



Moving Forward: Building an Inclusive Workforce



2013/2014

WRDSB Hiring Strategy:

**Fair, Inclusive and Equitable
Hiring Practices**

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Every effort has been made to ensure that any borrowed content in this document has been properly referenced. Please report any errors or omissions so that we can make the appropriate corrections in subsequent versions of this document.

1

Message from Director

The commitment of the Waterloo Region District School Board to the creation of a welcoming, safe and caring working environment is to be commended. The priority placed upon diversity, inclusion and equity in our board's Strategic Plan reflects our core values and our understanding that diversity makes a positive contribution towards student success.

This priority also builds on the good work already undertaken by staff and confirms our commitment to hiring processes that are reflective of best practice and consistent with our guiding principles, while the document provides a reference point against which our plans and actions can be measured.


We look forward to sharing with you in the future, our success in responding to this important priority, and reflections of how such work supports our mission: "Waterloo Region District School Board prepares, challenges and inspires learners to be engaged, connected and contributing global citizens".

I would encourage you to become familiar with our strategy and to embrace the goals of diversity and inclusion as outlined within this document.



2

Why Commit? The Case for Committing to Our Strategy



...it only makes sense that our students are best served by a workforce that reflects their diversity.

Our Board’s recently released Strategic Plan (2013) articulates the fundamental reason why our school board exists along with a vision of where we are going and how we will get there. Through a consultative process, the leadership of our school board articulated their vision, mission, values and strategic directions. A consistent theme emerges: Waterloo Region District School Board believes that committing to the principles of equity, inclusion and diversity makes us stronger.

From the perspective of Human Resource Services, a commitment to these core values ought to be reflected in fair, inclusive and equitable hiring practices. Indeed, hiring practices are foundational to building and maintaining a diverse workforce and an inclusive organizational culture.

Our commitment to creating fair, inclusive and equitable hiring practices stems from more than a sense that this is the “right thing to do”. It is rooted in a firm belief that such practices strengthen our organization – they make us better. In short, we believe that a case can be made that such practices “add value” and are key enablers that must be leveraged if we are to achieve our strategic objectives. Our pursuit is motivated by much more than a desire for legal compliance, it is motivated by core values and a sense that this is what will best promote our stated mission: to challenge and inspire learners to be engaged, connected and contributing global citizens.

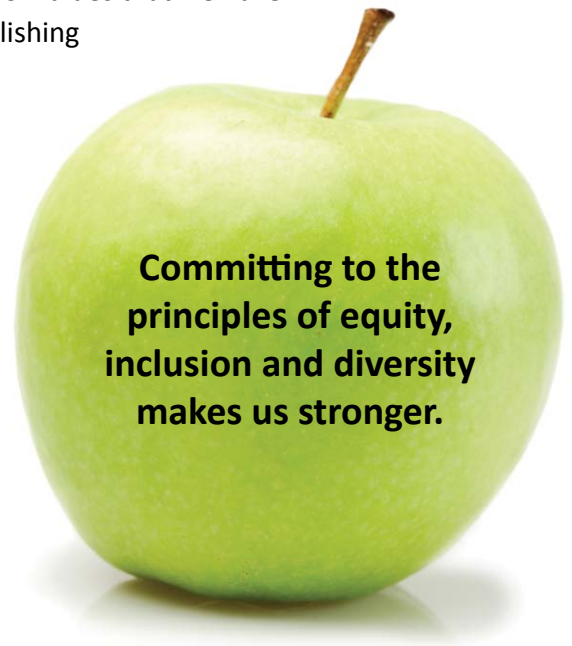
Our learners, and the families that support our learners, are diverse. The ways in which they are diverse are many – culture, age, gender, race, sexual orientation, ability, religious beliefs, educational backgrounds, marital status, place of origin to name a few. As we establish strategies in support of our stated mission, as we choose the ways in which we will challenge and inspire our learners, as we engage our community in the learning of our students, it only makes sense that our students are best served by a workforce that reflects their diversity.

Human Resource Services here in Waterloo Region District School Board reflect on the following questions:

- Does the diversity of our workforce reflect the diversity of our student population and community?
- Is our workforce prepared to address the needs of our diverse student population?
- Are there barriers to entry that prevent some capable and qualified candidates from gaining employment in our school board?
- Are our hiring practices bias-free and reflective of known best-practices that support our stated desire for fairness and inclusion?
- Do our hiring practices model a commitment to the value we say we place on equity and inclusion?
- Is our capacity to engage our community assisted by the diversity reflected in our workforce?

