

processes so that no stage creates a barrier for candidates.

### 1.3 Employment Mobility

Teachers will have equal opportunity to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified irrespective of where they are currently employed, subject to staffing provisions detailed in collective agreements between the Board and its teacher bargaining units.

### 1.4 Fairness and Transparency

To support a fair and transparent process for candidates, our selection process will be guided by the following:

1.4.1 **Job Postings:** All job postings will include the bona fide or legitimate job requirements and qualifications, while following the requirements outlined in Regulation 298, "Operation of Schools – General". Hiring principals must submit posting requests outlining the requirements and qualifications to Human Resources for review prior to advertising the position.

Selection and Appointment: Teacher hiring decisions will be based on an interview and reference check process as a minimum; however, the Board may provide alternative options for hiring panels to utilize that may include but are not limited to written components or presentations. These selection tools will have criteria for evaluating the performance of the candidates that are related to the positions and performance expectations. The Board will provide training on equitable hiring practices and support to hiring panels to assist in preventing interview and selection bias. Selection criteria will be consistently applied for each individual competition. Interview questions will be relevant to each position and will not include questions related to prohibited grounds as outlined in the Ontario Human Rights Code.

1.4.2 **Interview Panels:** Interview panels will consist of at least two (2) members of school or Board administration. When possible, we encourage the hiring principals to set up demographically diverse hiring panels that draw on the different experiences, skill sets, and educational and professional backgrounds in the board.

1.4.3 **Selection Committee:** Members must declare conflict of interest with respect to any potential candidate.

1.4.4 **Final Approval:** The hiring committee shall submit to Human Resources the name of the recommended candidate. Human Resources will review the hiring package and ensure that due process was followed prior to final approval.

1.4.5 **Disclosure of Information to Teacher Bargaining Units:** Unless otherwise negotiated, teacher bargaining units may contact Human Resources with requests for information related to the teacher hiring process.

### 1.5 Monitoring and Evaluation

The effectiveness of the Board's hiring policy and processes will be monitored and evaluated annually to review effectiveness and make adjustments as necessary.

### 1.6 Feedback to Promote Professional Growth

Upon request, teacher hiring panels will provide feedback to internal applicants to promote overall professional growth. Such feedback will focus on the teacher's 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.

### 1.7 Accommodation Requirements During Teacher Hiring

The Board is committed to providing barrier-free and accessible employment practices in compliance with the Accessibility for Ontarians with Disabilities Act (AODA) and the Ontario Human Rights Code. Applicants requiring accommodation through any stage of the recruitment process should make them known when contacted. Information related to accommodation during the hiring process will be outlined on all teacher job postings. Human Resources will support school administration in determining appropriate accommodations and may require supporting documentation from the applicant to support the accommodation request.

## 2. Effective Practices

The Board will ensure the following effective practices to remove barriers and gaps in teacher hiring. To implement the expectations outlined in this Administrative Guideline the Board will collaborate with stakeholders including school principals and local teachers' federations.

### 2.1 Candidate Selection Practices

#### 2.1.1 Newly Qualified Teachers

The Board recognizes that hiring newly qualified teachers presents:

- an opportunity to introduce new talent and skills to the school system;
- a way to increase diversity and an opportunity to strengthen pathways to the teacher profession and invest in the people who will be the experienced teachers of the future.

The Board is committed to ongoing recruitment and renewal of the teacher workforce and providing career pathways for newly qualified teachers, including those who have been on long-term assignments for a number of years and have not yet secured a permanent position.

### 2.2 Representation

The Board understands that inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or equity-seeking students. Teacher hiring practices will encourage diversity in the school board and will be reflective of the diversity in the province.

### 2.3 Monitoring and Evaluation Practices to Strengthen Accountability

#### 2.3.1 Data Collection

The Board recognizes the importance of the collection of teacher workforce

demographic data as a foundation for well-informed discussions and decision-making about the vision for a diverse and inclusive workplace, as well as the policies, programs, and procedures that will help to achieve that vision.

The Board will utilize quantitative data collection through a voluntary workforce census in helping to identify employment barriers as well as assess diversity in the candidates applying for positions.

#### 2.4 Employment Systems Review (ESR)

The Board will utilize workforce demographic data, to examine its employment systems to assist in identifying barriers for potential candidates which may unfairly impact their chances to succeed. In addition, the Board will undertake to examine the organizational culture for unconscious values, assumptions, and behavioural norms that can disadvantage groups and individuals based on their personal characteristics. The information gathered will be utilized in the development of a Fairness in Employment Plan.

#### 2.5 Creating a Fairness in Employment Plan

The Board will work together with employee representatives and teacher federations to utilize the results of the demographic data collected and Employment Systems Review to develop a Fairness in Employment Plan that includes goals and timelines for closing gaps and removing barriers, including workplace culture and attitudinal barriers to a diverse and inclusive work environment.

The Plan will include specially constructed measures to address the ongoing effects of systemic discrimination.