

<b>Procedure Title</b>	<b>Employee Hiring Practices</b>		
<b>Date of Issue</b>	October 19, 2021	<b>Related Policy</b>	BP 7310-D
<b>Revision Dates</b>	August 24, 2022; November 16, 2022	<b>Related Forms</b>	
<b>Review Date</b>		<b>Originator</b>	Administrative Council
<b>References</b>			
Education Act; Employment Standards Act; Accessibility for Ontarians with Disabilities Act (AODA); Ministry of Education Policy/Program Memorandum (PPM) 165 "Teacher Hiring Practices"; Revoked Ontario Regulation 274/12; Ontario Regulation 298 "Operation of Schools - General"; BP 7520-D "Human Rights"; AP 1430-D "Accessibility Standards for Employment"; BP 1401-D "Conflict of Interest"; BP 6303-D "Equity and Inclusive Education"; and BP 6820-D "Safe and Accepting Schools; Ontario Human Rights Code (OHRC)			

## **1.0 RATIONALE**

- 1.1 Guided by the system expectations outlined in BP 7310-D "Employee Hiring Practices", the following inter-dependent components will form an integral part of the recruitment and hiring process within Bluewater District School Board (BWDSB):
- 1.1.1 qualifications and merit
  - 1.1.2 diversity, equity, and human rights
  - 1.1.3 employment mobility
  - 1.1.4 fairness and transparency – effective practices
  - 1.1.5 monitoring and evaluation

## **2.0 PROCEDURE**

### **2.1 Qualifications and Merit**

- 2.1.1 The qualifications outlined in Ontario Regulation 298 "Operation of Schools – General" are the minimum requirements for teaching position eligibility. The minimum qualifications for other positions within the board will be included within their respective job postings. In addition to these minimum qualifications, as well as any additional bona fide job requirements and qualifications, when assigning or appointing a person to a position Bluewater District School Board will:
- 2.1.1.1 take into consideration an applicant's commitment to Bluewater;
  - 2.1.1.2 value experience or time spent within Bluewater;
  - 2.1.1.3 value applicants' additional experiences, skills, backgrounds, and work experience (e.g., the unique perspectives offered by newly qualified teachers or recent graduates; the ability to speak languages in addition to English or French; professional experience outside of the classroom; other experiences of well-rounded candidates, such as the ability to lead a school choir or orchestra);
  - 2.1.1.4 suitability for a particular assignment;
  - 2.1.1.5 respond to local needs based on clearly defined criteria, including qualifications.

**2.2 Diversity, Equity, and Human Rights**

- 2.2.1 Having a diverse workforce is vital to serve the needs of all students and communities within the board. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in the educational experience and outcomes for excluded or marginalized students.
- 2.2.2 Bluewater District School Board believes that its workforce should be reflective and representative of its school community. In promotion of human rights and equity, and in support of BP 7520-D “Human Rights”, Bluewater District School Board will:
  - 2.2.2.1 ensure that all employment policies and practices are anti-discriminatory; and
  - 2.2.2.2 work 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 (e.g., setting job requirements, employment conditions, recruitment, applications, screening, interviewing, and selection processes) to ensure that no stage creates barriers.

**2.3 Employment Mobility**

- 2.3.1 To enable applicants to exercise employment mobility, Bluewater District School Board will:
  - 2.3.1.1 permit qualified applicants who have relocated from other school boards in Ontario to be granted an interview; and
  - 2.3.1.2 enable all qualified applicants, including those that have relocated from another board, to be eligible to apply for any position for which they are qualified.

**2.4 Fairness and Transparency – Effective Practices**

- 2.4.1 In support of fair and transparent hiring practices for all candidates, Bluewater District School Board will:
  - 2.4.1.1 ensure adherence to the bona fide or “legitimate” job requirements and qualifications through the hiring process, while following the requirements outlined in Regulation 298, “Operation of Schools – General”;
  - 2.4.1.2 follow board policy BP 1401-D “Conflict of Interest”, which provides board employees with clear guidelines relating to conflict of interest, whether actual, potential, or perceived, that may impact the integrity and public image of the board, giving due regard through the hiring process to avoid any conflicts of interest, including nepotism and favouritism;
  - 2.4.1.3 follow recruitment processes that are fair and equitable by ensuring all criteria for recruitment are met, including but not limited to setting job requirements, postings, outreach and recruitment, application, screening, interview, and selection processes, including the communication of these;
  - 2.4.1.4 track and communicate with applicants;
  - 2.4.1.5 strive to achieve demographically diverse hiring panels that draw on the different experiences, skill sets, and educational and professional backgrounds in the board;
  - 2.4.1.6 provide structured evaluation criteria, questions, and tools that prevent interview and selection bias;
  - 2.4.1.7 provide a process for providing constructive interview feedback for candidates, upon request;
  - 2.4.1.8 provide accommodation based on needs related to the Ontario Human Rights Code; and
  - 2.4.1.9 define a process for the disclosure of information to the appropriate bargaining units.

#### 2.4.2 Job Postings

2.4.2.1 Prior to appointing or assigning a candidate to a long-term (longer than 30 school days) or permanent candidate position, the board shall ensure that all job postings are written using unbiased and inclusive language (e.g., avoid the use of gendered descriptors).

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

#### 2.4.3 Candidate Selection

After the job posting has closed, applicable board staff will:

2.4.3.1 assess all applications, according to the requirements listed in the job advertisement; and

2.4.3.2 interview candidates who have the required qualifications.

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

- i. diversity and equity; merit and additional qualifications and experience; and
- ii. early career candidates (the board will maintain a contact list of employment seeking early-career educators).

#### 2.4.4 Interviews

When planning and conducting interviews, the board will:

2.4.4.1 consider using multiple sources and methods to evaluate teachers during the interview process. This may include, for example, an interview, a presentation, or a written component. Candidates will be informed in advance what methods will be used during the interview process; and

2.4.4.2 where possible, arrange an interview panel of two or more members;

#### 2.4.5 Rights of Unsuccessful Candidates

Following an interview, if the candidate is not successful in their application, they are entitled, on request, to have an opportunity to discuss the following with a representative of their interview panel:

2.4.5.1 their performance during the interview;

2.4.5.2 measures that the candidate could take to enhance their professional qualifications; and

2.4.5.3 other ways to improve their chance of being successful in a similar interview in the future.

### 2.5 Monitoring and Evaluation

2.5.1 The collection of voluntary demographic information from the board's current workforce and/or school community may be actioned in order to identify and address under-representations. This information would be used to consider the following questions:

- 2.5.1.1 Does the current workforce reflect the social identities of the student population and region, as well as the diversity of the province?
- 2.5.1.2 What identities, and intersections of identities, should be represented in the workforce in order to help reflect and meet the needs of the school board community and the diversity of the province?
- 2.5.1.3 Are there some under-represented communities whose members are reluctant to self-identify, which makes it necessary to use alternative or supplement approaches to the census?
- 2.5.1.4 Do the board's employment systems create barriers for potential candidates or otherwise unfairly impact their chances to succeed?
- 2.5.1.5 Does the board's organizational culture foster and/or maintain unconscious values, assumptions, and behavioural norms that can disadvantage groups and individuals based on their personal characteristics?
- 2.5.1.6 The collection of voluntary demographic information from candidates that are applying for positions may be used to assess whether there is diversity in applications received by the board, as well as to identify any barriers in the hiring process.