



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

2023 Fair Registration Practices Report



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Background

Under section 20 of the *Fair Access to Regulated Professions and Compulsory Trades Act, 2006* (FARPACTA), which is substantially similar to section 22.7(1) of Schedule 2 of the *Regulated Health Professions Act, 1991* (RHPA),

“A regulated profession shall prepare a fair registration practices report annually or at such other times as the Fairness Commissioner may specify or at such times as may be specified in the regulations.”

Section 23 of FARPACTA and Section 22.9 of Schedule 2 of the RHPA then go on to indicate that the Fairness Commissioner shall specify the form in which these reports shall be prepared, along with the required filing dates. This section also stipulates that a regulator must make these reports public.

It is pursuant to these authorities that the Office of the Fairness Commissioner (OFC) has required that each regulator complete its 2023 Fair Registration Practices Report (FRP).

Please note that this report covers the time-period from January 1 to December 31, 2023.

The FRP:

- Collects information about the organization, applicants to the profession, and current membership.
- Provides information to the public about how the organization has implemented fair registration practices during the reporting period.
- Helps the OFC to successfully undertake the education and compliance activities which include monitoring, applying a risk-informed compliance framework, assessing performance, and sharing best practices.
- Determines whether the regulator is complying with recently enacted legislative and regulatory provisions designed to reduce barriers for domestic labour mobility and internationally trained applicants.
- Identifies trends across regulated professions and regulated health colleges.

Please note that the 2023 version of the FRP has changed from the previous version in terms of both form and content as the OFC’s enabling statutes have evolved and as the office migrates to a more permanent portal-enabled database solution.

OFC Response

Organization Information

Organization name:

Ontario College of Teachers

For questions about this report, please contact:

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Registration Requirements

Applicants to the regulated professions and compulsory trades must fulfil registration requirements to practice their profession or use a professional title. This section summarizes registration requirements for each profession or trade regulated by Ontario College of Teachers.

Licensing requirements (brief description for each requirement listed):

Regulator Profession:

Teacher

Academic Requirement (the formal education, or equivalent, that is required for licensing or certification in a particular regulated profession or trade):

To teach in Ontario's publicly funded schools, a teacher must be certified by the Ontario College of Teachers. To be certified, teachers must have completed a minimum three-year postsecondary degree, which must include the equivalent of at least three years of full-time study or 90 credits or the equivalent beyond the Ontario secondary school diploma (Grade 12) or its equivalent. The degree must come from an accredited postsecondary institution acceptable to the College. In addition, teachers must have successfully completed a four-semester teacher program.

Experience Requirement (the experiential training or work experience that is required for licensing or certification in a particular regulated profession or trade):

To be certified, teachers must have successfully completed a four-semester teacher education program. An acceptable program of teacher education must be at least four semesters of postsecondary study. Please note that in the Canadian postsecondary system, an academic year is usually comprised of two semesters.

The four-semester teacher education program generally consists of the following:

- education foundations (i.e. the history, philosophy and psychology of education)
- teaching methods suitable for two teaching qualifications in Ontario (i.e. how to teach students in particular grades or subjects)
- practice teaching – a minimum of 80 days of practice teaching supervised by the program provider
- other areas of education to support methodology coursework, such as classroom management, how to use research data and new technology, supporting students with special learning needs and those from diverse communities.

A teacher education program must be academic, not employment-based, and completed at the postsecondary level. It must also lead to certification or authorization to teach in the jurisdiction where an applicant has completed the program. The College will also consider programs that include academic and teacher education courses, provided it is a combination of three years of academic coursework and four semesters of teacher education coursework. The College determines the duration of teacher education coursework based on one academic year of study (the equivalent of two semesters) in a program.

If a program does not have the minimum 80 days (400 hours) of practice teaching, the College will accept evidence of at least 80 days of teaching experience as a certified teacher. If an applicant completed a teacher education program outside Canada and did not complete at least 80 days of practice teaching as part of their teacher education program, but have completed at least 80 days of teaching experience, a letter from an education authority or a principal can be sent directly to the College. This teaching experience must have occurred as a certified teacher and after the completion of a teacher education program. The official letter must verify that an applicant taught for at least 80 days in an elementary or secondary school. It must also list the dates of employment and the grade levels and subjects taught.

Language Requirement (the level of language proficiency that is required for licensing or certification in a particular regulated profession or trade, and the language proficiency tests accepted in fulfillment of this requirement):

The College must have proof that an applicant is able to communicate effectively in English or French. Teacher applicants satisfy the English and French requirement and do not have to send proof of proficiency if:

- a teacher education program was completed in English or French in a country listed on the College's [website](#) and the program is acceptable to the College.
- a teacher education program was completed in a country not listed, but certified in another Canadian jurisdiction and at the time of certification assessed for language proficiency and met that jurisdiction's requirements.

Teacher applicants need to provide proof of language proficiency if:

- a teacher education program was completed in a country not on the list
- a teacher education program was completed in a country not on the list and certified in another Canadian jurisdiction, which did not require proof of language proficiency at the time of certification.

The College has set minimum acceptable scores for a number of tests to determine proficiency in English and French, including:

- International English Language Testing System (IELTS) Academic
- International English Language Testing System (IELTS) General
- Test of English as a Foreign Language, Internet-based test (TOEFL IBT)
- Canadian English Language Proficiency Index Program (CELPIP) General Test
- Pearson Test of English (PTE) Core
- Diplôme approfondi de langue française (DALF)
- Diplôme d'études en langue française (DELF)

- Test de connaissance du français (TCF)
- Test d'évaluation de français (TEF)

Additional Information on Licensing Requirements

As of January 1, 2022, legislation made it mandatory for all teacher applicants and Ontario Certified Teachers to successfully complete the College's Sexual Abuse Prevention Program (SAPP). The program complements existing College resources on professional conduct and is a proactive step toward strengthening the profession by better protecting the safety and well-being of students.