Our belief is that tackling the challenges inherent in these questions will move our organization forward in at least the following ways:

- Diversity provides us with a rich pool of perspectives, experiences and insights that will assist us in better understanding and supporting the learning needs of our students and in supporting creativity and innovation;
- Student and community engagement will improve as we become better able to reach out, strengthen our connections and build bridges with previously disconnected or disenfranchised elements of our community;
- We will provide appropriate modeling of values that we have identified as core and critical for establishing a positive learning environment;
- Workplace morale, retention, productivity and satisfaction will increase;
- Increased transparency and acting consistently on our stated values will result in improved public confidence and trust and a belief that we are an “employer of choice”.



3

Our Vision for an Inclusive Workforce and Workplace

An inclusive organization demonstrates a commitment to creating an environment where people with diverse backgrounds, skills and perspectives feel valued and can contribute to the organization’s strategic vision and mission. Inclusive organizations embrace, value and leverage the added value such diversity brings to the workplace and the community. Inclusive organizations provide a place where employees feel welcome and able to do their best work free from the negativity and oppression that comes with discrimination and harassment and in an environment that they feel is accessible. Such organizations have a commitment to acknowledging, understanding, accepting, and valuing differences among people. An inclusive workforce brings to the workplace varied races, cultures, religions, ages, sexes, abilities and sexual/gender identities that are celebrated as a desirable source of strength, creativity, innovation and productivity.

“An inclusive workplace is one where all groups listed in the human rights code are not only evident but recognized in daily practice and procedures. So a workplace which is diverse but which only recognizes e.g., one religious tradition is not inclusive.”

WRDSB Elementary Administrator

“An inclusive workplace to me is one where everyone is treated with respect and dignity. Everyone is valued for the different skills and abilities they bring to the table and everyone is open to learning from others. People feel happier and healthier because their diversity is accepted by all.”

WRDSB CYW

“Sometimes I wonder if a teacher wearing a hijab is encouraged to lead in the same way as one who does not wear a hijab. Sometimes I wonder if a teacher with a rainbow necklace or other identifying LGBTQ pride wear would have the same chances of being hired to the OT list as someone not wearing pride wear.”

WRDSB Elementary Teacher

Building a diverse and inclusive organization requires thoughtful, purposeful action. WRDSB must be intentional in its effort to build knowledge and demonstrate the required commitment and vision to address personal or systemic biases that undermine an inclusive and accessible workplace. This is the continuation of a learning journey already begun in our organization that must receive ongoing attention and courageous leadership. Securing a diverse and inclusive organization for all members of our educational community requires time, energy, commitment and perseverance guided and supported by appropriate financial and human resources.



Building a diverse and inclusive organization requires thoughtful, purposeful action.

Achieving the vision of building an inclusive organization does not rest on the shoulders of a person, department or single plan. It takes personal leadership and a deep conviction on the part of all that commitment to diversity and inclusion is more than a “legislated requirement”. This commitment is a moral imperative, a “core value” for life in WRDSB. We must acknowledge that we have much to learn and that we will inevitably make mistakes along the journey that lies ahead. As we move forward together, we will welcome opportunities for growth that come with open, robust and respectful dialogue knowing that our efforts will take us to a place of greater strength leading to improved outcomes for our students.

“An inclusive school is easy to navigate and access for differently abled people. The staff is reflective of the community it serves (all cultures, religions, sexual orientation).”

WRDSB Secondary Teacher

“An inclusive workplace listens and acts – it does not dismiss issues which address exclusion, disrespect, harassment etc. It considers perspectives and honours all points of view in its decision making. Above all it includes stakeholders in decision making.”

WRDSB Elementary Administrator

“An inclusive workplace reflects the community that it resides in. If the community is homogeneous then the workplace can be homogeneous; however, this is not the reality in WRDSB.”


WRDSB Secondary Teacher

4

The Foundation for our Plan

Many aspects of organizational life and culture must work together in order to create a workforce and workplace that can legitimately be labelled inclusive and diverse. Human Resource Services and all those across the organization that play a role in hiring processes have the opportunity to eradicate barriers and build bridges to inclusion and diversity. Job postings, screening criteria, evaluations, ratings, references, interview processes, composition of interview teams, final decision-making processes all have the potential to either enhance or diminish our effectiveness in promoting diversity. Success in achieving our Board's stated mission is at stake! It is imperative that we commit to continuous monitoring and improvement in our hiring practices so that we do everything we can to support success.

Our current efforts to ensure fair, inclusive and equitable hiring practices are not new and are not isolated. They occur in the context of a province and board-wide commitment to these important principles over many years. These commitments are reflected in legislation, policies and expectations that speak to values, understandings and actions that also align with our current efforts.



