

<b>BOARD ADMINISTRATIVE PROCEDURE</b>	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
<b>Recruitment and Promotion – Teachers</b>	<b>(NEW) 404</b>
<i>Directional Policy</i>	
400 – Recruitment, Talent Development, Leadership & Succession Planning	

**TITLE OF ADMINISTRATIVE PROCEDURE:**

Recruitment and Promotion - Teachers

**DATE APPROVED:** February, 2021

**PROJECTED REVIEW DATE:** February, 2022

**DIRECTIONAL POLICY ALIGNMENT:**

In order to prepare our students for success, now and in the future, it is critical to have a well-prepared, diverse and qualified teacher workforce.

This Administrative Procedure aligns with the Recruitment, Talent Development, Leadership and Succession Planning Directional Policy. The Recruitment, Talent Development, Leadership and Succession Planning Directional Policy recognizes the value of our partnership with board employees as we strive together to support our vision for Achieving Excellence in Catholic Education LEARN • LEAD • SERVE. Employee relations are enhanced by ensuring fair, consistent, and transparent teacher hiring processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce.

**ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:**

The Recruitment and Promotion - Teachers Administrative Procedure supports our Vision for Achieving Excellence in Catholic Education LEARN • LEAD • SERVE.

This Vision calls the Board to these Strategic Priorities:



# Strategic Priorities 2017-2020

## Vision

Achieving Excellence in Catholic Education  
LEARN • LEAD • SERVE

## Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

### LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

### LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

### SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

These strategic priorities guide our commitment to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and creating an environment that is fair and inclusive and promotes respectful treatment of all people.

## ACTION REQUIRED:

PVNCCDSB staffing is undertaken in accordance with: the Ontario Human Rights Code; school district collective agreements, and the Education Act and all applicable regulations thereunder, including, but not limited to, Ontario Regulation 298: Operation of Schools.

### 1. Fair and Non-Discriminatory Hiring Practices:

1.1.1. PVNCCDSB is committed to ethical, fair, and transparent hiring practices that focus on bona fide job requirements. Teacher candidate selection is based on a combination of their teaching qualifications, any additional experiences or skills they bring to the role, and differentiated evaluation criteria in a variety of different formats.

- 1.2. As permitted under Section 24(1) of the Ontario Human Rights Code, preference shall be given to Catholic applicants when filling teaching positions. PVNCCDSB recognizes that any form of discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code. PVNCCDSB recognizes that discrimination and prejudice, can be related to the following: citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex/pregnancy, family status, marital status, sexual orientation, gender identity, gender expression, receipt of public assistance (in housing), and record of offences (in employment).
- 1.3. PVNCCDSB strives to ensure that all employment policies and practices are non-discriminatory, and is committed to the identification and removal of barriers for candidates from Indigenous and equity-seeking backgrounds to enter the teaching profession, within the context of the denominational rights of Catholic school districts.
- 1.4. PVNCCDSB is committed to a fair hiring process, which is free from any bias and/or conflict of interest. PVNCCDSB prioritizes and establishes, as available, diverse hiring and selection panels.
- 1.5. Job Advertisements - Prior to appointing or assigning a teacher to a long-term (longer than 30 school days) or permanent teaching position, job advertisements shall:
  - include the bona fide job requirements and qualifications, while following the requirements as outlined in R.R.O. 1990, Reg. 298 (Operation of Schools – General);
  - use unbiased and inclusive language (e.g. avoid gendered descriptors)
  - clearly state that accommodation needs for an interview will be provided.
- 1.6. Candidate Selection - where permitted, PVNCCDSB shall ensure teachers are selected for interviews based on the following criteria:
  - diversity and equity;
  - merit and additional qualifications and experience; and
  - early-career educators (someone who completed an initial teacher education program within the last five years).

1.7. Interviews - Multiple sources and methods to evaluate teachers during the interview process may be used. Teachers will be informed ahead of time what methods will be used during the interview process.

1.7.1. Interviews, where possible, will include a diverse panel of at least two (2) members. Where possible, ensure diversity on hiring panels to include individuals who have the knowledge and experience, including lived experience, to reflect the needs and interests of communities in the school that have been historically under-represented in decision-making

1.7.2. Interviews and assessment processes will be applied consistently to all teachers applying for a position taking into account accommodation requirements.