Ontario applicants and internationally educated teacher (IET) applicants must successfully complete the SAPP to be considered eligible for certification. Teacher applicants who successfully complete the program and become certified will see a notation indicating the program is "complete" on their public registry listing. All Canadian certified teachers applying to the College under the Ontario Labour Mobility Act (OLMA) must successfully complete the SAPP within one year of their certification date. A notation indicating whether the program is "completed" or "to be completed" was applied to certificates and the public register as of January 1, 2022. If a teacher applicant does not complete the SAPP by their applicable deadline, the notation will change from "to be completed" to "incomplete." The program is offered online at no cost. More information about the SAPP can be found here – Sexual Abuse Prevention Program (SAPP) – Ontario College of Teachers ([oct.ca](https://www.oct.ca)).

Teacher applicants must also demonstrate that they are of good character to be able to teach in Ontario. To assess professional suitability, the College requires applicants to provide:

- a current Canadian criminal record check report
- complete responses to the Applicant Declaration questions in the online application about their suitability for registration.

The Applicant Declaration is part of the online application and provides the College with information necessary to assess professional suitability. It includes questions about an applicant's certification/authorization to teach in other jurisdictions, previous professional disciplinary proceedings or actions and criminal background. The complete Applicant Declaration is contained in the online application. Applicants must answer all questions and provide details and explanations where appropriate before the College can process an application.

If a teacher education program was completed in a jurisdiction outside Ontario, a teacher applicant must also provide a teaching certificate and statement of professional standing from that jurisdiction, even if they never taught there, to demonstrate professional suitability. If an applicant is or was authorized or certified to teach in a jurisdiction outside Ontario, a teaching certificate and statement of professional standing from each applicable jurisdiction must be provided to the College.

Third Party Assessments

Third party organizations that assess qualifications on behalf of the regulator.

Fair access legislation requires regulators to take reasonable measures to ensure that any third parties undertake assessment of qualifications in a way that is transparent, objective, impartial and fair.

Ontario College of Teachers takes the following measure(s) to ensure fair and timely assessments:

Not Applicable.

Accomplishments, Risks and Mitigations

Key accomplishments and risks pertaining to fair registration practices during the reporting period are summarized below.

Accomplishments

1. Mitigating the teacher shortage by introducing a new transitional certificate of qualification and registration (TCQR) that permits students enrolled in initial teacher education programs in Ontario to apply for the new transitional certificate upon successful completion of 30 post-secondary credits and a minimum of 40 practicum days. The TCQR is structured so that teacher candidates will still be required to complete their initial teacher education programs as accredited. Furthermore, these teacher candidates are able to provide occasional/supply teaching coverage which supports the sector during a time of teacher shortages. Requiring teacher candidates to complete their teacher education program helps ensure that program graduates will be equipped to maintain the high standards of the teaching profession.
2. The College has been modernizing and adapting new technologies for the benefit of all applicants. These efforts are supported by a client-focused transition plan that helps ensure fairness and avoids adverse impacts for applicants, while implementing proactive and creative strategies to ensure knowledge dissemination and provide support for applicants. For example, the College:
 - Expanded options for digital documents, making it easier for applicants and institutions to submit documents directly to the College in an efficient manner.
 - Enabled new document checklists for the required documents that have a higher likelihood of causing delays. These checklists helped applicants ensure their documents have the information required for application evaluation. They also included digital forms that can be completed and uploaded by

an institution, further simplifying the process for applicants.

- Made regular improvements to the online application and simplified communication between the College and applicants throughout the application process. This increased the likelihood of applicants submitting the required documents within the application validity period.

3. In June 2023, all Ontario Certified Teachers (OCTs) in good standing were invited to participate in the inaugural [Focus on Teaching survey](#). The survey included a component that provided the College with demographic data about OCTs. The self-identification questions were thoroughly researched and aligned with provincial data standards for the identification and monitoring of systemic racism. Survey participants were clearly informed that survey participation, including responses to the demographic questions, was completely voluntary.

Risks and Mitigations

Risk 1

Monitored and stayed up to date with the requirements of all of the new regulations that were implemented in 2023 (e.g. new transitional certificate, 60-day timeline for IETs) and communicated those changes to members and applicants.

Mitigation Measure

The risk was mitigated by implementing a robust communications strategy and streamlining the registration process. The TCQR was successfully implemented due to significant consultation with stakeholders in the development phase and robust communications to teacher candidates and applicants prior to launch.

In addition, prior to implementing the new TCQR, the College consulted with various stakeholders, including the Ontario Association of Deans of Education, the Independent Ontario Deans and Directors of Education, and the Council of Ontario Directors of Education. Certification is

forthwith, or nearly instant, after the College receives faculty reports.

In the initial phase of implementation, the College has been compliant with the timelines set through FARPACTA and the *Ontario College of Teachers Act (OCTA)*; forthwith for Ontario teacher education graduates, 30 days for labour mobility and 60 days for internationally educated teachers. Automation, streamlined processes and policy changes that have reduced barriers while preserving the standards have all contributed to the early success.