Human Resource Services and all those across the organization that play a role in hiring processes have the opportunity to eradicate barriers and build bridges to inclusion and diversity.

a. Ministry of Education – Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy (2009)

The strategy makes the following commitment: School boards will implement positive employment practices that support equitable hiring, mentoring, retention, promotion and succession planning.

The plan also outlines three specific goals necessary for achieving the objective of the strategy:

- **Shared and committed leadership** by the ministry, boards, and schools will play a critical role in eliminating discrimination through the identification and removal of bias and barriers. Achieving equity is a shared responsibility; establishing an equitable and inclusive education system requires commitment from all education partners.
- **Equity and inclusive education policies and practices** will support positive learning environments so that all students can feel engaged in and empowered by what they are learning, supported by the teachers and staff from whom they are learning, and welcome in the environment in which they are learning. Students, teachers, and staff learn and work in an environment that is respectful, supportive, and welcoming to all.
- **Accountability and transparency** will be demonstrated through the use of clear measures of success (based on established indicators) and through communication to the public of our progress towards achieving equity for all students. Accountability is necessary to maintain and enhance public confidence in the education system.

While the primary focus of the strategy outlined in this document pertains to hiring practices, it is understood that the work of moving forward on this front occurs in a broader context. All systemic and individual efforts to support the Equity and Inclusive Education Strategy will inevitably support and integrate with our efforts to improve our hiring practices.

b. Provincial Legislation:

THE ONTARIO HUMAN RIGHTS CODE

The Ontario Human Rights Code¹ provides foundational legislation to hold organizations accountable for ensuring fair and inclusive hiring practices. The Code specifies that hiring processes must not discriminate against applicants on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or disability. These rights, of course, extend to all aspects of the relationship between employers and employees (including training, transfers, promotions, apprenticeship terms, dismissal and layoffs, rate of pay, overtime, hours of work, holidays, benefits, shift work, discipline and performance evaluations).

1. <http://www.ohrc.on.ca/en/human-rights-work-2008-third-edition/iii-principles-and-concepts>.

The WRDSB is held accountable by the Ontario Human Rights Commission (OHRC) for compliance and adherence to all that is contemplated in the Code. With respect to hiring practices, they provide best-practice expectations in the areas of setting job requirements, application processes, advertising and interview processes. These practices are a model for our organization. For example, the OHRC suggests the following with respect to interviewing and hiring decisions:²

- The hiring process must be fair;
- Accommodations for an interview or test should be provided;
- Questions asked in an interview must comply with the Code;
- Hiring decisions must be non-discriminatory.

ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT, 2005 (AODA)

Accessibility means giving people of all abilities opportunities to participate fully in everyday life. The AODA uses the same definition of “disability” as the Ontario Human Rights Code, which includes both visible and non-visible disabilities.

A barrier is anything that keeps someone with a disability from participating in the social or economic life of our communities. The act lays the framework for the development of province-wide mandatory standards on accessibility in the areas of customer service, employment, information and communications, transportation and design of public spaces.

The Accessibility Standard for Employment is geared to make accessibility a regular part of finding, hiring and supporting employees with disabilities. It calls upon organizations to:

- let job applicants know that recruitment and hiring processes will be modified to accommodate their disabilities, if requested;
- build the accessibility needs of employees into their human resources practices;
- create a written process for developing and documenting individual accommodation plans for employees with disabilities;
- help employees stay safe in an emergency by providing them with individualized emergency response information when necessary.

2. <http://www.ohrc.on.ca/en/iv-human-rights-issues-all-stages-employment/5-interviewing-and-making-hiring-decisions>.

c. Building on Past Work – WRDSB supporting documents

i. WRDSB STRATEGIC PLAN

Our Vision describes what we want to achieve:

Inspired learners – Tomorrow’s leaders.

Our Mission describes the fundamental reason we exist and our over-arching goal:

Waterloo Region District School Board prepares, challenges and inspires learners to be engaged, connected and contributing global citizens.

Our Values describe the foundational principles that underpin the work we do, and that stakeholders see in action every day.

- We encourage a culture of educational excellence and continuous improvement through strategic innovation and collaboration.
- We inspire hope and optimism for our learners by setting high expectations, fostering respectful relationships and believing in the success of every student.
- We cultivate a safe, inclusive, equitable learning community that is characterized by integrity, strong community partnerships and social responsibility.

Our Strategic Directions describe our goals and aspirations. They are the critical few influences that will guide all our work in the coming years:

- Engage students, families, staff and communities.
- Foster wellness and well being.
- Pursue student achievement and success for all.
- Embrace diversity and inclusion.
- Champion quality public education.
- Promote forward thinking.

