



**MOOSONEE DISTRICT
SCHOOL AREA BOARD**

| ADMINISTRATIVE PROCEDURE HUMAN RESOURCES: NO. 408 | |
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| Effective | March 31, 2021 |
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HIRING PRACTICES (TEACHERS)

PURPOSE

This administrative procedure supports Moosonee District School Area Board Policy GOV-07-0 Equity and Inclusive Education and Board Policy GOV-07-1 Accessibility Standards. Additional support for the principles of equity is found in Moosonee District School Area Board Administrative Procedure 405 Staff Recruitment and Selection.

The Board is committed to recruiting and employing well-qualified teachers who will promote student achievement and well-being. The Board is also committed to hiring teachers with diverse backgrounds and experiences in order to provide rich learning experiences and reflect the needs of the community.

This procedure provides direction for fair and transparent hiring practices.

PROCEDURES

1. Guiding Principles

1.1 All decisions about teacher hiring will support the following guiding principles as set out in Policy/Program Memorandum No. 165 School Board Teacher Hiring Practices.

- diversity, equity, and human rights
- qualifications and merit
- employment mobility
- fairness and transparency
- monitoring and evaluation
- avoidance of conflict of interest.

1.2 This administrative procedure shall be applied in accordance with applicable laws, including the Ontario Human Rights Code, and collective agreement obligations. In the event of a conflict between this procedure and the terms outlined within legislation or a collective agreement, the legislation or collective agreement will prevail.

1.3 Any appointment or assignment of a person to a teaching position within the Board shall be made with due regard for the provision of the best possible program as determined by the principal, and the safety and well-being of students, as set out in Ontario Regulation 298 Operation of Schools. Any assignment shall be made in accordance with the qualifications recorded on the teacher's certificate of qualification and registration.

2. Diversity, Equity, and Human Rights

- 2.1 Having a diverse teaching workforce is important in serving the needs of all students and in reflecting the makeup of the community. Inequitable representation of historically disadvantaged groups on staff can lead to inequities in the educational experience and outcomes for excluded or marginalized students.
- 2.2 The Board will ensure that all employment practices are non-discriminatory and will seek to identify and remove barriers for marginalized groups at each stage of the hiring process. This involves examining each part of the process: setting job requirements, employment conditions, recruitment, applications, screening, interviewing, and selection processes. The object is to ensure that there are no barriers for under-represented backgrounds created at any stage.
- 2.3 Detailed guidelines for the interview process, as well as directives from the Ontario Human Rights Commission, are set out in Administrative Procedure 405 Staff Recruitment and Selection.
- 2.4 An equity and accommodation statement will appear on all job postings for teachers as set out in Policy/Program Memorandum No. 165. Examples are as follows:
 - The Moosonee District School Area Board is committed to equity and inclusion in the recruitment and hiring of qualified staff who reflect the diversity of residents in the province of Ontario. We encourage submissions from candidates who represent the various dimensions of diversity.
 - The Moosonee District School Area Board is committed to providing barrier-free and accessible employment practices in compliance with the Accessibility for Ontarians with Disabilities Act. Should you require accommodation through any stage of the recruitment process, please make this known when contacted.
- 2.5 To the greatest degree possible, the Board will seek to ensure diversity on hiring panels to include individuals who have the knowledge and experience, including lived experience, to reflect the needs and interest of communities in the school that have been historically under-represented in decision-making, as well as those who have different educational and professional backgrounds.
3. **Qualifications and Merit**
 - 3.1 The qualifications outlined in Ontario Regulation 298 are the minimum requirements for eligibility for a teaching position. In addition to these minimum qualifications, the Board may establish further job requirements and qualifications. It is critical that these qualification and experience requirements are explicitly linked to the duties and responsibilities of the advertised position.
 - 3.2 To maintain fair hiring practices and promote diversity, it is important for the Board to also value the applicants' additional experiences, skills, backgrounds, and work experience. Some examples of additional experiences include the perspectives offered by newly qualified teachers, the ability to speak languages in addition to English or French, professional experience outside of the classroom, and the ability to lead a school choir or sports activity.
 - 3.3 The hiring process will promote the hiring of staff from under-represented groups if the applicant can provide the best possible program, as demonstrated by the individual's teaching commitment, experience or time spent in a particular school environment, and suitability for a particular assignment.

4. Employment Mobility

To enable teachers to exercise employment mobility, the Board will interview qualified teachers who have moved from other school boards in Ontario, and enable all teachers to be eligible to apply for any position (i.e., occasional, long-term occasional, or permanent) for which they are qualified.