In addition, a robust communications campaign was launched well ahead of the new online application's introduction on January 2, 2024.

Risk 2

Faced high volumes of applications that led to longer than normal certification timelines.

Mitigation Measure

The risk was mitigated by automating certification processes and adding a number of temporary staff. These measures not only allowed the College to bring certification timelines back to normal, but in many cases the College has been able to certify applicants faster than ever before.

Risk 3

Completed the conversion to an enhanced information management system that required a significant investment of staff time to become proficient and develop new reports to guide decision-making.

Mitigation Measure

The risk was mitigated by frequent testing and refining of the system features involving close collaboration across various College departments.

Changes to Registration Practices

During the January 1 to December 31, 2023 reporting period, the Ontario College of Teachers has introduced the following changes impacting its registration processes. Changes, anticipated impacts, and risk mitigation are summarized below.

A. Registration Requirements and Practices

Registration Process:

Registration requirements either through regulation, by-law or policy.

Changes Made: Yes

New Transitional Certificate

In May 2023, the College and Ministry staff began preliminary discussions regarding the end of the Temporary Certificate in June 2023 and the development of a new certificate type that would allow students enrolled in an Ontario faculty of education program to teach in the public education system before they graduate from the program.

In an effort to assist in addressing systemic teacher shortages in the province, the Ministry of Education requested the issuance of a new transitional certificate. The Teachers' Qualifications Regulation was amended to enable the College to issue a new Transitional Certificate of Qualification and Registration (the "transitional certificate") for candidates in consecutive and concurrent programs that is distinguishable from the current transitional certificate. Applications for the new transitional certificate opened on August 30, 2023. Teacher candidates who would otherwise apply for a temporary certificate were instructed to apply for the new transitional certificate. Current holders of temporary certificates, or those with expired temporary certificates, are not eligible to apply for a transitional certificate.

The transitional certificate was successfully implemented due to significant consultation with stakeholders in the development phase and robust communications to teacher candidates and applicants prior to launch.

Prior to implementing the new transitional certificate, the College consulted with various stakeholders, including the Ontario Association of Deans of Education, the Independent Ontario Deans and Directors of Education, and the Council of Ontario Directors of Education. Certification is forthwith, or nearly instant, after the College receives faculty reports.

The College administered a robust communications strategy to proactively communicate with stakeholders and applicants who were impacted by the change. The College communicated these changes through:

- Website landing page changes;
- Monthly e-newsletter updates in *Your College and You*;
- Faculty presentations; direct correspondence to members and applicants; and
- Memorandums in French and English to stakeholders and teacher candidates informing them of the TCQR and its eligibility requirements.

In addition, two hundred members with temporary certificates expiring on December 31, 2023, were contacted and given instructions (by phone and email) on how to convert their certificate. As a result of College efforts, more than one hundred of these members promptly arranged for the necessary documents to convert to a Certificate of Qualification and Registration.

60 Business Day Processing Timeline for IETs

In August of 2023, the Ministry of Education amended section 3 of Ontario Regulation 271/09 (Fair Registration Practices) of the *Ontario College of Teachers Act, 1996*, and added subsection 3(4) to require that registration decisions be provided to internationally educated teacher (IET) applicants within 60 business days from the date that the application package is completed (i.e., all required documents have been received to the satisfaction of the Registrar). The new 60 business day timeline represents a significant reduction from the previous timeline of 120 calendar days. These changes came into effect on December 31, 2023.

In response to this change, the College adopted a phased approach to meet the new requirement by identifying, planning, gathering and coordinating the resources needed to shift to the new registration decision timeline and implement the solutions necessary to realize the College's targets.

The College updated its application processes by revising the online application form and implementing a front-loaded approach for application requirements. This new process emphasized the applicant's responsibility to prepare their documentation before starting the application process and includes additional self-help features for applicants. The new process applied to, and will benefit, all College applicants and was launched on January 2, 2024.

The College underwent notable changes to ease the applications for IETs, which included:

- Implementing an audit procedure to conduct a holistic review of all documentation received for an application. The review occurs once all documents have been received and processed and helps detect any additional required information prior to the evaluation, which will allow the College to confirm that all documentation received is to the satisfaction of the Registrar before rendering a decision;
- Streamlining the Alternative Document Procedure to assist IETs who are unable to obtain required documentation in a timely manner;
- Increasing the use of the Application Programming Interface (API) for the receipt of transcripts from educational institutions worldwide;
- Implementing the Upload Portal for applicants to submit their documents directly to the College, in a secure and efficient manner;
- Implementing the Upload Portal for organizations and third parties allowing for the secure and efficient receipt of official documents through password protected access to the portal for verified users.
- Adjusting the validity period of an application from two years to one year, allowing the College to focus on applications that are ready to be processed.

The College proactively communicated changes to applicants, potential applicants, and relevant stakeholders when implementing changes to registration practices. A robust communications

campaign was launched well ahead of the new online application's introduction on January 2, 2024. The College communicated with applicants through various channels, including:

- Homepage news item on the College website;
- Updated Frequently Asked Questions on the College website;
- Presentations to teacher candidates; and,
- Faculty presentations.

The administrative processes that have been developed and streamlined to meet the new timelines for IETs are expected to benefit all applicants.

Registration Process:

New or consolidated class of certificates or licenses.

Changes Made: Yes.

