



Representative Workforce
Five-Year Strategic Plan
September 2011 to June 2016
SUMMARY





Representative Workforce Five-Year Strategic Plan

BACKGROUND

In 2006, Greater Saskatoon Catholic Schools (GSCS) entered into a partnership agreement with the provincial Ministry of First Nations and Métis Relations and two Canadian Union of Public Employees locals: CUPE 2268 and CUPE 3730. This *Agreement in Faith* stipulates firstly that the parties recognize that Saskatchewan's First Nations and Métis population is growing at a rapid pace and secondly, that they agree to work towards having the number of First Nations and Métis employees working in school division match this group's representation in the province's overall population. Within this partnership, our school division has sought ways to enhance participation of Saskatchewan's First Nations and Métis population in our workforce. By promoting First Nations, Métis and Inuit inclusion in our division, we are being consistent with the values of Saskatchewan's Ministry of First Nations and Métis Relations. Setting measurable goals for the next five years will be the foundations of this strategy.

GOALS OF THE GREATER SASKATOON CATHOLIC SCHOOLS FIVE-YEAR STRATEGIC PLAN

1. Develop a culturally responsive workforce, which maximizes the ability of our students, families, staff and community to receive a top quality education.
2. By honouring our Representative Workforce agreement within the spirit of the *Agreement in Faith*, model Christ's teachings of respect, justice, service and courage.
3. Improve the social-well being of Saskatchewan's citizens by increasing the representation of First Nations, Métis and Inuit employees in the division.
4. Foster an innovative environment that is inclusive and respectful of each employee's strengths and differences.

The GSCS Aboriginal employment strategy will be the key to making a difference in the lives of Aboriginal Children and Youth. Our children need to be proud of their culture and heritage and their being successful also means seeing Aboriginal educators within the classroom and community.

Shirley Isbister, President, Central Urban Métis Federation Inc.

RATIONALE

Saskatchewan's Aboriginal population is growing at an unprecedented pace. In 2001, 13.3% of the province's population described itself as First Nations or Métis. The First Nations and Métis population is, on average, 10 years younger than the non-Aboriginal population in Saskatchewan. It is expected that by 2016 approximately 45% of the children entering kindergarten will be of First Nations and Métis ancestry (Government of Saskatchewan, 2010).

KEY MESSAGES WITHIN THIS STRATEGY

- Greater Saskatoon Catholic Schools is an employer of first choice.
- We are an organization that supports fairness, equity, cultural safety and openness.
- Greater Saskatoon Catholic Schools will reflect the student and community population that it serves.

Just five years from now, 25% Saskatchewan people aged 20-29 will be Aboriginal. Thirteen years later, 50% of Saskatchewan people aged 0 to 18 will be Aboriginal. In due course after that, we will have an Aboriginal majority. If we do not move Aboriginal people further into the economic mainstream, the result will be social turmoil at a level not experienced in Saskatchewan since the Great Depression.

Eric Howe, Professor of Economics, University of Saskatchewan

WHAT HAS BEEN DONE TO DATE?

PARTNERSHIPS

Dumont Technical Institute: Greater Saskatoon Catholic Schools works with Dumont Technical Institute to offer a one-year Educational Assistant Program based out of E.D. Feehan Catholic High School. Following successful graduation, students are offered employment with GSCS.

Staff education and training: Staff is given regular opportunities to participate in career development and learning in-service. Curriculum enrichment, First Nations and Métis content, health disparities training, paediatric health training, treaty governance, First Nations and Métis history, faith development, anti-racism and anti-oppression in-service and cultural competence indicators are all possibilities in our development.

Pre-screening initiatives: We offer “seven steps to an interview.” We value the fact that people are interested in working with our organization. There are a number of protocols that are followed after a potential candidate makes contact with our organization. These steps include; follow-up, screening interviews and coaching.

Caretaker Training Partnership: In 2010, Greater Saskatoon Catholic Schools entered into a partnership with the University of Saskatchewan, Saskatoon Public Schools, Cameco and the City of Saskatoon in order to enhance its ability to recruit caretakers, who are part of CUPE 3730. This is consistent with the division’s goal to recruit and hire employees at all levels of the organization. The partners agree to provide training and practicum placements. The training takes place at the Saskatoon Skills and Trades Centre.

