



POLICIES AND PROCEDURES

POLICY: Hiring Practices (Teachers)

Date Approved: March 23, 2021

Last Reviewed: 2020-2021

Dates of Amendment:

Cross Reference:

Ontario Human Rights Code, 24 (1) (a) *Education Act*, Ontario Regulation 298, “Operation of Schools – General”, *Education Act*, Ontario Regulation 274/12, Hiring Practices, PPM 165 School Board Teacher Hiring Practices, PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, *Municipal Conflict of Interest Act*, OCSB Policy: Hiring Authority, OCSB Policy: Catholicity of Teaching Personnel, [OCSB Policy: Conflict of Interest](#) [OCSB Policy: Equity and Inclusive Schools](#), [OCSB Policy: Safe, Inclusive and Accepting Schools Code of Conduct](#)

DEFINITIONS:

Not applicable.

POLICY:

1. The Ottawa Catholic School Board is committed to building a diverse and qualified teacher workforce which reflects and serves the needs of its students and communities.
2. The OCSB is committed to hiring and promoting qualified individuals, subject to its denominational rights and in accordance with the Ontario Human Rights Code. The application, interview, hiring and promotion of individuals will be based on abilities and qualifications and will be conducted in a fair, consistent and transparent manner, free from discrimination, bias, conflict of interest and nepotism.
3. While ensuring denominational rights, the OCSB will:

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- Ensure that all employment policies and practices are anti-discriminatory;
 - Promote the hiring of employees from under-represented groups;
 - Endeavour to ensure that its workforce is representative of its school community; and
 - Work to intentionally identify and remove barriers for Indigenous and under-represented groups at each stage of the hiring process.
4. The OCSB is committed to supporting and promoting employment mobility for teachers.
 5. The Policy on “Conflict of Interest” details the requirements and expectations for board employees regarding a real, potential, or perceived conflict of interest. More specifically, in relation to this policy, the board shall give due regard through the hiring process to avoid any conflicts of interest, including nepotism.
 6. This policy will be implemented in coordination with other relevant board policies and procedures, such as, but not limited to, those referenced above.
 7. This policy shall be applied in accordance with applicable laws, including the Human Rights Code, and collective agreement obligations. In the event of a conflict between this policy and the terms outlined within legislation/collective agreements, the legislation/collective agreement will prevail.
 8. The OCSB is committed to developing a monitoring and evaluation plan to review the effectiveness of its teacher hiring policy and make adjustments as necessary.

ADMINISTRATIVE PROCEDURES:

1. The Superintendent of Human Resources will ensure that the hiring process is conducted in accordance with the requirements of the appropriate collective agreements, Board policies and applicable legislation.
2. Offers of employment will only be made by the Superintendent of Human Resources or by other appropriate Human Resources Department staff, where formally delegated to do so.
3. Fairness and Transparency

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The Human Resources department will adopt processes and criteria for all aspects of teacher hiring, including for setting job requirements, job postings, recruitment and outreach, the review of applications for employment and the interviewing and selection of candidates, that are consistent, free from discrimination and conflicts of interest and allow for equal opportunity for all applicants.

4. Diversity, Equity and Human Rights

While respecting denominational rights, in order to identify and remove barriers, the OCSB will examine each part of the hiring process (e.g., job requirements, job postings, employment conditions, recruitment, applications screening, interviewing, and selection processes) to ensure that barriers are identified and addressed at any stage.

5. The OCSB acknowledges the importance of supporting renewal in the teacher workforce and will work to provide career pathways for newly qualified teachers.

6. Qualifications and Merit

When assigning or appointing a person to a teaching position, the OCSB will respect the qualifications in O. Reg 298 (Operation of Schools - General) as well as any additional bona fide job requirements and qualifications.

The Board will also take into consideration the following:

- Valuing applicants' demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment;
- 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.
- Valuing applicants' additional experiences, skills, backgrounds, lived and work experience; and
- Responding to school and Board priorities based on clearly defined criteria, including qualifications.

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7. Employment Mobility

To promote employment mobility for teachers, the OCSB will provide equal opportunity to all OCT certified teachers to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified irrespective of where they are currently employed.

8. Job Postings

Prior to appointing or assigning a teacher to a long-term (10 school days or longer) or permanent teaching position, the Board shall ensure that all job postings:

- Include the bona fide job requirements and qualifications, while ensuring adherence to the requirements of O. Reg. 298;
- Are written using unbiased and inclusive language; and
- Clearly state that accommodation needs for an interview will be respected.

The Board will follow established processes and set criteria for internal postings and external postings (e.g., for establishing minimum posting dates).

9. Candidate Selection

After the job posting has closed, appropriate Board staff will:

- Assess all applications, according to the requirements listed in the job posting, and the collective agreement if applicable; and
- Interview teachers who have the required qualifications, where collective agreements allow.

In selecting teachers for interviews, Board staff will, where applicants have demonstrated their ability to meet the mandatory requirements, consider:

- Qualifications and merit;
- Diversity and equity; and
- Experience.

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10. Interviews

When planning and conducting interviews, the Board will:

- Use multiple sources to evaluate candidates (e.g. resumes, cover letters, interviews, references, etc.);
- Apply the same interview and assessment process to all teachers applying for a position, while also taking into account accommodation requirements;
- Ensure structured evaluation criteria and questions are used to prevent selection bias; and
- Where possible, hiring panels should be demographically diverse, include a minimum of one individual who has completed bias-awareness interview training, and include those who have different skill sets and educational and professional backgrounds within the Board.

11. Rights of Unsuccessful Candidates

For LTO positions:

Following a portfolio review, if a teacher is not appointed/assigned to a long-term assignment, the teacher is entitled to request, within (2) weeks of the assignment occurring, an opportunity to discuss the following with a representative of the hiring panel:

- The teacher's portfolio as it relates to the LTO assignment;
- Measures that the teacher could take to enhance their professional qualifications; and
- Other ways to improve the teacher's chances of being successful in a similar review in the future.

For the Occasional Teacher Seniority roster and permanent positions:

Following an interview, if a teacher is not appointed/assigned to the Occasional Teacher Seniority Roster or a permanent position, the teacher is entitled to request, within two (2) weeks of the interview, an opportunity to discuss the following with a representative from the

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hiring panel:

- The teacher's performance during the interview;
- Measures that the teacher could take to enhance their professional qualifications; and
- Other ways to improve the teacher's chances of being successful in a similar interview in the future.

12. Evaluation and monitoring of the Board's teacher hiring practices will be managed through the following:

- Ensure that all policies, procedures, and practices are non-discriminatory while respecting denominational rights;
- Upon completion of a staff census, determine the diversity of its teacher workforce and identify gaps in representation; and
- Utilize the voluntary demographic information from the Board's teacher workforce to provide a foundation to assist the Board in identifying and addressing employment barriers and gaps in representation.

13. The collection of voluntary demographic information from candidates that are applying for positions may be used to assess the diversity in applications received by the Board, as well as to identify any barriers in the hiring process.