

SIS Recruitment Beliefs and Practices

Shekou International School provides a rigorous education in a caring community and inspires our students to become principled, innovative contributors in a transforming world.

Diversity, Equity, Inclusion, Justice and Belonging (DEIJ&B) is the responsibility of all involved in recruitment for SIS. The following statements, additional resources, and peer and supervisor accountability will ensure our beliefs are implemented.

Diversity, Equity, Inclusion, Justice & Belonging

Our community will work to evolve its DEIJ standpoint as it learns new ways of being and adapts to a continuously changing context.

SIS DEIJ&B Position Statement

A rigorous education includes a diverse representation of inspiring people, history, ideology, and experiences throughout the curriculum.

- A caring community is respectful, inclusive, and committed to cultural competency through the active honouring of multiple values, perspectives and voices. A caring community works to dismantle institutional beliefs and policies that knowingly and unknowingly discriminate.
- Being principled through committing to integrity, a strong sense of equity, and justice with respect for the dignity and rights of people everywhere.
- Transforming our own privilege and bias into a foundation for allyship in contributing to change and improvement.

As recruiters at SIS, we will commit to the following:

- Approaching all applicants, regardless of gender identity, nationality, ethnicity, colour, race, sexual orientation, language, marital status, religion, body size, disability, or other identities, with an open mind.
- Actively screening, shortlisting, and interviewing applicants from backgrounds that might be under-represented within teams and the school.
- Using a standard set of interview questions to mitigate some biases and provide more of an even opportunity to gauge candidate suitability for employment at SIS.
- Enriching the overall SIS community by attracting applicants from different walks of life with various backgrounds and diverse perspectives.
- Interviewing candidates with at least two SIS administrators, each supporting the other in remaining neutral and checking for bias.
- Retaining diverse candidates by ensuring fair and equitable working conditions and equal opportunities for career pathways. ☐

As part of the hiring process, be aware of and discuss the below-talking points.



Define the Role

Take time to understand the job you're hiring for. Being clear on what you are looking for allows you to be clear on what to assess. Defining and aligning on criteria explicitly and up front makes it harder for bias to creep in. Be collaborators in this process.



Building the Job Description

Use your competencies to build the requirements (must haves) for success in the role. Evaluate the description for subtle racial, gendered, and the other negative, language and implicit messages.



Attract Candidates

Go beyond your traditional posting avenues and platforms. Research platforms that specifically serve underrepresented groups.



Assess Candidates

Design competency-based structured interview questions and skills assessments. Create assessment rubrics. Train all recruiters, panelists on research-based bias impact and interventions in hiring. Practice aligning on scoring. Be consistent.



Review Candidates

Practice individual rating and collective decision-making. Empower everyone to call out bias. Be accountable.



Use Data

To ensure a fair and transparent process, collect demographic data at each stage (if possible). Monitor the funnel and look for disparities at each step.








Keep Going

Use data to refine your approach and process. Continue to deepen understanding, build skills, and check for alignment. Expand into other systems and processes.

Before recruiting, work with your supervisor in:

- Recognising your biases and being prepared to face how these biases can be discriminatory.
- Understanding the various types of bias and recognising these biases are more inherent than we realise.