The Teachers' Qualifications Regulation was amended to enable the College to issue a new Transitional Certificate of Qualification and Registration (the "transitional certificate") for candidates in consecutive and concurrent programs that is distinguishable from the current transitional certificate. Applications for the new transitional certificate opened on August 30, 2023. Teacher candidates who would otherwise apply for a temporary certificate were instructed to apply for the new transitional certificate. Current holders of temporary certificates, or those with expired temporary certificates, are not eligible to apply for a transitional certificate.

The TCQR was successfully implemented due to significant consultation with stakeholders in the development phase and robust communications to teacher candidates and applicants prior to launch.

Prior to implementing the new TCQR, the College consulted with various stakeholders, including the Ontario Association of Deans of Education, the Independent Ontario Deans and Directors of Education, and the Council of Ontario

Directors of Education. Certification is forthwith, or nearly instant, after the College receives faculty reports.

The College administered a robust communications strategy to proactively communicate with stakeholders and applicants who were impacted by the change. The College communicated these changes through various channels, including the College's website, the monthly e-newsletter in Your College and You, Faculty presentations; direct correspondence to members and applicants, and by circulating memorandums in French and English to stakeholders and teacher candidates informing them of the transitional certificate and its eligibility requirements.

Registration Process:

Assessment of qualifications, including competency-based assessments and examinations.

Changes Made: None.

Registration Process:

Documentation requirements for registration.

Changes Made: Yes.

To adhere to the 60 business day timeline for internationally educated teachers, the College's changes to the application process were designed for applicants to apply only when they have the documentation needed to complete their application rather than "apply early."

Registration Process:

Timelines for registration, decisions and/or responses.

Changes Made: Yes.

As a result of the new legislated requirement to provide a certification decision to internationally educated teachers within 60 business days of receiving a complete application, the College modified its registration processes. The new process applies to, and will benefit, all College applicants and was launched on January 2, 2024.

Registration Process:

Registration and/or assessment fees.

Changes Made: None.

Registration Process:

Changes to internal review or appeal process.

Changes Made: Yes.

The Registration Appeals Committee (“RAC”) implemented virtual panels/meetings for appeals, a practice that continued in 2023 in accordance with Section 6.01 of the College bylaws. RAC successfully integrated a paperless internal process over the past two years to ensure expedient processing times. The College continues to integrate IRIS (our internal client management system), which has helped to optimize processing times and enhance certification processes. With the new governance structure in place since 2022, RAC has benefitted from access to a larger roster of panelists in addition to its committee members. Committee panels meet on at least a monthly basis.

Registration Process:

Access by applicants to their records.

Changes Made: Yes.

Additional self-serve tools were added to the online application that enable applicants to upload supporting documents right from their document status page. The College continued to utilize its document upload portal that provides applicants and members an easy method for uploading documents to their file directly.

B. Training, policy and applicant supports**Registration Process:**

Training and resources for staff who deal with registration issues.

Changes Made: Yes.

In accordance with its governing legislation, the College’s Registrar has the sole responsibility for making final certification decisions. As Chief Executive Officer of the College, they undergo continuous training, and their currency of knowledge is commensurate with the responsibilities of the role. The College maintained its credential assessment practices consistent with past practice. The College also continued to liaise with external committees such as the Registrars for Teacher Certification Canada (RTCC) during this period.

Over the course of 2023, the Registrar continued to provide information and updates on the certification of teachers to College Council through quarterly reports. The Registrar or their delegate typically meets with visiting international delegations to share details on regulation and College practices, including accreditation and registration practices. The in-person sessions were discontinued in 2020 - 2022 and none took place in 2023. The College has begun receiving requests for virtual presentations that are under active consideration.

Registration Process:

Resources or training to support applicants to move through the licensing process.

Changes Made: Yes.

In 2023, the College streamlined its Alternative Documentation Procedure to further assist IETs who were unable to obtain required documents in a timely fashion, or who cannot obtain certain documents for reasons such as persecution or war in the documents' jurisdiction of origin.

In addition, the College implemented the Upload Portal for members and applicants by providing applicants and members the ability to submit documents directly to their file rather than by mail or email.

The implementation of the Application Programming Interface (API) allowed for the receipt of transcripts from MyCreds (the College's online credential wallet). Transcripts from institutions worldwide are now received and uploaded automatically to client files.

The College continued to utilize a client-focused transition plan that helped ensure fairness and avoided adverse impacts for applicants, which used proactive and creative strategies to ensure knowledge dissemination and provided support for applicants. For example:

- Online self-serve options available at no cost, 24/7 and from anywhere in the world.
- Video tutorials on applying to the College - Evaluating an application, Preparing to Teach in Ontario (Available on YouTube).
- *Can I Teach in Ontario* – a free online assessment to help potential IETs determine their likelihood of meeting certification requirements.
- New document checklists – for the required documents that have a higher likelihood of causing delays. These checklists help applicants ensure their documents have the information we need to evaluate their application. They also include digital forms that can be completed and uploaded by an institution, further simplifying the process for applicants.

- Expanded options for digital documents, making it easier for applicants and institutions to submit documents directly to the College in an efficient manner.
- Regular improvements to the online application have simplified communication between the College and applicants throughout the application process. This increases the likelihood of applicants submitting the required documents within the application validity period.
- Regularly updated and improved resources – FAQs, tip sheets, country specific information and Registration guides which provide applicants with access to the most current information regarding requirements.
- Providing multiple channels to access information from across the world and while reducing wait times for emails and phone calls made to the College.
- Offering Information Sessions in English and French virtually with a live Q&A session to applicants at all stages of the process: before they apply; while they are in the process of collecting their documents; after a decision is made; and, once they are certified. These sessions facilitate global participation and improve the likelihood of submitting a compliant application, while avoiding unnecessary certification delay.
- Liaising with major stakeholders to help bridge the gap in the availability of French language teachers by IETs.