Procurement meeting with representatives from the Aboriginal business community: Over one school year, GSCS does business with various private-sector companies. It is our wish that Aboriginal businesses are informed about the services we tender so that they can bid on such contracts accordingly. In addition, we respectfully request that the companies we deal with consider the establishment of a representative workforce in their own hiring practices.

HOW ARE WE DOING?

In some categories, we are challenged with incorporating reflective hiring within a more timely manner because certain categories have less flexibility within collective agreements and the application of seniority. Teacher hires, as an example, reflects our ability to process and hire First Nations, Métis and Inuit teachers more rapidly. Within our numbers, we will have to monitor our attrition rates as that is an issue of concern. Our efforts show overall increases in the number of First Nations and Métis employees, particularly teachers. However, other areas are not reflective of the community we serve. Currently our overall complement of First Nations, Métis and Inuit staff as of October 31, 2011 is:

- **6.07%** for support staff,
- **5.86%** for service staff,
- **7.51%** for teaching staff.

The Saskatoon Tribal Council is glad to be associated with this initiative. We believe that employment strategies such as this benefit not only First Nations but society as a whole.

Tribal Chief Felix Thomas, Saskatoon Tribal Council

FIVE-YEAR ACTIONS

RECRUITMENT ACTION: Greater Saskatoon Catholic Schools will engage in comprehensive recruitment of First Nations, Métis and Inuit applicants for every one of its employment opportunities.

CANDIDATE PROCESSING ACTION: Within a context of cultural competence, Greater Saskatoon Catholic Schools will provide consistent, fair and prompt candidate processing for new First Nations, Métis and Inuit applicants.

RETENTION STRATEGIES ACTION: Greater Saskatoon Catholic Schools will implement best practice strategies to ensure the retention of First Nations and Métis employees is consistent with or better than organizational trends.

DEMOGRAPHIC REFLECTED HIRING ACTION: Greater Saskatoon Catholic Schools recognizes the need to have First Nations and Métis people represented at all levels of the organization. We commit to putting in place the policies and programs to ensure that 10% of all Greater Saskatoon Catholic Schools employees are self-identified First Nations, Métis and Inuit People, by the end of the 2015 school year. This also means that no employee category (CUPE 2268; CUPE 3730; STF and OOS) will have less than 8% Aboriginal representation within that time period.

PROCUREMENT ACTIVITIES ACTION: GSCS will consider First Nations, Métis and Inuit service and product providers in all procurement opportunities.

CULTURAL COMPETENCE, AWARENESS AND ANTI-RACISM/ANTI-OPPRESSION STRATEGY DEVELOPMENT

ACTION: Greater Saskatoon Catholic Schools will provide anti-racism/anti-oppression training and education for employees. In addition, with partners, GSCS will develop strategies and goals for anti-racist/anti-oppression direction.

TOOLS ACTION: Greater Saskatoon Catholic Schools will provide necessary resources and tools to reach its goals of achieving a representative workforce.

Strategy: Assist in maximizing employment opportunities for First Nations, Métis people, and northerners in the labour market

Saskatchewan Ministry of First Nations and Métis Relations

GREATER SASKATOON CATHOLIC SCHOOLS REPRESENTATIVE WORKFORCE STRATEGY

ACTION PLAN

Year 1

Adoption of RWS – 5-year plan and policies
Anti-racist training policy adoption
Partnership development
Acceptance of hiring goals for 2015

Year 4

Workplace employment audits
Anti-racist training
Annual reporting and hiring goals
Cultural competence

Year 2

Implement candidate processing plan
Anti-racist education plan
Cultural competence policy implementation
Annual reporting and hiring goals
RWS accountability agreements-managers

Year 5

Evaluation
Annual reporting and hiring goals-10%
Data assessment
Strategic plan assessment and re-development

Year 3

Procurement activities
Myth and misconception training
Recruitment strategies implementation
Annual reporting and hiring goals



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