Five of the Most Common Biases in the Hiring Process

Type of Bias	Definition	Hiring Examples
Confirmation Bias 	<p>Tendency to pay attention to remember and seek out information that confirms a belief we already have. As well as the tendency to ignore, explain away, or forget information that conflicts with it.</p>	<ul style="list-style-type: none"> • When an interviewer forms a distinct opinion about a candidate based on a minute piece of information, such as the college they attended, before the actual interview • When a trusted colleague sends a glowing email about a candidate before the screening process begins, less qualified candidates may make it to the interview pool b/c we trust our friends and colleagues. It impacts how we view an application. • This practice also disadvantages those on the margins and who are underrepresented in the industry, as they may have less access to these peer relationships
Anchoring Bias 	<p>An anchor is like a reference point around which we make future decisions</p>	<p>X person was such a great person for this role. We need to find another x to stay on track. When you interview candidates, you will have a vision of x in your mind and unknowingly may compare all candidates against this subjective criterion (despite how well they may/may not show up in the interview)</p>
Similar to Me (Affinity) Bias 	<p>The tendency to favourably judge other people who are more similar rather than dissimilar to them in background, attitudes, interests, and behaviours.</p>	<p>Examining culture fit in the interview process. What art are we looking for? If it's not clearly defined, or if we're using something like "Would I like to hang out with this person?" as the sole indicator is where this bias creeps in</p>
Halo Bias 	<p>When one positive characteristic or strong point made by the candidate influences the entire interview.</p>	<p>A candidate has a degree from a prestigious University, so an interviewer thinks they must be highly competent and is looked upon favourably</p>
Pitchfork Bias 	<p>The opposite of Halo bias.</p> <p>When one negative characteristic or point overshadows the interview.</p>	<ul style="list-style-type: none"> • A candidate answers the first two interview questions poorly, which leads you to believe they are not qualified for the job. • An interviewer states that the last leader we hired from X school was not effective, and people who come from these types of schools don't fit our school's culture

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Before recruiting, work with your supervisor to develop Reflective Competence

The Stages of Bias Literacy

1 Unconscious Incompetence

At this stage, you are not aware of any biases in yourself or the organisational culture. You may not be aware of the lack of diversity in the organisation or that certain groups are concentrated in certain jobs and excluded from others.

If you identify a representation gap, you may attribute it to deficiencies in the group itself, which you may see as unqualified for or uninterested in certain jobs.

You do not see the need to recognise and minimise bias in the hiring process.

This stage may sound like this:

"This is interesting information, but it doesn't apply to me."

"We want to hire the best person for the job. If we hire diverse candidates we will be lowering our standards."

"The problem is that they just are not qualified for these jobs."

2 Conscious Incompetence

At this stage, you are aware that bias exists and are trying to recognise it in yourself and the organisational culture. You may make a commitment to change but may be challenged to identify biases and how it may affect people from particular groups.

You may also be more comfortable acknowledging the impact of bias on certain groups than other groups.

Some people may be aware of your biases, but resist the need for change as you don't think there is a problem when you act on your biases.

This stage may sound like:

"Wow, I didn't even think about my biases. But I don't think they affect my hiring decisions."

"My gut has served me well. I've always hired good people."

(Adapted from:

<http://uvasearchportal.virginia.edu/?q=bias+literacy>)

3 Conscious Competence

At this stage, you have moved from understanding to action.

You are focused on the issue and are able to recognise bias in yourself and in the organisational culture. You also begin to raise the issue of bias when you see it.

Although you can recognise bias, you may not be able to explain it to others or teach them bias literacy.

This stage may sound like:

"Can we discuss this candidate a bit more. I found her tattoos distracting, which may have gotten in the way of hearing what she said."

"That comment is biased and makes assumptions about the candidate based on her gender. We need to use gender-neutral criteria in this situation."

4 Unconscious Competence

At this stage, you have become more comfortable acting to minimise the impact of your and others' biases. You also begin to see discrimination in organisational policies and practices.

Your ability to recognise bias becomes second nature, and you feel comfortable explaining and teaching others about it. You are more comfortable making public statements when you recognise your preference and share your knowledge with others.

5 Reflective Competence

At this stage, you are now entirely biased and literate.

You understand that most biases come from our culture and that biases are a "social virus" rather than an individual issue. You actively try to unearth your biases, seek out opportunities to learn through reading and increase your comfort level with people different from you.

You are also committed to challenging coworkers' biases and identifying and removing biases



embedded within the organisational culture, policies and practices.

SIS Teacher Interview

Candidate: _____

Position: _____

Interviewer(s): _____

Date: _____

Introductions/breaking the ice

Spend about three minutes getting to know the applicant on a personal level. Ensure the applicant is made to feel at ease and your own biases are in check.