Registration Process:

Anti-racism and inclusion-based policies and practices.

Changes Made: Yes.

Focus on Teaching Survey 2023

Each one of the College's registration practices or policies are developed or reviewed with a specific inclusion lens. The College regularly reviews existing practices to remain agile and responsive to identified trends or if an inequity in our processes merits change.

In 2023, all Ontario Certified Teachers (OCTs) in good standing were invited to participate in the [Focus on Teaching survey \(FOTS\)](#). The survey provided insight into a variety of areas, including the labour mobility of teachers, employment patterns, teacher attrition and demographic information of the entire College membership. The survey was a significant expansion of the work previously done with the Transition to Teaching survey, which was only distributed to OCTs in the early stages of their careers. The final Transition to Teaching survey was conducted in 2022 and the report was released in 2023.

The FOTS was voluntary and open to all OCTs in Good Standing. Members were invited to take part in the survey via email and access to the survey was available to members via their online, password-protected accounts. The survey was open from June 24 – July 14, 2023, and asked 21 questions focused on:

- members' retirement plans and intentions to maintain College membership
- paid employment of members with Temporary Certificates of Qualification
- types of professional roles and employers; and
- awareness of duty to report incidences of suspected child abuse or neglect.

The College received 15,765 responses for a response rate of approximately seven per cent of the College's overall membership.

- Almost six per cent (5.8 per cent) of the 15,765 valid responses were in French.
- Most responses (96 per cent) came from Ontario. Canadian residents from other provinces made up 2.6 per cent of the sample, and the remaining 1.6 per cent of respondents were residing in other countries.

New Additional Qualification and Professional Advisory

In Fall 2022, the Chair of the College's Council received a letter from the Minister of Education, directing the College to propose amendments to Ontario Regulation 176/10 (Teachers' Qualifications) by adding an Additional Qualification (AQ) course on Holocaust Education and Countering Antisemitism.

In March 2023, Council approved the Standards of Practice and Education Committee's request to develop a new Additional Qualification (AQ) titled *Holocaust Education and Countering Antisemitism/Éducation à l'Holocauste et lutte contre l'antisémitisme* in Schedule D of the Teachers' Qualifications Regulation and moved this request forward to the Ministry. The development of an AQ to support Holocaust education and counter Antisemitism is in alignment with the College's commitment to eradicating discrimination from the province's education system.

Once the new AQ is enacted into regulation by the government, the College can develop the AQ course guidelines (Note: The College does not design or deliver AQ courses but does develop and publish guidelines for course providers to follow).

Council also endorsed the Standards of Practice and Education Committee’s recommendation to develop a new professional advisory to inform College members of their professional responsibilities to uphold human rights and combat hate and intolerance. Cross-departmental planning to develop the professional advisory was underway. Standards of Practice and Education staff prepared an online session to inform AQ providers of the following:

- updates on the development of the new AQ and new professional advisory;
- the possibility of submitting for accreditation a focused version of the existing Social Studies, Primary and Junior AQ that would highlight Holocaust education and countering antisemitism;
- existing resources provided by the Friends of Simon Wiesenthal Center for Holocaust Studies (FSWC) and Liberation 75 to support teachers’ ongoing professional learning and professional practice in relation to Holocaust education and antisemitism.

In addition, in 2023, the Registration Appeals Committee received training from Independent Legal Counsel on how to address allegations of discrimination, as well as training on equity issues which arise during registration appeals.

C. System partners

Registration Process:

Steps to increase accountability of third-party service provider(s).

Changes Made: None.

Registration Process:

Accreditation of educational programs.

Changes Made: Yes.

To reflect currency of the Ontario context in which elementary and secondary schools operate and priority areas in Ontario education, the College began a refresh of the Accreditation Resource Guide in 2022. The Guide is designed for:

- providers to support the development and accreditation of teacher education programs;
- accreditation panels who seek evidence of sufficiency and currency with the required core content outlined in the regulation, and
- use by programs undergoing accreditation.

The Guide is a companion to requirements set out in Schedule 1 of Regulation 347/02, Accreditation of Teacher Education Programs. The purpose of the guide is to clarify the intent, through additional information and examples, of the core content that should be included in Ontario initial teacher education programs. Examples of core content explanations include:

- “the use of evidence-based strategies to teach and assess reading and mathematics”
- “requirement that candidates are using the most current Ontario curriculum, policies and instructional/pedagogical practices related to teaching in the subject areas and divisions for which they are qualifying”

The updated 2022-2023 edition of the Accreditation Resource Guide reflects consultation feedback provided by Indigenous, and English- and French-language education partners, including faculties of education, Ministry of Education branches, researchers and practitioners. The Guide is informed by current

educational research, practices, philosophy, and pedagogy. The updated Guide emphasizes equity, diversity and inclusion, anti-oppressive and anti-racist education, accessibility, environmental learning, ecojustice and climate action, Indigenous perspectives, and virtual learning. These topics are consistent with and reflect the Standards of Practice and Ethical Standards for the Teaching Profession.

Technical briefings on the revised Guide took place at Spring 2023 meetings of the Ontario Association of Deans of Education (OADE) and the Independent Deans and Directors of Education (IODDE). A draft of the revised Guide was provided to all providers with upcoming reviews and Accreditation Unit staff held technical briefings on the updates with each provider engaged in the renewal process. The final version of the Guide was made available in Fall 2023.