Our plan for **Ensuring Fair, Inclusive and Equitable Hiring Practices** is closely aligned to our Board’s overall Strategic Plan. We have committed, through our strategic plan, to placing a high value on cultivating a “safe, inclusive, equitable learning community”. Further, we outlined embracing diversity and inclusion as a strategic direction. It is not difficult to make the explicit connection between this document and the value statement and strategic direction identified.

Further, WRDSB believes that a strong case can be made to suggest that there are many implicit connections as well. We believe that the strategies we have outlined for strengthening our hiring practices are implicitly connected to every aspect of our strategic plan. The most important and impactful resource available to us in moving our Strategic Plan forward are the people we hire. Operationalizing our strategic plan depends upon our ability to hire a strong, diverse, effective and healthy workforce.

ii. EQUITY AUDIT REPORT (MAY 2007).

An internal audit conducted for the purpose of identifying best practices and potential gaps around equity and inclusion at the school board produced the following recommendation with respect to hiring practices:

A recruitment strategy needs to be established to attract and recruit more visible minorities into the Waterloo Region DSB. This strategy should include revising and updating the Waterloo Region DSB's recruitment and selection process to ensure it is inclusive. It should also include appropriate training for all administrators to ensure their recruitment strategies and questions are not biased towards eurocentric backgrounds. Finally, a strong partnership with Teacher's Colleges and partnering with the Enhanced Language Training Program for Teachers might provide a proactive approach to attracting visible minority candidates. Also, the nepotism policy should be carefully reviewed to ensure equitable recruitment and selection practices are used with family members.

iii. BOARD POLICY 1008: EQUITY AND INCLUSION.

The Board's policy with respect to Equity and Inclusion mandates that practices will be developed, understood, implemented, and continually evaluated to ensure fair and equitable employment opportunities. Further, it directs that the Board will "seek out and remove systemic and attitudinal barriers and biases to learning and employment opportunities that have a discriminatory effect on any individual".

iv. BOARD POLICY 5010: EMPLOYMENT AND PLACEMENT OF RELATIVES.

The Board has stated through policy that, "Employees of the Board are not to initiate nor participate in Board decisions involving a close relative, which includes, but is not limited to initial appointments, reappointments, promotions, evaluations, salary changes or granting leaves of absences".

v. RACIALIZED AND ABORIGINAL EDUCATORS MENTORSHIP PROGRAM (2013).

This emerging program stems from our commitment to removing systemic barriers to equality of outcomes with the aim of equitable representation of racialized and Aboriginal educators in roles of responsibility and leadership. A recently

completed third-party review of existing practices and focus group sessions with WRDSB self-identified racialized educators and administrators provides helpful context and recommends strategies for improvement going forward.

A foundational report was commissioned by WRDSB and completed by the Sustainable Societies Consulting Group, ***Racialized and Aboriginal Educators Mentorship Program*** (2013). The report provides important context and considerations prior to outlining recommendations for addressing issues and challenges that were identified. Included in the findings is the following pertinent information:

The general population of Canada is rapidly diversifying, and Waterloo Region is no exception to this trend. In 2006, 22.3% of residents of Waterloo Region were born outside of Canada, and from 2001-2006, the immigrant population grew by 13.5% – almost twice the increase seen in the non-immigrant population, and this growth is expected to continue. In the latest census data covering the period from 2001 to 2006, Waterloo Region was found to be one of the top ten destinations for new immigrants to Canada, and one of the top five in Ontario³. This increase in immigration represents a shift in the demographics of the Waterloo Region to include an increased number of racialized people. In addition to the increase in immigration, the Aboriginal population of Waterloo region, estimated to be as high as 3% of the total population, continues to grow at a faster rate than the non-aboriginal population⁴.

While this increase in immigration and urbanization of racialized and Aboriginal people has added momentum and visibility to issues of diversity and inclusion, Canada has long been home not only to new immigrants, but also to racialized and Aboriginal people. Historically, Canada has faced many issues around both immigration policies excluding non-white people⁵, and barriers to equity and inclusion for racialized and Aboriginal people living in Canada in education and employment⁶.

While no studies have been conducted in Waterloo Region specifically⁷, there is evidence that the representation of racialized and Aboriginal people in the education system, and particularly in positions of leadership and responsibility in Canadian schools is not keeping pace with the rapid diversification of the general population. Aside from the moral imperative for workplace diversity and equity, there is clear evidence that action is needed to improve representation and inclusion of racialized and Aboriginal teachers in order to better meet the needs of a diverse student population, as reflected in the Ontario Equity and Inclusive Education Strategy.

