

ADMINISTRATIVE PROCEDURE 420	
SECTION: Personnel and Employee Relations	
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Contact	Human Resources

Administrative Procedure 420 - Teacher Hiring

Background

The District makes it a priority to hire the most capable teachers available, to provide excellence in teaching and create outstanding educational experiences for all our students.

The District is committed to hiring in a fair, consistent, and transparent manner that will improve the ability to achieve and maintain a strong and diverse teacher workforce.

The District pursues these objectives within the limits of responsible financing, within the terms of collective agreements, and in accordance with applicable legislation.

The District strives to have employees reflective of the diversity in our communities.

Definitions

Diversity refers to the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, race, ancestry, place of origin, ethnicity, citizenship, culture, creed, sex, sexual orientation, gender, gender identity, gender expression, age, language, physical and intellectual ability, and socio-economic status.

Equality means treating people the same way, to give everyone equal access to opportunities and benefits in society.

Equity refers to fairness and impartiality. It is a distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.

Hiring refers to the process for selecting teachers for permanent and long-term teaching positions based on qualifications, merit and diversity. The process may include multiple sources and methods and includes, but is not limited to, interviews, additional qualifications, work experience and assignments.

Recruitment refers to the process of advertising, posting, and outreach activities to attract teachers based on the unique needs of RCDSB schools and their communities.

Teacher refers to elementary and secondary permanent and long-term occasional teachers certified by the Ontario College of Teachers (OCT).

Principles

Diversity, Equity, and Human Rights

The promotion and support for the rights of Indigenous peoples and broader human rights in the context of employment as protected under the Ontario Human Rights Code to facilitate equity and inclusion is vital to achieving a diverse and representative workforce that meets the needs of the student body.

The way to achieve an inclusive, diverse and representative workforce is to:

- value, promote and encourage the hiring of staff from under-represented communities;
- ensure all employment policies and practices are non-discriminatory; and,
- work to intentionally identify and remove barriers for marginalized communities at each stage of the hiring process.

Qualifications and Merit

Although hiring policies must adhere to the qualification requirements set out in the applicable Regulation (eg. Regulation 298, “Operation of Schools – General”), the District recognizes the importance of the following when developing its selection and evaluation criteria:

- 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;
- considering applicant’s demonstrated:
 - teaching commitment;
 - experience or time spent in a particular school; and
 - suitability for a particular assignment.
- valuing applicants’ additional experiences, skills, backgrounds and commitment to lifelong learning;
- promoting the hiring of staff from underrepresented groups;
- responding to District and school priorities based on clearly defined criteria, including qualifications, by the principal in consultation with human resources staff.

Employment Mobility

The teacher hiring process will address employment mobility by providing equal opportunity to qualified teachers who have relocated from other school boards in Ontario to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified.

New Teachers

The District recognizes the importance of supporting the renewal in the teacher workforce and providing pathways for newly qualified teachers. The hiring of newly qualified teachers presents:

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

Fairness and Transparency

In recognition of its commitment to accountability as a fair, equitable and inclusive employer, the District will implement and sustain the following mechanisms to help

ensure that candidates are evaluated through a fair and transparent process:

- a conflict of interest procedure;
- bona fide (or “legitimate”) job requirements and qualifications, while following the requirements as outlined in applicable Regulation;
- where possible, diverse hiring panels to draw on the different experiences, skill sets, and educational and professional backgrounds in the District; and,
- objective evaluation criteria.

Monitoring and Evaluation

In further demonstration of its accountability to employment equity principles and guided by its obligations under the Ontario Human Rights Code, the District will monitor, evaluate and review the effectiveness of its hiring policy on a regular basis.

This evaluation process will include:

- assessing the skills of the teacher workforce and identifying any gaps;
- determining the diversity of the workforce and identifying any gaps in representation;
- developing and implementing an appropriate strategy to support the enhancement of diverse representation across all levels of the workforce once gaps are identified; and,
- ensuring all employment systems, policies, procedures, and practices are non-discriminatory.

Special Programs

The Ontario Human Rights Code enables organizations to develop and implement programs to help members from historically disadvantaged groups which have experienced hardship, economic disadvantage, inequality, or discrimination. Such programs strive to achieve substantive equity by creating opportunities for people and groups who face disadvantage and discrimination. Where the District determines that specific marginalized communities are demonstrably under-represented within the District’s workforce, the District will consider implementing special programs to assist in creating employment opportunities for under-represented groups within our community. Such programs are expressly protected under the Code.

Procedure

In collaboration with the Human Resources Department, to ensure adherence to existing legislation and collective agreements, school administrators shall adhere to the following:

1. Teacher vacancies will be determined by the principal according to the staffing allocations in the Education Act and staffing and redundancy procedures under the appropriate collective agreement. Following consultation with the Human Resources Department, procedures will be determined to implement:
 - a. arrangements for posting and/or advertising;
 - b. the receipt and screening of applications; and,
 - c. the establishment of the interviewing team.
2. All teaching positions which are vacant shall be advertised electronically in keeping with the timelines required by collective agreements. Additional forms of advertising may be used for external postings, when necessary.
3. Teacher hiring in the District shall be conducted by a panel of two or more administrators and/or human resources staff. No teacher may be hired by any one

individual. Normally, the principal of the school will be the Chair of the hiring panel.

4. No employee of the District shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship. The employee must follow AP-454 Conflict of Interest which requires them to immediately disclose a relationship with any applicants and recuse themselves from the entire selection process. In addition, no member of the panel may be in a relationship with another member of the panel. For the purpose of this procedure, "relationship" means any relationship of the employee to persons of:
 - a. their family whether related by blood, adoption, marriage, or common-law relationship;
 - b. an intimate and/or financial nature during the preceding five years; or
 - c. past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.
5. A consistent structure must be used for each applicant in a selection process. Multiple sources and methods to evaluate teachers is recommended, for example, a presentation or written component in addition to the interview. A scoring rubric shall be prepared in advance of the selection process. All applicants must be asked the same questions and scored on the same rubric to ensure a fair and equitable process. All responses and scores will be documented by each member of the panel and retained for a period of 6 months.
6. The Principal (or designate from the hiring panel or HR) will conduct and document reference checks before hiring. When a hiring decision has been made by the team and approved by the Director or designate, the principal or designate shall inform the other applicants interviewed and shall provide the Human Resources Department with the name and address of the applicant recommended for hire and the position on the designated HR form. The status of the successful candidate, as a teacher new to the profession, or new to the District, shall be determined based upon the requirements of the Education Act.
7. Unsuccessful internal applicants who were interviewed are entitled, on request, to contact the person or panel that conducted the interview to discuss:
 - a. Their performance during the interview;
 - b. Measures they could take to enhance their professional qualifications; and
 - c. Other ways to improve their chance of being successful in a similar interview in the future.
8. Normally, interviews will take place in person or virtually in Renfrew County. In special circumstances, the Superintendent of Employee Services or designate may authorize a hiring panel to conduct interviews outside the county.
9. Where there may be a deviation between this procedure and a collective agreement, the relevant collective agreement shall prevail (as per Administrative Procedure 407).

Legal References:

Education Act S. 170.1; S. 170.2; S. 277.29
United Nations Declaration on the Rights of Indigenous Rights (UNDRIP)
Ontario Human Rights Code
The Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Integrated Accessibility Standards Regulation 191/11
Policy/Program Memorandum No. 165- School Board Hiring Practices

Board References:

Administrative Procedure 452 – Equity and Inclusive Education
Administrative Procedure 454 - Conflict of Interest (DRAFT)
Administrative Procedure 407 - Relationships of Procedures to Collective Agreements

Procedure History

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