In addition, in 2022, the Accreditation Unit worked with two providers for the review of new French language initial teacher education programs in the Primary/Junior divisions. In November 2022, the Accreditation Committee granted initial accreditation to a new program of professional education at Université de l'Ontario français (UOF). As of January 2023, UOF is offering a part-time multi-session consecutive program with areas of study in the Primary/Junior divisions. Accreditation Unit staff also worked on the review of Université Laurentienne's French-language programs, including the addition of areas of study in the Primary/Junior divisions to their existing concurrent and multi-session consecutive programs. In 2023, the Accreditation Committee rendered its decision regarding the general accreditation of Laurentienne's French-language concurrent, consecutive and multi-session consecutive programs with areas of study in the Primary/Junior and Junior/Intermediate divisions.

Registration Process:

Mutual recognition agreements.

Changes Made: None.

D. Responsiveness to changes in the regulatory environment

Registration Process:

Emergency registration plans.

Changes Made: Yes.

The College's Emergency Registration Plan was last updated on June 27, 2024. The ERP shall be reviewed and amended at least once every five years to identify areas for improvement, with a succeeding planned update on June 27, 2029. The College recognizes that updates may be required sooner than five years if an unforeseen situation warrants it.

The five-year review process for the plan shall include:

- A review of the plan to ensure it reflects current emergency management directives, changes to legislation and/or other changes to address best practice regulatory emergency management methodologies.
- A review of all improvement plans, policies, corrective action plans and any other reports by the OFC with recommendations relevant to the ERP produced since the last revision.
- An assessment of the College's existing capability to meet the requirements of the ERP.

The College's mandate is to protect the public interest by safeguarding students and supporting student well-being. The ERP is informed by the College's pandemic response to support applicants and members and by legislative changes. Some of these measures continue to be in operation by the College, while maintaining continuity of the College's registration practices. The College's current processes allow it to operate within the context of an emergency, as previously experienced.

Registration Process:

Technological or digital improvements.

Changes Made: Yes.

The changes noted below allow staff to dedicate more time to focus on the core work of reviewing documents for content and acceptability and reduce the time required to process, image and/or upload documents received by mail or email to applicant files. In particular, the College:

1. Streamlined its Alternative Documentation Procedure to further assist IETs who are unable to obtain required documents in a timely fashion, or who cannot obtain certain documents for reasons such as persecution or war in the documents' jurisdiction of origin.
2. Implemented the Application Programming Interface (API) for the receipt of transcripts from MyCreds (online credential wallet). Transcripts from institutions worldwide are now received and uploaded automatically to client files.
3. Implemented the Upload Portal for members and applicants by providing applicants and members the ability to submit documents directly to their file rather than by mail or email.
4. Implemented the Upload Portal for organizations and third parties allowing for the secure and efficient receipt of official documents through password protected access to the portal for verified users.

The College has also developed new document checklists for the required documents that have a higher likelihood of causing delays. These checklists help applicants ensure their documents have the information we need to evaluate their application. They also include digital forms that can be completed and uploaded by an institution, further simplifying the process for applicants.

The College regularly updated and improved various resources for applicants, including FAQs, tip sheets, country specific information and Registration guides which provided applicants with access to the most current information regarding certification requirements.

In addition, the College made regular improvements to the online application and simplified communication between the College and applicants throughout the application process. This increased the likelihood of applicants submitting the required documents within the application validity period.

Registration Process:

Steps to address labour shortages in the profession or trade.

Changes Made: Yes.

The College continues to implement an equity-informed approach to addressing labour shortages by engaging in proactive consultation on licensure and employment barriers for internationally educated, racialized, and Indigenous applicants.

Technological Education

In response to the province's identified need for qualified Tech Ed teachers, the College initiated a review of the qualification requirements for those teachers. The College explored possible changes to the Teachers' Qualifications Regulation to align with current technological education standards, while also facilitating access and reducing barriers to the profession for potential candidates with significant work experience. In February 2023, College staff working group began developing proposed changes to the technological education qualification requirements. To inform this work, the working group administered a survey and received responses from more than 80 education stakeholders.

Stakeholder groups included education administrators from the Council of Ontario Directors of Education and the Ontario Principals' Council, school boards, the Ontario

Teachers' Federation and its affiliates, the Ontario Council for Technology Education, technological education school board leads, Faculties of Education, and technological education additional qualification providers.

Given the diverging and compelling views shared by stakeholders, the College worked to modify its initial proposal by recommending a reduction in the total work experience requirement to four years rather than three years. The current minimum two-year work experience requirement, if used in combination with post-secondary education, would also be maintained.

Indigenous Languages

The College met with Indigenous communities and language groups in 2023 to begin development of new pathways to certification for Indigenous language teachers.

French Language Sector Needs

The College continued to support initiatives that help increase the supply of French-language teachers, including working diligently on the initial and general accreditation of French-language teacher education programs, as well as the accreditation of French as a Second Language offerings in English-language teacher education programs.

The College accredited the first French language teacher education program offered at the newly instituted francophone Université de l'Ontario français for intake of teacher candidates in 2023.

Inaugural Focus on Teaching Survey

In June 2023, all Ontario Certified Teachers (OCTs) in good standing were invited to participate in the [Focus on Teaching survey](#). The survey included a component that provided the College with demographic data about OCTs. The self-identification questions were thoroughly researched and aligned with provincial data standards for the identification and monitoring of systemic racism. Survey participants were clearly informed that survey participation,

including responses to the demographic questions, was completely voluntary.

