



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES TEACHER HIRING PRACTICES

Legal References

Staffing of teachers in the Huron-Superior Catholic District School Board (HSCDSB) is undertaken in accordance with the *Ontario Human Rights Code*; school district collective agreements, both central and local; and the *Education Act* and all applicable regulations thereunder, including, but not limited to, Ontario Regulation 298: Operation of Schools and Policy / Program Memorandum No. 165 – School Board Teacher Hiring Practices (PPM 165).

Qualifications and Merit

HSCDSB 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 teaching qualifications, any additional experiences or skills candidates bring to the role, and differentiated evaluation criteria in a variety of different formats (e.g., resumes, responses to interview questions). The importance of hiring teachers who exemplify and espouse Catholic values and principles cannot be overstated.

As prescribed in PPM 165, HSCDSB relies on the following when developing its selection / evaluation criteria and making its hiring decisions:

- 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, and considering applicants demonstrated:
 - Teaching commitment;
 - Experience or time spent in a particular school; and
 - Suitability for a particular assignment.
- Valuing applicants' additional experiences, skills, backgrounds, lived and work experience.
- Responding to school and board priorities based on clearly defined criteria, including qualifications.

As permitted under Section 24(1) of the *Ontario Human Rights Code* and Section 29 of the *Canadian Charter of Rights and Freedoms*, hiring preference shall be given to all Catholic candidates for academic positions (i.e., early childhood educators, teachers, school administrators, senior administrators). In addition, teacher candidates seeking permanent employment must have successfully completed, as a minimum requirement, Religious Education in Catholic Schools, Part 1. Religious Education in Catholic Schools, Specialist, is preferred, particularly for academic leadership positions.

A pastoral reference is required for all academic positions, including teacher, vice-principal, principal, and early childhood educator. HSCDSB reserves the right to request an additional, updated pastoral reference from applicants for positions of leadership and/or additional responsibility (e.g., special assignment teachers, coordinators, vice-principals, principals, supervisory officers).

Diversity, Equity, and Human Rights

HSCDSB recognizes that any form of discrimination or oppression is incompatible with Catholic moral principles and is in violation of the *Ontario Human Rights Code*. HSCDSB recognizes that discrimination, prejudice, and oppressions can be related to any of the prohibited grounds as outlined in the *Ontario Human Rights Code*.

HSCDSB 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 groups at each stage of the hiring process, within the context of the denominational rights of Catholic school districts. HSCDSB strives to achieve a diverse and representative teacher workforce to meet the needs of its diverse student population.

HSCDSB is committed to a fair hiring process, which is free from any bias and/or conflict of interest. HSCDSB prioritizes and establishes, as available, diverse hiring and selection panels.

Employment Mobility

HSCDSB invites all OCT-certified teachers to apply for any position for which they are qualified, irrespective of where they are currently employed. Such applicants will be provided equal consideration for employment opportunities, in accordance with collective agreements.

Fairness and Transparency

The Huron-Superior Catholic District School Board is committed to ensuring the selection of the best-qualified applicant for each position within the board. In keeping with Catholic social teachings and our mission statement, a fair, equitable and consistent selection

process and guidelines for the board and its employees in this process will be followed and monitored to ensure equal opportunity in recruitment, hiring, and promotion procedures.

To support a fair, consistent, and transparent process for candidates, the board will:

- Determine the bona fide or “legitimate” job requirements and qualifications and follow the requirements outlined in Regulation 298: Operation of Schools – General, which allows all school boards to provide the best possible education program for students.
- Ensure that the Human Resources (HR) Department remains responsible for the hiring process of all teachers and school administrators.
- Adhere to the process and criteria for teacher hiring, as outlined in what follows.

	Item	Detail
Occasional Teaching Positions (Daily Callouts)	General Information	The board retains a list of occasional teachers, who are available for daily callouts. When candidates are seeking to be added to the list of occasional teachers, the following applies.
	Recruitment Process	In general, the board only uses its website and social media accounts to advertise for occasional teaching positions. Applications are retained on file for a period of one year from date of receipt. In those instances where a specific teachable is being sought (e.g., FSL, NSL) the board may advertise in the local media or on other recruitment websites (e.g., Apply to Education, Indeed).
	Documentation Required	The board currently requires all occasional teacher candidates to submit the following documentation: <ul style="list-style-type: none"> • Application form • Cover letter and resume • Recent Faith Reference Form (available on board’s website) (i.e., less than two years old) • University transcripts • Practice teaching reports and/or recent Teacher Performance Appraisals (TPAs) • Two reference letters and/or names of references, with permission to contact them • Certificate of Qualification and Registration from the Ontario College of Teachers (if not yet issued, a Letter of Eligibility or Interim Certificate of Qualification may be submitted) • Note: Religious Education in Catholic Schools, Part 1 is a preferred qualification for all occasional teachers • QECO Statement of Evaluation (if applicable)
	Process Followed	<ul style="list-style-type: none"> • At least twice a year, HR summarizes all applications to include the following information: <ul style="list-style-type: none"> ○ Name ○ Qualifications – basic (e.g., Primary, Junior, Intermediate) and additional (AQ) courses ○ Faith Reference Form

