



# **Making Policy Work: Increasing Representation and Belonging in the Workplace**

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# Objectives

- To develop awareness about the possibilities that exist related to PPM 165
- To invite conversation and creative thinking about ways to bring more racial diversity to the field of education
- To share Board initiatives to increase representation and belonging

# Intro: What does it mean to belong?

“What is Belonging: The extent to which children [employees] feel individually welcomed, respected, included, and supported by others within the school [work] environment”

“Belonging is a fundamental psychological need that can be nurtured with various skills and practices” (Pogosyan, 2021)

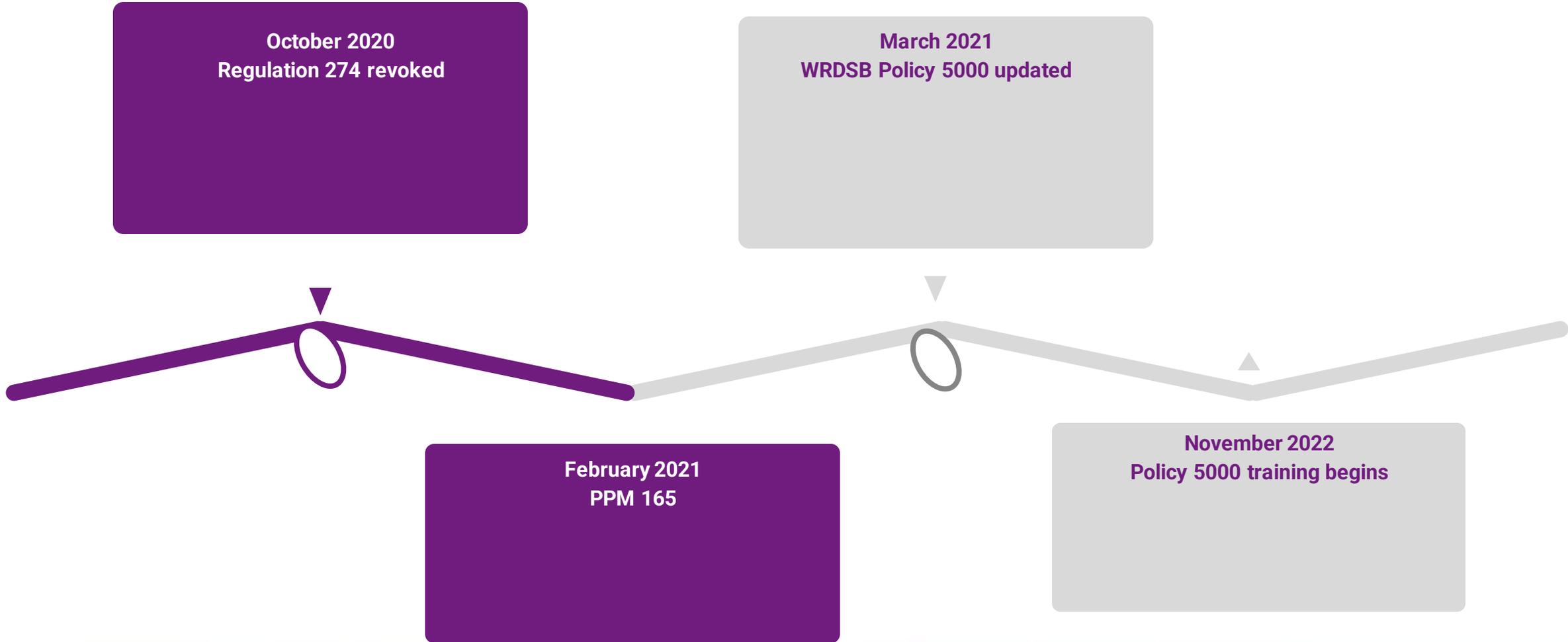


# Workplan overview

- Partnership between HR, Human Rights Branch and Project Management
- Align work to organizational objectives based on census findings
- Visibility, organization and timeline targets
- Accountability, tracking follow ups and next steps
- Improve communication and collaboration