Training on Equity, Diversity, Inclusivity and Accessibility

Each one of the College's registration practices or policies are developed or reviewed with a specific inclusion lens and are not implemented solely due to regulatory changes. In fact, the College regularly reviews existing practices because a staff member has identified a trend or an inequity in our processes that merits change.

In December 2023, the Registration Appeals Committee received training from Independent Legal Counsel on how to address allegations of discrimination, as well as training on equity issues which arise during registration appeals.

Virtual Information Sessions for IETs

The College continued to offer virtual information sessions for IETs. The sessions were for applicants who required assistance understanding the application process and for those who required additional information regarding required documents. For those who are denied, the College referred them to the online presentation for denied applicants.

Membership and Application Data

The Office of the Fairness Commissioner collects membership and application data from regulators through annual Fair Registration Practices Reports, which are also made available to the public. Information is collected for the purpose of discerning statistical changes and trends related to a regulator's membership, application volumes, licensure/certification results, and appeals year over year.

Race-based data collected

Members: No
Applicants: No

The Focus on Teaching Survey is not mandatory for all members or applicants to complete. Please see description of data collected and survey parameters in answers to previous questions.

Other identity-based or demographic data collected

Members: No
Applicants: No

Languages of service provision

Ontario College of Teachers makes application materials and information available to applicants in the following languages.

English: Yes
French: Yes
Other (please specify): No

A. Membership Profiles

A0. Before continuing, please indicate the total number of members as of the end of the reporting year.

228,185

A1. For each class of license/registration, please indicate the total number of members and internationally educated members as of the end of the reporting year.

Class of license/registration: Full/General/Independent Practice

Number of members: 228,185

Number of internationally educated members (include individuals with education in the US and other countries outside of Canada): 38,779

A2. As of the end of the reporting year, please indicate the total number of members for each gender identity. Note: You will not be able to save two sets of data for the same gender identity.

Male: 56,504

Female: 171,422

X (includes trans, non-binary, and two-spirit people): 259

Other/not collected: N/A

A3. For each jurisdiction of initial training collected, please indicate the total number of members as of the end of the reporting year.

For professions, the jurisdiction in which an applicant obtained their initial professional education used in full or partial fulfillment of registration requirements.

Ontario: 179,671

Other provinces and territories: 9,735

United States: 21,216

Other International: 17,563

Multiple Jurisdictions: N/A

Other/not collected: N/A

A4. For each country of initial training collected, please indicate the total number of members as of the end of the reporting year.

Albania	123
Algeria	19
Argentina	31
Armenia	9
Australia	4,774
Austria	1
Azerbaijan	5
Bahamas	7
Bangladesh	32
Barbados	11
Belarus	20
Belgium	15
Belize	1
Benin	2
Bosnia and Herzegovina	1
Botswana	2
Brazil	25
Brunei Darussalam	1
Bulgaria	43
Burkina Faso	3
Burundi	17
Cameroon	131
Canada	189,406
Chile	11
China	37
Colombia	21
Comoros	1
Congo – Democratic Republic	11
Costa Rica	1
Croatia	13
Cuba	14
Czech Republic	15
Czechoslovakia	10
Djibouti	1
Dominica	5
Dominican Republic	1
Ecuador	2
Egypt	120
El Salvador	5
England	1,064
Eritrea	2
Estonia	1
Ethiopia	13
Finland	4
France	62
Germany	13

Ghana	59
Greece	15
Grenada	8
Guadeloupe	1
Guam	2
Guatemala	2
Guyana	108
Haiti	3
Holland	1
Hong Kong	176
Hungary	50
India	4,121
Indonesia	1
Iran	58
Iraq	9
Ireland	76
Israel	51
Italy	7
Ivory Coast	33
Jamaica	685
Japan	4
Jordan	13
Kazakhstan	3
Kenya	27
Korea, Republic (South)	20
Kuwait	1
Latvia	7
Lebanon	116
Lithuania	8
Macedonia	12
Madagascar	1
Malaysia	2
Mali	2
Malta	16
Mauritius	98
Mexico	5
Moldova, Republic Of	14
Montenegro	1
Morocco	17
Myanmar	1
Namibia	1
Nepal	14
Netherlands	16
New Zealand	731
Nicaragua	4
Nigeria	213
Norway	4
Oman	2
Pakistan	347
Palestine	3
Peru	11

Philippines	353
Poland	231
Portugal	10
Reunion	1
Rhodesia	1
Romania	141
Russian Federation	85
Rwanda	6
Saint Lucia	10
Scotland	1,043
Senegal	11
Serbia	13
Serbia and Montenegro	1
Sierra Leone	3
Singapore	24
Slovakia	21
Slovenia	1
Somalia	8
South Africa	162
Spain	14
Sri Lanka	32
St. Kitts and Nevis	0
St. Vincent and The Grenadines	5
Sudan	3
Sui	2
Swaziland	2
Sweden	8
Switzerland	2
Syrian Arab Rep.	4
Taiwan	12
Tanzania	1
Thailand	4
Trinidad and Tobago	110
Tunisia	4
Turkey	28
Uganda	7
Ukraine	136
United Arab Emirates	1
United States	21,216
Unknown	730
Uruguay	2
Ussr	22
Uzbekistan	4
Venezuela	6
Vietnam	2
Wales	327
Yugoslavia	62
Zaire	13
Zambia	1
Zimbabwe	13
Grand Total	228,185

A5. For each official language of preference, please indicate the total number of members as of the end of the reporting year.