3. McNamara, Howson, Gunter & Fryers (2010). The leadership aspirations and careers of black and minority ethnic teachers. A report prepared for NASUWT and National College for Leadership of Schools and Children's Services. Further, note that: In 2006, 61,980 people in Waterloo Region identified themselves as a visible minority, representing 13.1% of the total population. This was a 40% increase from the 2001 census. As indicated in Figure 2, the most common visible minorities were SouthAsian (16,410 people), Black (9,510 people) and Chinese (9,195 people). Filipino saw the greatest percent increase, growing by 77% since 2001, while Chinese saw the next highest increase at 55%. http://www.regionofwaterloo.ca/en/discoveringTheRegion/resources/Bulletin_8.pdf
4. Regional Municipality of Waterloo (2011) Waterloo Region Profile: *Statistics, Trends & Forecasts*. Retrieved from <http://www.regionofwaterloo.ca/en/regionalGovernment/resources/waterlooregionprofile.pdf>
5. E.g. Canadian Immigration Act of 1910
6. Abella, R. S. (1984). *Report of the Commission on Equality in Employment*.
7. Statistics on racialized and Aboriginal people in workplaces are difficult to capture, as this would require employees to self-identify, which they have the right to refuse under privacy and anti-discrimination policies.

The findings included many additional helpful insights for consideration. As an example, we note that the report indicates that racialized and Aboriginal educators “highlighted the experiences of loneliness and isolation they faced as racialized and Aboriginal people among a predominantly white staff, and the importance of recognizing their experiences of cultural exclusion”.

**vi. GUIDELINES FOR EMPLOYEE CANDIDATE SCREENING,
INTERVIEWING AND SELECTION
(issued by Human Resource Services on June 1, 2012).**

This document complements existing Administrative Procedure 3370: Conducting Interviews and is intended to provide best-practice direction with respect to hiring practices and with an eye on “fairness, equity and inclusion”. The document points to the following as indicators of a well-developed and well-implemented selection process:

- the development of clearly defined and appropriate selection criteria that link specifically to the requirements of the job and to our board’s mission;
- a process that is fair, merit-based, equitable and transparent;
- a breadth of data that the selection team can match against criteria to make a “best choice”;
- data that can be used to support unsuccessful candidates in understanding the outcome;
- an opportunity for the candidate to be “at their best” in the interview and to provide an authentic picture of their capabilities relative to the identified success criteria;
- a sense on the part of candidates that they had every opportunity to present themselves in the best possible light;
- an outcome considerate of our board’s commitment to attracting a skilled, high performing and diverse workforce that reflects the community we serve.

5

Sound Practice: Our Commitments (Developing Our Action Plan)



The reason for changing must be better than the reason for remaining the same.

Organizations generally live with an innate predisposition for preferring the status quo. Changing organizational culture and practice is challenging. We are who we are for a reason – the reason for changing must be better than the reason for remaining the same. In this case, there is a core value ... a moral imperative ... that is at stake. We value equity and inclusion. We do so, not because of our legislated requirement, but because we believe that we are stronger and better when we do the right thing – that is, when we commit to equity and inclusion. As such, our quest for improvement through change is merited.

Our capacity to reflect and enable foundational principles of equity and inclusion in the area of hiring practices will be supported by the following action-based commitments.

Commitment 1: Through collaboration and education, develop greater clarity and focus around barriers and opportunities that currently exist with respect to fair, inclusive and equitable hiring practices. Commit to a journey of continuous improvement toward fair, inclusive and equitable hiring practices.