	Item	Detail
		<ul style="list-style-type: none"> ○ A column to indicate whether or not the applicant has the basic qualifications in accordance with the posting • Applicants are short-listed based on areas of need (e.g., FSL, art, math), with consideration given to available space on the occasional teacher list. • Short-listed applicants are contacted for an interview. • Interview teams consist of up to three non-union representatives (e.g., senior team members, school administrators, HR administrators) from various locations in the board, in order to represent a diversity of experiences and perspectives. • Interview team members are required to declare a conflict of interest where applicable and an alternate representative is substituted, where required. See the board's Conflict of Interest policy. • Interviews are conducted and include standard interview questions, with a standard rubric for scoring. • The interview team provides a ranking for each applicant and makes recommendations for hiring. • Administrative Council reviews the information provided by the interview team and makes all hiring decisions. • Reference checks are performed. • All successful and unsuccessful candidates are contacted. All related interview notes are retained in HR for three (3) years for further reference.
Continuing Education Positions	General Information	Continuing education teachers normally work in or through the board's Alternative Learning Centre. As such, they normally serve students in summer, night school, or alternative programs.
	Recruitment Process	When hiring for continuing education positions, the board gives every consideration to current Occasional Teachers. At a minimum, all positions are advertised on the board's website. Postings are based on all subject areas / grades being offered.
	Documentation Required	The board currently requires all continuing education candidates to submit the following documentation: <ul style="list-style-type: none"> • Letter of interest • Updated Certificate of Qualification and Registration from the Ontario College of Teachers (if not yet issued, a Letter of Eligibility or Interim Certificate of Qualification may be submitted)
	Process Followed	<ul style="list-style-type: none"> • All applications are summarized by HR to include the following information: <ul style="list-style-type: none"> ○ Name ○ Qualifications – basic (e.g., Primary, Junior, Intermediate) and additional (AQ) courses

	Item	Detail
		<ul style="list-style-type: none"> ○ A column to indicate whether or not the applicant has the basic qualifications in accordance with the posting • Applicants are selected by Administrative Council based on areas of need (e.g., English, math) with consideration given to previous successful experience as a continuing education teacher. Interviews may be held. • In the event that interviews are held, then short-listed applicants are contacted for an interview. • Interview teams consist of up to three non-union representatives (e.g., senior team members, school administrators, HR administrators) from various locations in the board, in order to represent a diversity of experiences and perspectives. • Interview team members are required to declare a conflict of interest where applicable and an alternate representative is substituted, where required. See the board's Conflict of Interest policy. • Interviews are conducted and include standard interview questions, with a standard rubric for scoring. • The interview team provides a ranking for each applicant and makes recommendations for hiring. • Administrative Council reviews the information provided by the interview team and makes all hiring decisions. • All successful and unsuccessful candidates are contacted. All related interview notes are retained in HR for three (3) years for further reference.
Long-Term Occasional (LTO) Teaching Positions	General Information	Long-term occasional teachers are those who are employed for a period of eleven or more consecutive teaching days as a replacement for a full-time or part-time teacher employed by the board.
	Recruitment Process	When hiring for long-term occasional teaching positions, the board gives consideration to current Occasional Teachers, as well as qualified external applications. At a minimum, all LTO teaching positions are advertised on the board's website. In those instances where a specific teachable is being sought (e.g., FSL, NSL), the board may advertise in the broader media and/or on other recruitment websites (e.g., Apply to Education, Indeed).
	Documentation Required	<p>The board currently requires all LTO teacher candidates to submit the following documentation:</p> <ul style="list-style-type: none"> • Letter of interest, confirming interest in being considered for the position • Electronic portfolio of relevant life and work experiences • Updated Certificate of Qualification and Registration from the Ontario College of Teachers (if not yet issued, a Letter of Eligibility or Interim Certificate of Qualification may be submitted). Note: Religious Education in Catholic Schools, Part 1 is a preferred qualification for all LTO teachers