5. Fairness and Transparency

- 5.1 The Board will take clear steps to avoid nepotism and other conflicts of interest.
- 5.2 The Board may place an applicant on the Long-Term Occasional teacher's list without an interview upon submission of an occasional teacher's successful performance appraisal.
- 5.3 The Board shall ensure that all job postings include the job requirements and qualifications, and are written using unbiased and inclusive language (e.g., avoiding the use of gendered descriptors). The posting shall clearly state that accommodation needs for an interview will be respected. [See subsection 2.4 above.]
- 5.4 After the job posting has closed, applicable staff members will assess all applications, according to the requirements listed in the job advertisement, and interview teachers who have the required qualifications.
- 5.5 In selecting teachers for interviews, the staff will, where applicants have demonstrated their ability to meet the mandatory requirements, consider diversity and equity, merit and additional qualifications and experience, and early career educators.
- 5.6 When planning and conducting interviews, the board will 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.
- 5.7 The staff will arrange an interview panel as set out in Administrative Procedure 405 Staff Recruitment and Selection, and apply the same interview and assessment process to all teachers applying for a position, taking accommodation requirements into consideration. Structured evaluation criteria and questions will be used to prevent selection bias.
- 5.8 To the greatest degree possible, the staff will seek to ensure diversity on teacher hiring panels to include individuals who have the knowledge and experience, including lived experience, to reflect the needs and interest of communities in the school that have been historically under-represented in decision-making.

6. Learning Opportunities

- 6.1 Following an interview, if a teacher is not placed on the long-term occasional teachers list or appointed/assigned to a long-term assignment or a permanent position, the teacher is entitled, on request, to have an opportunity to discuss the following with a representative of their interview panel.
- 6.2 The discussion will include the teacher's performance during the interview and measures that the teacher could take to enhance his or her professional qualifications. The unsuccessful applicants will be given an opportunity to discuss ways to improve their chance of being successful in a similar interview in the future.

7. Monitoring and Evaluation

- 7.1 Board administrators will regularly evaluate and monitor teacher hiring practices. They will also consider the diversity of the teaching staff and identify gaps in representation, ensuring that all policies, procedures, and practices are non-discriminatory.
- 7.2 Administrators will consider if the current teacher workforce reflects the social identities of the student population and region. They will consider if the Board’s employment systems create barriers for potential candidates or otherwise unfairly impact their chances to succeed. They will discuss whether or not the organizational culture fosters and/or maintains unconscious values, assumptions, and behavioural norms that can disadvantage individuals and groups.

8. Conflict of Interest

- 8.1 The Board shall give due regard through the hiring process to avoid any conflicts of interest, including nepotism and favoritism.
- 8.2 In this section, “relationship” means any relationship of the employee to persons of:
- their family whether related by blood, adoption, marriage, or common-law relationship;
 - an intimate and/or financial nature during the preceding five years; or
 - past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.
- 8.3 No employee of the Board shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship.
- 8.4 Where the person with whom the employee has the relationship is one of multiple applicants or candidates in a competitive hiring process, the employee shall not participate in, or influence the outcome of, any aspect of that hiring process.
- 8.5 A conflict of interest includes acceptance by an employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with the Board:
- a) a person, group, or entity that has dealings with the Board;
 - b) a person, group, or entity to whom the employee provides services in the course of their duties to the Board; and/or
 - c) a person, group, or entity that seeks to do business with the Board.

An employee who is offered a gift in the circumstances described above shall notify their supervisor in writing.

- 8.6 Where an employee's duties would otherwise require them do something that is or may be prohibited by this section, the employee shall, immediately upon being made aware of the conflict of interest, disclose the nature and extent of the conflict to their supervisor. If the supervisor determines that a prohibition in this section applies, the supervisor shall then assign these duties to another person who does not have a conflict of interest, and shall give any further direction to the employee that the supervisor considers necessary to protect the integrity of the hiring process. [PPM No. 165 School Board Teacher Hiring Practices]

REFERENCE DOCUMENTS

Legal:

Ontario College of Teachers Act
Ontario Regulation 176/00 Teachers' Qualifications
Ontario Regulation 298 Operation of Schools-General
Ontario Regulation 521/01 Collection of Personal Information
Regulation Made Under the Teaching Profession Act, subsection 18 (1)
Policy/Program Memorandum No. 165: School Board Teacher Hiring Practices
Ontario Human Rights Code
Ontarians with Disabilities Act, 2001 (ODA)
Accessibility for Ontarians with Disabilities Act
Occupational Health and Safety Act
Municipal Freedom of Information and Protection of Privacy Act

Board:

Board Policy GOV-03 Role of the Corporate Board
Board Policy GOV-04 Role of the Supervisory Officer
Board Policy GOV-05 Delegation of Authority
Board Policy GOV-07-0 Equity and Inclusive Education
Board Policy GOV-07-1 Accessibility Standards
Administrative Procedure 405 Staff Recruitment and Selection
Administrative Procedure 415 Employment Equity
Administrative Procedure 417 Workplace Accommodation
Administrative Procedure 455 Job Description Review
Board Collective Agreements