## 2. Qualifications and Merit

- In assigning or appointing a person to a teaching position (e.g., daily supply, occasional, long-term occasional, permanent) PVNCCDSB will:
  - Consider merit to include formal qualifications and credentials as well as professional skills and aptitudes demonstrated through a fair and transparent hiring process.
  - Require hiring panels to review additional qualifications, including lived experiences, skill sets, backgrounds and varied work experience that may be considered valuable to the position
  - Maintain due regard for the provision of the best possible program as determined by the principal, throughout the hiring process, with evidence of:
    - teaching commitment to students;
    - experience/time spent in a particular school;
    - suitability for a particular assignment; and
    - responsiveness to local needs based on clearly-defined criteria including qualifications.

## 3. Diversity and Equity

PVNCCDSB recognizes that diversity is vital to serving the needs of all students and communities within the board. PVNCCDSB will consider equity and diversity in the interview and hiring process as outlined in section 1 of this administrative procedure.

PVNCCDSB will consider whether Special Programs under the Ontario Human Rights Code may be implemented to address the effects of systemic discrimination on identified groups based on Code grounds.

#### 4. Teacher Mobility

To better enable teachers to exercise mobility between positions, PVNCCDSB shall grant an interview to a relocating permanent teacher who applies to be placed on the occasional teacher seniority roster if that teacher is currently or has been employed by a public-school board in Ontario within the last calendar year and can provide a pastoral reference.

#### 5. Early Career Educators

PVNCCDSB will ensure early-career educators are considered for interviews as outlined in section 1 of this administrative procedure.

#### 6. Conflict of Interest

6.1. PVNCCDSB is committed to a fair and transparent hiring process and shall give due regard to avoid any conflicts of interest, including nepotism and favouritism.

6.2. Prior to holding any interviews, panels are provided with a list of applicants to determine if a conflict of interest exists.

6.3. For the purposes of this administrative procedure, “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.

6.4. No employee of PVNCCDSB shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship.

6.5. 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.

- 6.6. Where a conflict of interest as identified in the preceding sections occurs, the employee shall immediately disclose the nature and extent of the conflict to the Superintendent of Human Resources or designate. If the Superintendent of Human Resources or designate determines that a conflict of interest exists, they shall assign these duties to another person who does not have a conflict of interest, and shall give any further direction to the employee considered necessary to protect the integrity of the hiring process.
- 6.7. Where possible, no family and/or relatives shall work together in a supervisory relationship, either in a subordinate or supervisory role to each other. It is the responsibility of employees to declare a conflict to their supervisor and/or Human Resource Services when a family relationship develops that places them in a supervisory relationship.
- 6.8. Where a transfer of an employee results in a conflict or potential conflict, Board Administrative Procedure 510 - Conflicts of Interest will be applied.

## 7. Teaching Positions

### 7.1. All teachers must:

- be members in good standing with the Ontario College of Teachers;
- have a working knowledge of the Ontario Catholic Graduate Expectations, Ontario Catholic Leadership Framework, Ethical Standards for the Teaching Profession, The Standards of Practice for the Teaching Profession, and the Professional Learning Framework;
- be practising Roman Catholics whose lives exemplify the philosophy of Catholic education;
- demonstrate dedication to Catholic education - a continuing desire and effort to develop and foster in staff and students a Christian community based on the Catholic Faith;
- be current in their understanding of research, integrating technology and best instructional practices;
- be committed to on-going professional learning;
- obtain Religious Education, Part 1 Additional Qualifications within two years of being hired permanently.

### 7.2. Religious Education - Additional Qualifications

The Board is committed to faith development of its students and therefore recognizes the need for all statutory teachers to be qualified in the area of Religion Education. Teaching staff entering the employ of the Board are required

to obtain the Additional Qualification – Religious Education Part 1 – within two years of permanent employment. Teachers with Religion or Religious Studies subject on their Ontario Teaching Certificates have met the requirement.

- 7.3. Consultants, Curriculum Chairs, and centrally assigned teachers are required to possess the minimum Religious Education Part 1 AQ to qualify for postings. Consultants, and Curriculum Chairs responsible for the subject umbrella of Religious Education and Family Life, shall be practicing Roman Catholics who hold an Honours Specialist or Three Part Specialist in Religious Education. Occasional teachers are encouraged to obtain Religious Education Part 1 early in their teaching careers.
- 7.4. Human Resource Services will monitor teacher qualifications. Failure to meet the requirement within two years of permanent hire with the Board will result in notification to the teacher that he/she has failed to comply. Teachers will be required to sign a 'statement of intent' indicating a date when the requirement will be fulfilled. Any teacher who does not obtain the Religious Education Part 1 by the date indicated in his/her statement of intent will be required to meet with his/her superintendent.
- 7.5. All applicants shall submit the required documentation on the Apply to Education web site, accessible through the Careers section of the Board's web site.