Professionalism: Sense of Mission, Motivation, Philosophy of Learning

- Core beliefs about students/schools
- Enthusiasm for learning
- Interaction with students
- High motivation level, passion
- Students over self-benefits
- Student-centred, student-learning focus
- Responsive to SIS philosophy
- Reflective about practice
- Understanding of learning innovation
- Career goals

General background & information? Why did you choose to be a teacher?		(Ratings +/0/-)
What do you know about SIS?		
Our school emphasises "challenging, personalised, and authentic" learning. What does that mean to you? Give an example of how you modelled this in your work.		
Innovative approaches to learning are essential at SIS. What does that mean to you? Give an example of how you have modelled this.		
Additional Notes		

Human Relations/EQ

- *Caring and supportive*
- *Collegial and collaborative*
- *A positive approach to problems*
- *Flexible and open-minded*
- *Focus on student learning*
- *Builder of strong relationships*
- *An attitude of care for children*
- *Deeper collaborative approaches*

<p>What would your students say about your teaching? Supervisors? Parents?</p>		<p>(Ratings +/0/-)</p>
<p>Describe a problematic colleague /situation you have dealt with and how you worked through it.</p>		
<p>Describe a learning activity/process you have developed with colleagues: what it was, how you created it. (PYP/MYP/DP/ Inquiry)</p>		
<p>How do you ensure the safety and well-being of each child in your care?</p>		
<p>Additional Notes</p>		

Learning Environment

- *Clear rules and routines*
- *Builds rapport, and personal connections*
- *Caring and supportive*
- *Focus on student well-being and growth*
- *Positive approaches*
- *Specific strategies*

<p>What do you do with students during the first few weeks you work with them to establish a positive classroom environment?</p>		<p>(Ratings +/0/-)</p>
<p>What strategies do you use to manage student behaviour? Give an example of a successful intervention with a student.</p>		
<p>Additional Notes</p>		

Instructional Planning and Teaching Skills

- *Understanding of curriculum/instruction/assessment*
- *Understanding of inquiry*
- *Range of strategies*
- *Use of technology and other resources, SAMR*
- *Provides for authentic higher-level thinking/expression*
- *Examples of differentiation*
- *Focus on student learning, not process*
- *Understanding authentic learning*

What activities do you use to promote inquiry and higher-order thinking in your classes? Give an example.		(Ratings +/0/-)
Give an example of how you support learning with technology .		
Give examples of how you tailor your instruction to meet the needs of all students. (EAL, LS)		
Additional Notes		

Assessment of/for Learning (Responding to Student Needs and Abilities)

- *Diagnoses before instruction*
- *Uses feedback to differentiate and modify instruction*
- *Uses varied methods of assessment*
- *Understands formative/summative assessment*
- *Literate in types of data and uses*

What steps do you take to understand students' prior learning ?		(Ratings +/0/-)
Give examples of assessment data and how you have used them.		
How do you differentiate/ accommodate students' learning needs as you plan assessments .		
Give examples of formative and summative assessments you use to determine student learning and inform future instruction.		
Additional Notes		

Specific Preparation: What is your training and experience in...?

Standards-based curricula and reporting	<ul style="list-style-type: none"> • Experience with teaching, assessing, and reporting standards-based learning 	
After School Activities	<ul style="list-style-type: none"> • Enjoys working with students outside of class • Contribution to what areas 	
ManageBac	<ul style="list-style-type: none"> • Experience • Formal training 	
MAP	<ul style="list-style-type: none"> • Uses data to improve learning • Experience/training 	
PYP/MYP/DP	<ul style="list-style-type: none"> • Appropriate PYP/MYP/DP training • Relevant experience 	
Inquiry Learning	<ol style="list-style-type: none"> 1. Integrates into instruction examples 2. Student Choice and engagement 	
Reader's and Writer's Workshop	<ul style="list-style-type: none"> • Training • Experience, examples 	
Additional Notes		

Health and Family Situation Questions

- Do you have any health, age or other issues that might hinder obtaining a work visa in China?
- Do you foresee any problems relocating to Shenzhen for yourself or your family?
- Do your children have any unique learning or health needs that would need to be addressed if they were admitted to our school?