	Item	Detail
	Process Followed	<ul style="list-style-type: none"> • Postings will clearly identify qualifications (both required and preferred). • All applications are summarized by HR to include the following information: <ul style="list-style-type: none"> ○ Name ○ Qualifications – basic (e.g., Primary, Junior, Intermediate) and additional (AQ) courses ○ Placement on the seniority list (if applicable) ○ A column to indicate whether or not the applicant has the basic qualifications, in accordance with the posting • HR identifies the five most senior applicants to the LTO assignment posting who are available for the assignment and hold the required qualifications for it. • The school administrator(s), in collaboration with the school superintendent, select the candidate of choice from the five most senior applicants. • • The names of those short listed and successfully chosen are shared with the appropriate bargaining unit, in adherence with the Collective Agreement and all other applicable documents. <p>NOTE: If no qualified occasional teachers apply to the LTO assignment posting or if all qualified applicants decline the position, the board may hire an external qualified teacher who is not on the roster to fill the assignment.</p>
Permanent Teaching Positions	General Information	For the purposes of this document, permanent teachers are those who appear on the board's seniority list.
	Recruitment Process	When hiring for permanent teaching positions, the board gives consideration to current Occasional Teachers, as well as qualified external applicants. At a minimum, all permanent teaching positions are advertised on the board's website. In those instances where a specific teachable is being sought (e.g., FSL, NSL) the board may advertise in the broader media and/or on other recruitment websites (e.g., Apply to Education, Indeed).
	Documentation Required	<p>The board currently requires all permanent teacher candidates to submit the following documentation:</p> <ul style="list-style-type: none"> • Cover letter and resume • Current Faith Reference Form (available on board's website) (i.e., less than two years old) • University transcripts, if not already on file with the board • Practice teaching reports and/or recent Teacher Performance Appraisals (TPAs), if not already on file with the board • Three reference letters and/or names of reference, with permission to contact them • Certificate of Qualification and Registration from the Ontario College of Teachers (if not yet issued, a Letter of Eligibility or Interim Certificate of Qualification may be submitted). Note: Religious Education in Catholic Schools, Part 1 is a required qualification for all permanent teachers • QECO Statement of Evaluation, if not already on file with the board

	Item	Detail
	Process Followed	<ul style="list-style-type: none"> • Postings will clearly identify qualifications (both required and preferred). • All applications are summarized by HR to include the following information: <ul style="list-style-type: none"> ○ Name ○ Qualifications – basic (e.g., Primary, Junior, Intermediate) and additional (AQ) courses ○ Updated Faith Reference Form ○ Confirmation of placement on occasional teacher roster ○ Long-term assignments ○ Results of any performance appraisals on file re: LTO assignments ○ A column to indicate whether or not the applicant has the basic qualifications, in accordance with the posting • Applicants are short-listed in accordance with central / local collective agreements and based on qualifications, merit, lived and work experience, skills, and backgrounds. • Short-listed applicants are contacted for an interview. • The names of those short listed and successfully chosen are shared with the appropriate bargaining unit, in adherence with the Collective Agreement and all other applicable documents. • Interview teams consist of up to three non-union representatives (e.g., senior team members, school administrators, HR administrators), in order to represent a diversity of experiences and perspectives. • Interview team members are required to declare a conflict of interest where applicable and an alternate representative is substituted, where required. See the board's Conflict of Interest policy. • Interviews are conducted and include questions relevant to the posting. Areas which are covered include, but are not limited to: <ul style="list-style-type: none"> ○ Faith / Character / Attitudes / Philosophy ○ Teaching / Methods / Planning / Assessment / Curriculum ○ Classroom Management / Rapport / Discipline ○ Administrative Duties / Extra-Curricular / Professional Growth / Relationships • Interviews might also include opportunities to present and/or provide written answers to questions. • The interview team provides a ranking for each applicant and makes recommendations for hiring. • Administrative Council reviews the information provided by the interview team and makes all hiring decisions. • Reference checks are completed.