The following documents are required:

- Resume
  - Cover Letter
  - Pastoral Reference - a completed Catholic Parish Priest Reference Form, confirming that you are a practicing Roman Catholic, which has been issued within the past 12 months
  - Reference Names & Contact Information
  - Ontario College of Teachers Certificate of Qualification – most current
  - Education Records – Certificates/Diplomas/Degrees/Transcripts can be uploaded as received
- 7.6. Recruitment and selection of teachers involves the following stages whereby the candidates are assessed on different aspects of their teaching skills and abilities:
- Online application with documents as listed above;

- Pre-interview assessment which may include case-studies, written assignments, demonstrations, group or individual activities, simulations, or other processes as determined by Human Resource Services;
- Panel interview;
- Reference checks;
- Offer of employment for successful candidates;
- To the extent that applicable legislation provides different hiring practices than the list set out above, such legislation shall prevail.

7.7. In order to support system needs, hiring for French teaching positions will have additional requirements such as, but not limited to, written and/or oral language assessment.

7.8. After exhausting the application process, in exceptional circumstances where the Board is unable to fill a vacancy with a Roman Catholic teacher, such as in a specialized program area, the Board reserves the right to hire a non- Catholic teacher.

## 8. CASA & Itinerant Teachers (ESL, Safe Schools, Special Education, SWST)

8.1. Recruitment and selection of candidates for itinerant teaching positions will be conducted in accordance with the OECTA Collective Agreement and the selection process outlined below.

8.2. In addition to the criteria listed for Teachers, candidates for Consultant Positions will be required to:

- Have Additional Qualifications specific to the position posted;
- Have five years successful teaching experience in a minimum of two divisions;
- Demonstrate dedication to Catholic education - a continuing desire and effort to develop and foster in staff and students a Christian community based on the Catholic Faith;
- Demonstrate an understanding of Ministry of Education priorities.

8.3. The recruitment and promotion process for CASA and Itinerant Teacher positions shall be as follows:

- Resume, cover letter and portfolio submission;
- Reference checks;
- Panel interview;
- Successful candidates will be placed in an available position.



9. Consultant Positions – Curriculum, Student Success, Safe Schools and Special Education

9.1. Recruitment and selection of candidates for Consultant positions will be conducted in accordance with the OECTA Collective Agreement and the selection process outlined below.

9.2. In addition to the criteria listed for Teachers, candidates for Consultant Positions will be required to:

- Demonstrate dedication to Catholic education - a continuing desire and effort to develop and foster in staff and students a Christian community based on the Catholic Faith;
- Demonstrate classroom excellence as indicated through performance appraisals;
- Have a minimum of five years of successful teaching in the province of Ontario;
- Hold a Specialist or Honours Specialist Certification within subject discipline;
- Have extensive experience and theoretical knowledge in their field of instruction and assessment;
- Have school-based leadership experience;
- Understand the principles of adult learning, collaboration, facilitation and effective presentations.

9.3. The recruitment and promotion process for Consultant positions shall be as follows:

- Resume, cover letter and portfolio submission;
- Reference checks;
- Panel interview;
- Successful candidates will be placed in an available position.

10. Secondary Positions of Responsibility (Curriculum Chairs)

10.1. Recruitment and selection of candidates for Secondary Curriculum Chairs will be conducted in accordance with the OECTA Collective Agreement and the selection process outlined below.

10.2. In addition to the criteria listed for Teachers, candidates for Curriculum Chair Positions will be required to:

- Have a minimum of five years of successful teaching in the province of Ontario;

- Have Intermediate/Senior division qualifications;
- Hold a Specialist or Honours Specialist Certification within one or more of the subject disciplines;
- Have Religious Education, Part 1;
- Demonstrate dedication to Catholic education - a continuing desire and effort to develop and foster in staff and students a Christian community based on the Catholic Faith;
- Have strong experience and theoretical knowledge in their field of instruction and assessment;
- Have school-based or system-based leadership experience.

10.3. The recruitment and promotion process for Curriculum Chair positions shall be as follows:

- Online application, resume and cover letter;
- Interview and sharing of most recent Teacher Performance Appraisal;
- Reference checks;
- Successful candidates will be placed in an available position.

## 11. Monitoring

PVNCCDSB is committed to monitoring and evaluating the effectiveness of this administrative procedure and to making adjustments as necessary.

## **RESPONSIBILITIES:**

### **The Board of Trustees is responsible for:**

- Ensuring alignment with the Recruitment, Talent Development, Leadership & Succession Planning Directional Policy;
- Reviewing this Administrative Procedure as part of its regular policy and procedures review cycle.