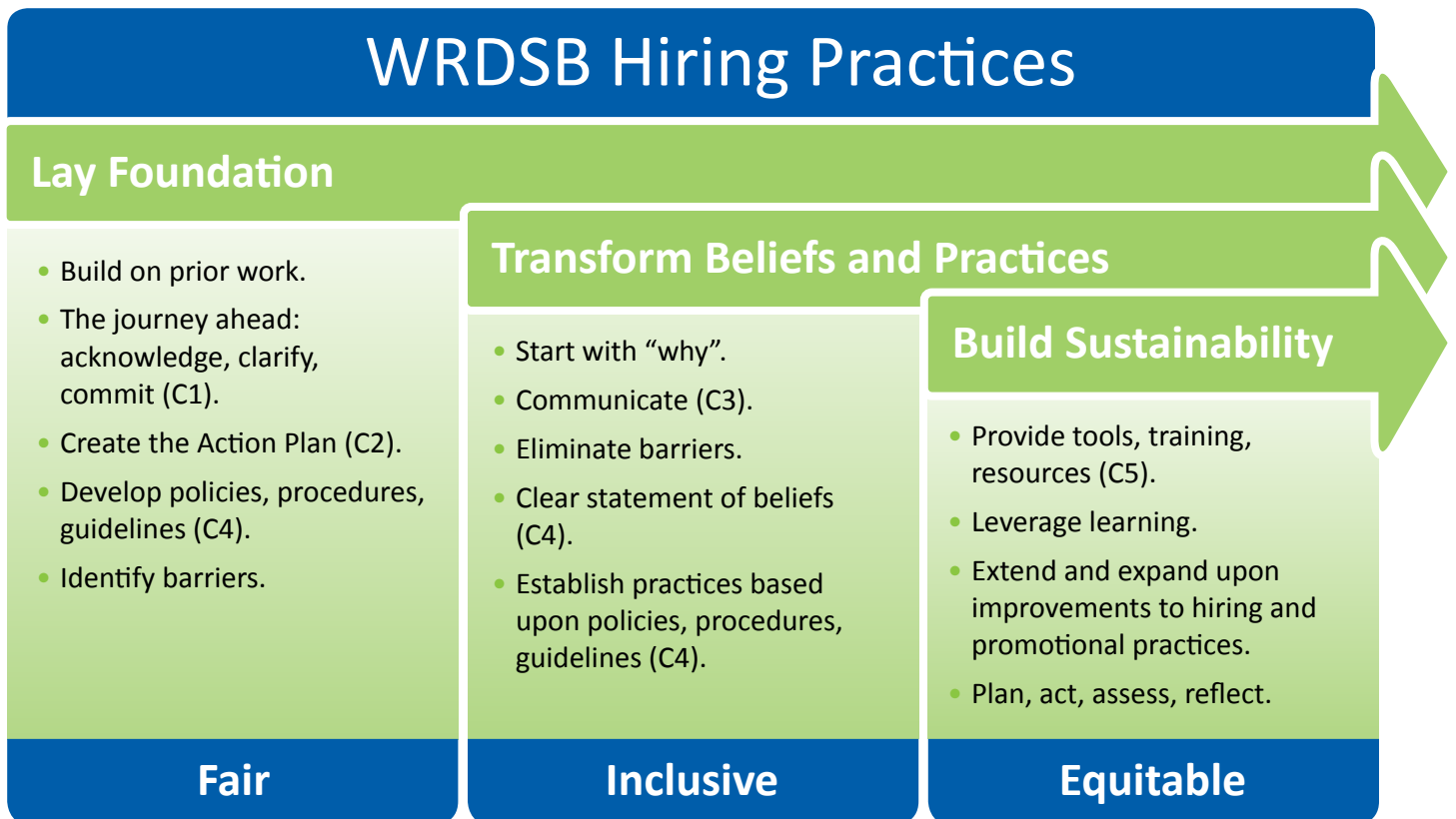
Commitment 2: Articulate an Action Plan that will remove barriers, affirm supportive existing practices and integrate new strategies that serve to support fair, inclusive and equitable hiring processes. The plan should include defined strategies, success criteria, timelines, metrics and identified accountability. See Appendix A: Action Plan Blueprint.

Commitment 3: Develop a communication plan to assist staff with understanding the need and rationale for revising and strengthening our hiring processes in order to increase staff confidence in a fair, inclusive and equitable hiring process.

Commitment 4: Develop supportive policies, procedures and guidelines that support fair, inclusive and equitable hiring practices. Ensure that every job posting includes a clear statement of WRDSB beliefs about fair, inclusive and equitable hiring practices and our commitment to providing appropriate accommodation.

Commitment 5: Develop and provide tools, training and resources to ensure that those responsible for academic hiring have the supports needed to conduct fair, equitable and inclusive selection processes.

These commitments are the basis of an emerging Action Plan that will include specific strategies to be implemented between now and December 31, 2014.



6

Glossary

Accessibility: a general term used to describe the degree to which, or ease with which, something (e.g., device, service, and environment) can be used and enjoyed by persons with a disability. The term implies conscious planning, design and/or effort to ensure it is barrier-free to persons with a disability, and by extension, highly usable and practical for the general population as well.

Barrier: anything that prevents a person with a disability from fully participating in all aspects of society.

Attitudinal Barriers: Attitudinal barriers are seen as active barriers, and result from the attitudes and behaviours of individuals. Attitudinal barriers can be based on inaccurate assumptions by individuals as well as from their actual intent to be discriminatory.

Cultural Barriers: Barriers created by organizational culture are sometimes referred to as passive barriers. These barriers are created by a culture that isolates and alienates members of the designated groups and one in which stereotypes and preconceived notions about designated groups persist. This then could justify and therefore reinforce the under-representation of these groups in the organization.

Systemic Barriers: Systemic barriers are embedded in the employment systems of an organization. They arise from the use of criteria that are not job-related or are not required for the safe and efficient operation of the organization. On the surface, the policies and practices may appear to be neutral or even reasonable. Beneath the surface, however, they have a negative impact on members of certain groups.



