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As a teaching and learning organization, the Algoma District School Board is committed to hiring the best people, with the necessary knowledge, skills and character, to fulfill its mission, to support its students and operations and to help Ontario's students and future workforce be prepared for success now and in the future.

As an equal opportunity employer, staffing processes shall adhere to the Ontario Human Rights Code such that they are fair, objective, consistent, non-discriminatory, transparent and ensure that hiring decisions are based on merit. Once a decision to hire is made, procedures must be followed to ensure that the best qualified candidate(s) is/are hired in the most effective and efficient manner.

This Policy is intended to facilitate Employees' ability to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of Employees, while fulfilling their responsibilities to hire personnel to the School Board.

SECTION 1: HIRING OF TEACHING STAFF

As noted, once a decision to hire is made, procedures must be followed to ensure that the best qualified candidate(s) is/are hired in the most effective and efficient manner, which, for teacher positions, includes the principles mandated in Regulation 298, “Operation of Schools – General,” R.R.O., 1990, including those related to providing the best possible education program for students and ensuring their safety and well-being.

When hiring teachers, the following five components **must** be included:

i. Qualifications and Merit

In addition to adhering to the qualification requirements set out in *Regulation 298, “Operation of School – General,”* the following considerations shall also be relied upon when developing selection and evaluation criteria:

- i) valuing the applicant’s 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, and considering the applicant’s demonstrated:
 - a. teaching commitment;
 - b. experience or time spent in a particular school; and
 - c. suitability for a particular assignment.
- ii) valuing the applicant’s additional experiences, skills, backgrounds, lived and work experience;
- iii) responding to school and board priorities based on clearly defined criteria, including qualifications.

ii. Diversity, Equity and Human Rights

Research demonstrates that all students benefit from having teachers with varying social identities and lived experiences and that there is a positive effect on the educational experience and outcomes of historically under-served students when teachers reflect their identities. To achieve a diverse and representative workforce, board personnel will:

- i) ensure that employment policies and practices are anti-discriminatory;
- ii) work to intentionally identify and remove barriers for Indigenous peoples and equity-seeking groups at each stage of the hiring process, which involves examining each part of the process – from setting job requirements and employment conditions to establishing recruitment, application, screening, interview and selection processes so that no stage creates a barrier for candidates.

The Board also recognizes, specifically, the importance of supporting renewal in the teacher workforce by providing career pathways for newly qualified teachers, including those who have successfully completed long-term assignments. It is understood that the hiring of newly qualified teachers presents:

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

iii. Employment Mobility

The teacher hiring process shall address employment mobility by providing equal opportunity to all Ontario College of Teachers (OCT) certified teachers to apply for any position (occasional, long-term occasional or permanent) for which they are qualified, irrespective of where they are currently employed.

iv. Fairness and Transparency

To support a fair and transparent hiring process for candidates, board personnel will develop a procedure for all aspects of hiring, including but not limited to:

- establishing and communicating a process and criteria for: setting job requirements, postings, outreach and recruitment, application, screening, and interview and selection;
- a process for tracking and communicating with applicants;
- processes to promote demographically diverse hiring panels, drawing on the different experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source;
- provision for structured evaluation criteria, questions and tools that prevent interview and selection bias;
- a process for providing constructive interview feedback for candidates, upon request;
- a process for accommodation based on needs related to the Human Rights Code; and
- a process for the disclosure of information to the appropriate bargaining units, if applicable.

SECTION 2: HIRING OF NON-TEACHING STAFF

While teachers do comprise the largest group of Employees in the Algoma District School Board, a variety of other employment opportunities also exist. When hiring non-teaching staff, board personnel may follow the same or a similar process as outlined for teaching staff and/or establish procedures that respect the variety of roles for which they are hiring.

Monitoring and Evaluation

To ensure hiring practices are effective and current, this policy shall be reviewed regularly, as per the policy review cycle, to permit any necessary adjustments.