

# ADMINISTRATIVE PROCEDURES

**SUBJECT:       TEACHER HIRING PROCESS**

The Lambton Kent District School Board (LKDSB) is committed to student achievement and wellbeing, inclusive diversity, sustainable stewardship and trusting relationships in order to prepare our students for success, now and in the future. To achieve this, it is critical to have a well-prepared and diverse teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.

The purpose of this Administrative Procedure is to provide direction to the LKDSB on the implementation of fair, consistent, and transparent teacher hiring policies and processes that will improve the ability to achieve and maintain a highly-skilled and diverse teacher workforce. The expectations set out in this Administrative Procedure apply to hiring processes that begin after the revocation of Ontario Regulation 274/12: Hiring Practices, on October 29, 2020.

## Expectations for LKDSB Hiring Policies

The Ministry of Education expects all hiring decisions to be made in accordance with the PPM No. 165 and with all applicable laws, including the *Human Rights Code*. In outlining expectations for teacher hiring, this Administrative Procedure upholds the principles mandated in Regulation 298, “Operation of Schools – General”, R.R.O. 1990.

The LKDSB will establish fair, consistent, and transparent practices for all teacher hiring and will include the following components in the teacher hiring process:

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

## Qualifications and Merit

This Administrative Procedure adheres to the qualification requirements set out in Regulation 298, “Operation of Schools – General.” The LKDSB also considers the importance of the following when developing selection and evaluation criteria:

- valuing applicants’ additional experiences, skills, backgrounds, and work experience (e.g., the unique perspectives offered by newly qualified teachers; the ability to speak languages in addition to English or French; professional experiences outside of the classroom; other experiences of well-rounded candidates)
- promoting the hiring of staff from under-represented groups;
- providing the best possible program as determined by the principal, and considering applicants’ demonstrated:
  - teaching commitment;
  - experience or time spent in a particular school;
  - suitability for a particular assignment;

- responding to Board and school needs based on clearly defined criteria, including qualifications.

### **Diversity, Equity, and Human Rights**

Human rights and equity are vital to achieving a diverse and representative teacher workforce to meet needs of an increasingly diverse student body. The LKDSB believes there is a positive effect on the educational experience and outcomes of all students, especially historically under-served students, when teachers are representative of student identities.

The LKDSB is committed to:

- striving to ensure all employment policies, procedures and practices are non-discriminatory;
- working to intentionally identify and remove barriers for historically disadvantaged groups, including Indigenous people, 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.

### **Employment Mobility**

This Administrative Procedure encourages employment mobility by enabling teachers, including those who have relocated from another board, to be eligible to apply for positions for which they are qualified subject to collective agreements.

### **Fairness and Transparency**

To help ensure that candidates are evaluated through a fair and transparent process, this Administrative Procedure includes:

- a conflict of interest disclosure policy as based on the conflict of interest procedure with clear steps to avoid nepotism (see Administrative Procedure A-OP-446-17);
- a process for adherence to the bona fide job requirements and qualifications through the hiring process, while following the requirements outlined in Regulation 298, “Operation of Schools – General”;
- a process and criteria for all aspects of teacher hiring – setting job requirements, postings, outreach and recruitment, application, screening, interview, and selection processes, including the communication of these;
- orientation and communication with applicants;
- processes to promote demographically diverse hiring panels to draw on the different experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source;
- provisions for structured evaluation criteria, questions and tools that prevent interview and selection bias;
- a process for providing interview feedback for candidates, upon request;
- a process for providing accommodation based on needs related to the Human Rights Code; and
- a process for the disclosure of information to the appropriate bargaining units.

### **Monitoring and Evaluation**

The LKDSB will develop a monitoring and evaluation plan to review the effectiveness of this Administrative Procedure and make adjustments as necessary.

This process will:

- assess the skills of our teacher workforce and identify any gaps;
- determine the diversity of our teacher workforce and identify any gaps in representation;
- strive to ensure that all employment policies, procedures, and practices are non-discriminatory.

## Effective Practices

### Candidate Selection Practices

#### Newly Qualified Teachers

The hiring of newly qualified teachers presents:

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

#### Representation

The LKDSB believes that encouraging diversity in the teaching workforce is vital because the workforce should be reflective and representative of the province. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or historically disadvantaged students.

#### Special Programs

The LKDSB may use special programs as part of their hiring and recruitment practices.