	A	B	C	D	E	F	G	H	I	J	K
1	Task	Followup Date	Next Step	Date Start	Date End	Resource Lead(s)	Status ▼	% Complete	Additional Resources	Notes	Linked Documentation

# Policy/Program Memorandum 165



# PPM 165

## Diversity, equity, and human rights

- Human rights and equity is vital to achieving a representative workforce to meet the needs of a diverse student body
- Positive effect on the educational experience and outcomes of historically underserved students when teachers reflect their identities
- Research demonstrates that all students benefit from having teachers with varying social identities and lived experiences

# PPM 165 continued

## Diversity, equity, and human rights

The way to achieve a diverse and representative workforce is to:

- Ensure employment policies and practices are anti-discriminatory
- Work to intentionally identify and remove barriers for Indigenous peoples and equity-seeking groups at each stage of the hiring process:
  - from setting job requirements and employment conditions
  - to establishing the recruitment, application, screening, interview, and selection processes
- Ensure no stage in the process creates a barrier for candidates

# WRDSB Policy 5000 (updated March 2021)

The Waterloo Region District School Board (“WRDSB”) recognizes that, consistent with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms, employment practices and procedures at all levels should reflect, demonstrate understanding of, express a value in, and respond to a diverse population.

It is the policy of the WRDSB, to ensure that all staff are employed through a fair, equitable and transparent process, and/or promoted based qualifications, merit, and professional ability, lived experience and work experience and reflect the diversity of the students it serves and the Waterloo Region community. It is the aim of the Board to attract, develop and retain competent employees in all job classifications and provide a workplace environment that is inclusive, welcoming and equitable to all.

# Turn and Talk

Discuss with an elbow partner something you are undertaking at your School Board that is supportive of equitable hiring practices.

# Workplan Achievements

- Reviewed hiring questions for teachers through an equity lens
- Established a standard for percentage of equity questions
- Analyzed race-based self-identity data through ApplyToEd
- Eliminated barriers for posting on all external applications
- Embed our commitment to interviewing our candidates
- Developed a training plan around the updated Policy 5000
- BIPOC panel member for Manager and Officer positions
- Curated a list of IBR individuals for hiring panels

# Workplan Achievements

- Defined Lived Experience and incorporated it within our hiring practices
- Established Special Programs (People with Disabilities)
- Sovereignty Affirming and Equity Competencies
- Recruitment fair preparation activity tracking
- Indigenous, Black and Racialized Employee Network

# “Lived Experience”

- Referenced in PPM 165
- Created a definition
- Communicated to System Leaders and staff



# Human Rights Code - Special Programs

## Section 14

The Ontario Human Rights Code enables organizations to develop and implement programs to help members from historically disadvantaged groups, which have experienced hardship, economic disadvantage, inequality, or discrimination.

**Such programs are expressly protected under the Code.**

# Sovereignty Affirming and Equity Competencies

- Proactively developed in collaboration with Board Leadership Development, Human Resources, and Indigenous, Equity and Human Rights Department
- Our effort to enhance the Ontario Leadership Framework
- 3 additional domains: Sovereignty Affirming, Anti-Oppressive and Trauma-Informed, Achieving Equity

# IBR Job Fairs

- Hosted for last 3 years
- Targeted recruitment for underrepresented groups
- Preparing for pushback

# Indigenous, Black and Racialized Employee Network (IBREN)

- 2022 - current
- Mentorship and network groups
  - IBR Administrators Mentorship and Support
  - IBR Teachers for Leadership
  - IBR Occasional Teachers
- Affinity groups (10)
  - Affinity Groups:
    - Indigenous
    - ACBi (African, Caribbean, and Black identifying)
    - Asian
    - South Asian
    - Muslim
    - Jewish
    - 2SLGBTQIA+
    - Sikh
    - Disabled
    - Neurodiverse



# Questions?