### **The Director of Education is responsible for:**

- Implementing and operationalizing this Administrative Procedure through the allocation of staff and resources;
- Ensuring compliance with this Administrative Procedure.

### **Superintendent of Human Resource Services is responsible for:**

- Supporting the strategic implementation of this Administrative Procedure;

- Ensuring the development and implementation of hiring and promotional practices;
- Ensuring practices outlined in this Administrative Procedure are reviewed on an ongoing basis;
- Ensuring that practices outlined in this Administrative Procedure are consistent with legislative requirements and the terms of the Collective Agreements;
- Ensuring that processes outlined in this Administrative Procedure are fair, equitable and transparent;
- Ensuring Human Resource Services is provided with the knowledge and resources to understand and support this Administrative Procedure.

**Superintendents are responsible for:**

- Supporting the strategic implementation of this Administrative Procedure;
- Ensuring that hiring and promotion practices are consistent with this Administrative Procedure, legislative requirements and the terms of the Collective Agreements;

**Principals and Vice-Principals are responsible for:**

- Supporting the selection process by participating in interviews;
- Providing feedback to unsuccessful candidates;
- Supporting the recruitment process by providing resources and professional development opportunities for staff members who are considering future career opportunities.

**Human Resource Services is responsible for:**

- Ensuring that teacher recruitment and promotion processes are fair, equitable and transparent and evolve to reflect best practices;
- Effectively communicating teacher recruitment and promotion processes to all internal and external candidates;
- Conducting hiring and selection processes in accordance with collective agreements, applicable legislation and the required process for the applicable employee groups;
- Preparing job posting with specific requirement criteria;
- Coordinating advertising of job postings with the communications department;
- Screening and interviewing applicants;
- Providing written notice of results of interviews to candidates who have been interviewed;
- Presenting job offers (including salary, benefits, start date, probationary period);
- Onboarding new employees and providing a Board orientation session;
- Providing opportunities for developmental feedback for internal candidates;

- Adhering to the appropriate recruitment practices as outlined in this Administrative Procedure;
- Facilitating requests for accommodation in accordance with the Board's Accessibility policy and procedures;
- Understanding and demonstrating the principles of equitable and inclusive hiring practices.

**Staff are responsible for:**

- Declaring a conflict of interest as outlined in this Administrative Procedure.
- Making themselves aware of recruitment and promotion processes;
- Seeking the appropriate qualifications and experience;
- Submitting all required documentation as outlined in the job posting;
- Notifying Human Resource Services of any accommodation requirements;
- Providing accurate information and understanding that falsifying information may lead to termination.

**PROGRESS INDICATORS:**

- Teacher hiring processes adhere to elements listed in this Administrative Procedure.

**DEFINITIONS:**

CONFLICT OF INTEREST – a potential, apparent, or actual conflict where an Employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the Employee's responsibility to the Board, or with the Employee's participation in any recommendation or decision pertaining to teacher hiring within the Board.

DISABILITY – As Defined by the Human Rights Code – Section 10 (1):

- any degree of physical disability, infirmity, malformation, or disfigurement that is caused by bodily injury, birth defect, or illness, and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury
- any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impairment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device
- a condition of mental impairment or a developmental disability

- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
- a mental disorder
- an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997: ("handicap")

#### DISCRIMINATION

- Unjust or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other, similar factors.
- Discrimination, whether intentional or unintentional, has the effect of having a harmful impact on others, and of preventing or limiting access to opportunities, benefits or advantages that are available to other members of society.
- Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

EXTERNAL ACTIVITY – any activity of an employee outside the scope of her/his employment with the PVNCCDSB undertaken as part of a commercial or volunteer enterprise.

RELATIONSHIP – any relationship of the Employee to persons of his or her immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

SUPERVISOR – means the person to whom an employee reports

EARLY-CAREER EDUCATOR – someone who completed an initial teacher education program within the last five years

#### REFERENCES:

- PPM School Board Teacher Hiring Practices
- Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11
- Conflict of Interest Administrative Procedure 510
- Education Act, S.O. 2000, c.41

- R.R.O. 1990, Reg. 298: Operation of Schools - General
- Pay Equity Act, R.S.O. 1990, c. P.7
- Human Rights Code, R.S.O. 1990, c. H.19
- <http://www.ohrc.on.ca/en/your-guide-special-programs-and-human-rights-code>
- Employment Standards Act, 2000, S.O. 2000, c. 41 Ontario
- Ontario Catholic Leadership Framework
- PVNCCDSB OECTA Collective Agreement
- PVNCCDSB OECTA Occasional Teachers Collective Agreement

**RELATED DOCUMENTS:**

- Recruitment and Promotion Administrative Procedure 404