**We believe that
we are stronger and
better when we do
the right thing – that is,
when we commit to
equity and inclusion.**

Cultural Competence: an individual's understanding and appreciation of cultural differences.

Disability: the interaction between the social, cultural or physical environment and a person's impairment that creates barriers. Disability may be apparent to others or hidden, inherited, self-inflicted or acquired, perceived or presumed.

Discrimination: actions often rooted in prejudice that serve to disadvantage a person or group based on real or attributed characteristic(s).

Diversity: 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 ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Equal opportunity: ensuring all employees have equal access – free of barriers – to full participation in all aspects of employment.

Equity: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Human Right: The basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.

Impairment: a physical, sensory, intellectual, learning, or medical condition, including mental health disorders, that limits functionality and/or requires accommodation. Impairment may be apparent to others or hidden, inherited, self-inflicted or acquired, and may exist alone or in combination with other impairments. Impairment can affect anyone and therefore crosses all dimensions of diversity (gender, race, culture, religion, etc.).

Inclusion: is about creating an environment that values and celebrates the differences among us so that we all have a place at the table. It's about ensuring we all have equal access to sharing and using our skills and talents equally in, being a part of, and contributing to the organization's work environment and delivery of public service.

Organizational culture: the attitudes, values and typical patterns of relationships, performance and behaviour, which are characteristic of the organization.

Organizational shift: the transformation of an organization’s philosophy from one paradigm to another.

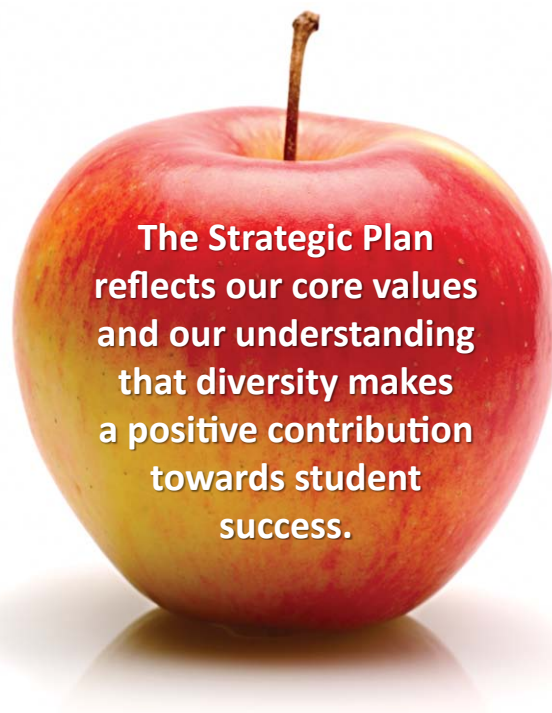
Racialize: The process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life (often based upon characteristics such as accent or manner of speech, name, clothing, diet, beliefs and practices, leisure preferences, places of origin and so forth).

Racism: a belief that arbitrarily identified differences among groups of people (i.e., skin colour, birthplace, identification with a religion or culture) determine cultural or individual worth usually involving the idea that one’s own “race” is superior.

Underrepresentation: inadequate representation of a particular group in a workforce or sector of an organization.

REFERENCES

- (AODA), 2005
- Realizing the Promise of Diversity: Equity and Inclusive Education Strategy (2009)
- Ontario Human Rights Commission (<http://www.ohrc.on.ca/en/racial-discrimination-race-and-racism-fact-sheet#sthash.Nwoy28Cl.h3ffCnJ4.dpuf>)



**The Strategic Plan
reflects our core values
and our understanding
that diversity makes
a positive contribution
towards student
success.**

Appendix

A

ACTION PLAN Blueprint

Supporting system commitment to equity and inclusion in the area of hiring through exemplary training and practice (job posting, recruiting, job success criteria, pre-screening, interview and selection process, accommodation, post-selection follow-up).

Commitment 1	Phase One Sept. – Dec. 2013	Phase Two Jan. – Aug. 2014	Phase Three Sept. – Dec. 2014
<p>Through collaboration and education, develop greater clarity and focus around barriers and opportunities that currently exist with respect to fair, inclusive and equitable hiring practices. Commit to a journey of continuous improvement toward fair, inclusive and equitable hiring practices.</p>	<ul style="list-style-type: none"> • Focus group discussions with stakeholder groups (unions, employees, senior leaders, Trustees, Equity & Inclusion Advisory Group). • Ensure that key leaders access learning and training opportunities that inform our corporate knowledge of the topic. • Access understandings, plans and practices of other organizations. 	<ul style="list-style-type: none"> • Consolidate and report on findings. • Adapt Action Plan to incorporate findings. • Extend our communication out to other (non-academic) divisions of our organization. 	<ul style="list-style-type: none"> • Ensure that leadership in our organization is informed and committed to fair, inclusive and equitable hiring processes. • Ensure that staff and our education community are aware of our beliefs and understandings around fair, inclusive and equitable hiring processes. • Re-engage stakeholders to ask, “What is different now? How are we doing?”. • Continue the journey of improving systemic buy-in and support for our commitment.