Areas for Follow-Up with Next Interview or Reference:

1. _____

2. _____

Additional Follow-Up Questions

Professionalism

- Why do you choose to live and work internationally?
- How does your family feel about the possibility of coming to China/Shenzhen?
- Why are you leaving your current position?
- What will be your legacy at the school you leave at the end of this school year?
- What makes a good teacher? Can you give an example of that in your work?
- What is your favourite...? Least favourite...?
- Do you adhere to any philosophy of education? How has it influenced your work?
- What is your greatest strength as a teacher? Give an example of how that makes a difference.
- How have you grown as a teacher? Give examples.
- Describe the ideal teacher. Give an example of how you embody this.

Human Relations

- Describe a challenging situation you have faced with a parent and how it was resolved.
- How do you build rapport with students? Parents? Give an example.
- How flexible are you? Give some "for instances"?
- What are the needs of _____ students? Describe how you have ensured...

Professional Competence

- How do you approach literacy (reading/writing) in your classroom? Give an example.
- What are your thoughts on technology as a learning tool? (Focus on the learning outcome?)
- How do you differentiate the process/products of learning? Give an example.
- Describe the method you use to design an assessment.
- How do you believe children learn best? Give an example of how you have approached this in your teaching.
- How do you ensure the successful performance of students? Give an example.
- How do you promote collaboration among students? Give an example.
- Describe how you have shared your knowledge with colleagues.

SIS Leadership Screening Interview

Candidate: _____

Position: _____

Interviewer(s): _____

Date: _____

Introductions/breaking the ice

Spend about three minutes getting to know the applicant on a personal level.
Ensure the applicant is made to feel at ease and your own biases are in check.

Instructional Leadership

- Leading development*
- Guiding instruction*
- Leading alignment*
- Leading assessment understanding*
- Monitoring curriculum*
- Leading DEI&B*

Tell us about your understanding of best instructional practice. Give examples.		(Ratings +/0/-)
Describe a time that you have led/supported teachers to analyse data. What were the conclusions? What impact or changes did this lead to?		
Describe ways you have supported DEI&B.		
Additional Notes		

School Climate and Human Resource Leadership

- *Developing relationships*
- *Creating safe spaces*
- *Understanding and promoting wellbeing*
- *Collaborative decision making*
- *Developing staff capacity*
- *Coaching future leadership*

Describe a time when you had to make a challenging decision.		(Ratings +/0/-)
Tell us about your working style with colleagues.		
Give an example of how you have professionally supported a colleague.		
Additional Notes		

Organisational Management

- Compliance to school policies
- Organisational approaches
- *Information management*
- *Self-management*

<p>What systems would you put into place to better serve the needs of the people you work with?</p>		<p>(Ratings +/0/-)</p>
<p>What structures are needed to support the wellbeing of a school?</p>		
<p>Additional Notes</p>		



Communication and Community Relations

- *Effective/timely communication*
- *Promoting understanding and inclusivity*
- *Constructive collaboration*
- *Active listening*

<p>How do you think people would describe your communication style?</p> <ul style="list-style-type: none"> • Students • Teachers • Parents 		(Ratings +/0/-)
<p>Describe your process for making a decision that will impact others.</p>		
<p>Additional Notes</p>		

Professionalism

- *Ethical behaviour*
- *Reflective practice*
- *Professional development*
- *Culturally responsive*

<p>What does being culturally responsive mean to you?</p>		<p>(Ratings +/0/-)</p>
<p>Describe one of the best professional developments that you have participated in.</p>		
<p>Additional Notes</p>		