	Item	Detail
		<ul style="list-style-type: none"> All successful and unsuccessful candidates are contacted. All related interview notes are retained in HR for three (3) years for further reference. Debriefings are available to all unsuccessful interview candidates who request one. Upon request, at least one member of the interview panel will provide constructive feedback to the candidate. Since debriefings are intended for the applicant, third parties (e.g., family members, union representatives, friends, advocates) are not permitted to attend, listen in on, and/or participate in them. Exceptions will be made for candidates who require a third party to be in attendance for accessibility reasons (e.g., an ASL interpreter). <p>NOTE: If Administrative Council does not identify any suitable candidates, a further number of applicants will be selected from the short-list for interviews based on qualifications, merit, lived and work experience, skills, and backgrounds.</p>
Specialized Assignments or Positions	General Information	Specialized assignments or positions include, but are not limited to, coordinators, consultants, and special assignment teachers.
	Recruitment Process	When hiring for specialized assignments or positions, the board gives consideration to current Permanent and Occasional Teachers, as well as qualified external applicants. At a minimum, all specialized positions are advertised on the board's website. In some instances, the board may advertise in the broader media and/or on other recruitment websites (e.g., Apply to Education, Indeed).
	Documentation Required	<p>The board currently requires all candidates for specialized assignments or positions to submit the following documentation:</p> <ul style="list-style-type: none"> Cover letter and resume Current Faith Reference Form (available on board's website) (i.e., less than two years old) University transcripts, if not already on file with the board Teacher Performance Appraisals (TPAs), including the most recent one, if not already on file with the board Three reference letters and/or names of references, with permission to contact them Updated Certificate of Qualification and Registration from the Ontario College of Teachers (if not yet issued, a Letter of Eligibility or Interim Certificate of Qualification may be submitted) Note: Religious Education in Catholic Schools, Part 1 is a required qualification for all specialized assignments; Religious Education in Catholic Schools, Specialist is preferred QECO Statement of Evaluation, if not already on file with the board
	Process Followed	<ul style="list-style-type: none"> Postings will clearly identify qualifications (both required and preferred). All applications are summarized by HR to include the following information: <ul style="list-style-type: none"> Name Qualifications – basic (e.g., Primary, Junior, Intermediate) and additional (AQ) courses Updated Faith Reference Form

Item	Detail
	<ul style="list-style-type: none"> ○ Placement on board seniority list, if applicable ○ A column to indicate whether or not the applicant has the basic qualifications, in accordance with the posting <ul style="list-style-type: none"> • Applicants are short-listed to a manageable number, in accordance with central / local collective agreements and based on based on qualifications, merit, lived and work experience, skills, and backgrounds. • Short-listed applicants are contacted for an interview. • Interview teams consist of up to three non-union representatives (e.g., senior team members, school administrators, HR administrators), in order to represent a diversity of experiences and perspectives. • Interview team members are required to declare a conflict of interest where applicable and an alternate representative is substituted, where required. See the board's Conflict of Interest policy. • Interviews are conducted and include questions relevant to the posting. Areas which are covered include, but are not limited to: <ul style="list-style-type: none"> ○ Faith / Character / Attitudes / Philosophy ○ Curriculum / Subject Area / Teaching Expertise ○ Catholic Leadership / System-Level Knowledge / Experiences ○ Administrative Duties / Professional Growth / Relationships / Interpersonal Skills • Interviews also include opportunities to present and/or provide written answers to questions. • The interview team provides a ranking for each applicant and makes recommendations for hiring. • Administrative Council reviews the information provided by the interview team and makes all hiring decisions. • Reference checks are completed. NOTE: If there is no performance appraisal on file, the principal will be contacted as an additional (fourth) reference. • All successful and unsuccessful candidates are contacted. All related interview notes are retained in HR for three (3) years for further reference. • Debriefings are available to all unsuccessful interview candidates who request one. Upon request, at least one member of the interview panel will provide constructive feedback to the candidate. • Since debriefings are intended for the applicant, third parties (e.g., family members, union representatives, friends, advocates) are not permitted to attend, listen in on, and/or participate in them. Exceptions will be made for candidates who require a third party to be in attendance for accessibility reasons (e.g., an ASL interpreter). <p>NOTE: If Administrative Council does not identify any suitable candidates, a further number of applicants will be selected from the short-list for interviews based on qualifications, merit, lived and work experience, skills, and backgrounds.</p>

HSCDSB will also give due regard to avoiding any conflicts of interest, including nepotism and favouritism. See the board's Conflict of Interest policy for more detail.

Monitoring and Evaluation

HSCDSB is committed to monitoring and evaluating the effectiveness of these staffing guidelines and to making adjustments as necessary. At a minimum, all HSCDSB policies and procedural guidelines are reviewed on a five-year, cyclical basis.

Best Practices in Candidate Selection, Representation, and Accountability

HSCDSB is committed to continuous growth in developing and adhering to best practices related to candidate selection, representation, and accountability. With this in mind, the board is committed to working with various partners to ensure workforce demographic data are collected and used as a foundation for well-informed discussions and decision-making about the vision for a diverse and inclusive workplace.