(continued on page 19)

ACTION PLAN Blueprint (continued from page 18)

Commitment 2	Phase One Sept. – Dec. 2013	Phase Two Jan. – Aug. 2014	Phase Three Sept. – Dec. 2014
<p>Articulate an Action Plan that will remove barriers, affirm supportive existing practices and integrate new strategies that serve to support fair, inclusive and equitable hiring processes. The plan should include defined strategies, success criteria, timelines, metrics and identified accountability.</p>	<ul style="list-style-type: none"> • Review existing “Guidelines for Employee Candidate Screening, Interviewing and Selection” (June 2012), revise and re-distribute as appropriate. • Identify Fair, Inclusive and Equitable Hiring Practices Steering Team. • Based upon “Action Plan Blueprint”, define Action Plan strategies, success criteria, implementation timelines and metrics. Assign responsibility for each Action Plan strategy. • Publish Action Plan document. 	<ul style="list-style-type: none"> • Share Action Plan with all stakeholder groups. • Implement strategies. • Steering Team to guide the process including making revisions as appropriate. • Steering team will ensure accountability framework is in place to support implementation. • Report to Executive Council and Trustees on progress. 	<ul style="list-style-type: none"> • Continued implementation of Action Plan. • Determine next steps necessary to implement in other divisions of our organization.

Commitment 3	Phase One Sept. – Dec. 2013	Phase Two Jan. – Aug. 2014	Phase Three Sept. – Dec. 2014
<p>Develop a communication plan to assist staff with understanding the need and rationale for revising and strengthening our hiring processes in order to increase staff confidence in a fair, inclusive and equitable hiring process.</p>	<ul style="list-style-type: none"> • September 2013: share “concept” at Administrative Advisory, WREA and SSPA. • October 2013 System Leader Meeting – share “Hiring Strategy” document. • Communicate “Hiring Strategy” document to Staff Advisory (union representatives). • Publish e-version of document and share with system. • Develop a comprehensive communication plan to address other groups as appropriate. 	<ul style="list-style-type: none"> • Develop, publish and distribute supporting literature as required. • Present to various stakeholder and interested groups as appropriate. • Develop improved communication with employee candidates to assist them in understanding our commitment to fair, inclusive and equitable hiring processes prior to, during and after their interview/selection process. 	<ul style="list-style-type: none"> • Sustain strong communications with all stakeholder groups.

[\(continued on page 20\)](#)

ACTION PLAN Blueprint (continued from page 19)

Commitment 4	Phase One Sept. – Dec. 2013	Phase Two Jan. – Aug. 2014	Phase Three Sept. – Dec. 2014
<p>Develop an Employment Equity Policy. Ensure that every job posting includes a clear statement of WRDSB beliefs about fair, inclusive and equitable hiring practices and our commitment to providing appropriate accommodation.</p>	<ul style="list-style-type: none"> • Develop final draft of Employment Equity policy and seek Trustee approval. • Develop job posting statement. • Implementation focus will be on teaching staff. 	<ul style="list-style-type: none"> • Finalize publication of new policy. Review and develop procedures to support the policy. • Ensure that the job posting statement is included on all postings. • Begin dialogue with other divisions of our organization regarding the newly created policy and posting statement. 	<ul style="list-style-type: none"> • Monitor and evaluate ongoing commitment to and implementation effectiveness of policy and procedures. • Replace “Guidelines” document with procedures.

Commitment 5	Phase One Sept. – Dec. 2013	Phase Two Jan. – Aug. 2014	Phase Three Sept. – Dec. 2014
<p>Develop and provide tools, training and resources to ensure that those responsible for hiring have the supports needed to conduct fair, equitable and inclusive selection processes.</p>	<ul style="list-style-type: none"> • Develop a list of tools, training programs and resources to support our strategy in conjunction with the WRDSB Equity officers and other resource/training providers. • Commit Leadership Development resources supporting the initiative. • Ensure key leaders are receiving initial training. • Develop comprehensive professional development and support plan. 	<ul style="list-style-type: none"> • Implement professional development and support plan. 	<ul style="list-style-type: none"> • Evaluate professional development and support plan and revise as appropriate.



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