The Ontario *Human Rights Code* enables organizations, including school boards, to create temporary special measures, referred to as “special programs”, to address the effects of systemic discrimination. Special programs help to promote substantive equality by creating opportunities for people and groups who face barriers and discrimination. Where people from specific, historically marginalized communities are demonstrably under-represented in a board’s workforce, well-designed special programs can allow boards to preferentially hire people from these communities. Such programs are expressly protected under the Code.

### Monitoring and Evaluation Practices to Strengthen Accountability

#### Data Collection

The LKDSB will collect teacher workforce demographic data, on a voluntary basis, to provide 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.

Fair and equitable teacher hiring practices in the LKDSB will address under-representations in the existing workforce as best identified through voluntary demographic data collection.

The collection and analysis of workforce data of the LKDSB, on a voluntary basis, may provide a foundation to determine how current practices create barriers for potential candidates or otherwise unfairly impact their chances to succeed.

#### Creating an Equitable Employment Plan

The LKDSB is committed to creating equity in the employment plan and will include measures to address the ongoing effects of systemic discrimination.

## **Teacher Hiring Process – Occasional Teacher Roster and Permanent Teachers**

### **Posting**

1. The hiring for the Occasional Teacher Roster begins with the Superintendent of Human Resources determining the timeline for posting. The hiring for permanent teachers begins with the Principal informing both the Superintendent of Human Resources and the Recruitment Officer of the teacher vacancy.
2. The Recruitment Officer prepares the vacancy for posting, in consultation with the Principal and the Superintendent of Human Resources, to determine qualifications and experience that form the foundation of the selection criteria.
3. The Recruitment Officer posts the vacancy in accordance with the applicable Collective Agreement.
4. The Recruitment Officer receives all applications to the respective posting.

### **Shortlisting**

5. The Recruitment Officer develops a shortlist document in consultation with Principal(s) as required.
6. The Principal and/or designate applies the shortlist document to all applications received in order to determine which candidates will be interviewed.

### **Interview Preparation**

7. The Recruitment Officer and the Principal determine the interview date, time, length of each interview, interview location, and Interview Panel.
8. The Principal secures additional Interview Panel member(s) – minimum of two required.
9. The Principal prepares the interview process and questionnaire (minimum of five questions), in consultation with the Recruitment Officer. Question selection will reflect information presented on the position posting or from the approved bank of questions.
10. The Principal, in consultation with the Recruitment Officer, will finalize the scoring for all evaluation criteria, which will include the candidate's cover letter and resume.
11. The Recruitment Officer contacts candidates to set up interviews and relays all pertinent information.

### **Interview Day**

12. The Interview Panel assembles on the day of the interview, usually thirty (30) minutes prior to the first interview, in order to review interview packages and to select a Chair of the Interview Panel.
13. The Chair of the Interview Panel leads the discussion – welcomes the candidate, introduces the Interview Panel members and provides the following information:
  - Informs the candidate of the interview structure, including any applicable rules and the length and number of questions to be asked;
  - Advises that the Interview Panel members will alternate asking questions;
  - Advises that the candidate will be provided an opportunity to ask questions about the position at the end of the interview; and
  - Advises the candidate of the timeline that decisions will be made, and when and how they will be notified, whether successful or unsuccessful.
  - May request a list of references to contact, where required.

14. Individual Interview Panel members record responses on the prepared questionnaire of each candidate being interviewed.
  - Each interviewer will complete the applicant's scoring based on predetermined criteria upon a structured evaluation criteria to prevent interview and selection bias upon the conclusion of the interview;
  - Each interviewer should be prepared to support their score(s);
  - The Interview Panel may develop a set of feedback notes that would assist in the debriefing of applicants.
15. The Interview Panel contacts the Recruitment Officer to suggest the preferred successful candidate for the position.
16. The Principal or designate conducts a verification of data provided by the successful candidate through a reference check.

**Conclusion of Interview Process**

17. The Recruitment Officer confirms the successful candidate(s) based on the interview process scoring and reference checks.
18. Once advised by the Recruitment Officer, the Principal or designate contacts the successful candidate with a job offer.
19. The Recruitment Officer or designate contacts the unsuccessful candidates once the successful candidate accepts.
20. The Recruitment Officer forwards successful candidate information to respective Human Resource staff members for processing.
21. The Recruitment Officer forwards successful candidate information to respective unions.
22. Debriefing opportunities are provided to internal unsuccessful candidates on an individual request basis. These are contingent upon the availability of the Chair of the Interview Panel. Debrief opportunities are not provided to external applicants.
23. The Principal or designate will forward all interview materials to the Recruitment Officer for retention requirements at the conclusion of the interview process.

Implementation Date: October 7, 2021

Revised: December 7, 2021