English: 213,894
French: 14, 291

A6. For each racial identity collected, please indicate the total number of members as of the end of the reporting year.

Black
East/Southeast Asian
Indigenous
Latin American
Middle Eastern
South Asian
White
Other
Not collected – yes

A7. Please provide any additional comments you may have to explain the data provided in the above tables: (optional)

A.6 – The College does not currently collect information pertaining to members' racial identity.

B. Applications Profiles

B0. Before continuing, please indicate the total number of applicants who filed an application between January 1 and December 31 of the reporting year:

Please indicate the number of applicants who filed an application between January 1 and December 31 of the reporting year, in each applicable category below.

8,329

Note: For questions B.1 – B.5, the calculated total must equal the total number of applicants entered above, except for optional data entry questions.

B1. For each gender identity, please indicate the total number of applicants between January 1 and December 31 of the reporting year.

Male: 2,059

Female: 6,220

X (includes trans, non-binary, and two-spirit people): 49

Other/not collected: 1

B2. For each jurisdiction of initial training, please indicate the total number of applicants between January 1 and December 31 of the reporting year.

Jurisdiction of initial training	Total number of applicants (applications received in 2023)	In progress at the end of the reporting year (applications with decisions pending)
Ontario	5,395	2,810
Other provinces and territories	431	318
United States	387	376
Other International	2,116	3,227
Multiple Jurisdictions	N/A	N/A
Other/not collected	N/A	N/A

B3. For each country of initial training, please indicate the total number of applicants between January 1 and December 31 of the reporting year.

Afghanistan	3	Canada	5,826
Albania	7	Cayman Islands	1
Algeria	17	Chile	4
Anguilla	1	China	17
Argentina	3	Colombia	4
Armenia	2	Congo – Democratic Republic	6
Australia	27	Congo – Republic	1
Azerbaijan	1	Costa Rica	1
Bahamas	1	Croatia	1
Bangladesh	2	Cuba	1
Barbados	1	Czech Republic	2
Belarus	1	Denmark	2
Belgium	5	Djibouti	1
Benin	1	Ecuador	2
Brazil	16	Egypt	13
British Virgin Islands	1	England	65
Bulgaria	2	Ethiopia	2
Burkina Faso	6	Finland	1
Burundi	3	France	45
Cameroon	300	Gabon	1
		Georgia	1
		Germany	4
		Ghana	20
		Great Britain	1
		Greece	1

Guyana	6	Sweden	1
Haiti	8	Syrian Arab Rep.	1
Honduras	2	Taiwan	2
Hong Kong	105	Togo	4
Hungary	1	Trinidad and Tobago	13
India	633	Tunisia	10
Iran	18	Turkey	9
Iraq	3	Uganda	1
Ireland	19	Ukraine	9
Israel	6	United Arab Emirates	6
Italy	1	United States	387
Ivory Coast	18	Uzbekistan	2
Jamaica	76	Venezuela	1
Japan	2	Vietnam	1
Jordan	1	Wales	52
Kenya	9	Yemen	2
Korea, Republic (South)	18	Zaire	1
Kuwait	3	Zimbabwe	1
Kyrgyzstan	1		
Lebanon	38	B4. For each official language of preference, please indicate the total number of applicants between January 1 and December 31 of the reporting year.	
Lithuania	1	English: 7,430	
Malaysia	2	French: 899	
Malta	1		
Mauritius	22	B5. For each racial identity, please indicate the total number of applicants between January 1 and December 31 of the reporting year.	
Mexico	1	Black	
Moldova, Republic of	1	East/Southeast Asian	
Morocco	18	Indigenous	
Namibia	2	Latin American	
Nepal	1	Middle Eastern	
New Zealand	128	South Asian	
Nigeria	50	White	
Northern Ireland	1	Other	
Pakistan	41	Not collected– yes	
Peru	3		
Philippines	87	B6. Please provide any additional comments you may have to explain the data provided in tables B.1 to B.5.	
Poland	3	B.5. - The College does not currently collect information pertaining to applicants' racial identity.	
Portugal	3		
Puerto Rico	1		
Qatar	1		
Republic of Kosovo	1		
Romania	4		
Russian Federation	4		
Rwanda	1		
Scotland	15		
Senegal	9		
Serbia	3		
Singapore	1		
South Africa	23		
Spain	4		
Sri Lanka	3		

B7. In relation to application decisions rendered during the reporting year, please indicate the following for each jurisdiction of initial training.

The table below summarizes the outcome of registration decisions finalized in 2023. Some applications may have been received in the previous year.

Jurisdiction of initial training	Successful	Unsuccessful	Withdrawn
Ontario	5,225	0	0
Other provinces and territories	416	0	0
United States	353	5	0
Other International	1,147	105	0
Multiple Jurisdictions	N/A	N/A	N/A
Other/not collected	N/A	N/A	N/A

B8. For applicants registered in the reporting year, please provide the breakdown by class of license, certification or registration:

Class of license-registration for new registrants: Full/General/Independent Practice

Total number of new registrants: 3,711

Number of new registrants internationally educated: 2,503.

B9. Please provide any additional comments you may have to explain the data provided in tables B.7 to B.8:

B.7. – Some applicants were denied and became successful later in the year. Unsuccessful applicants are not required to reapply.

B10. State the number of (1) reviews, (2) appeals, and (3) registration decisions changed that your organization processed in the reporting year (January 1 - December 31 of the reporting year)

Applicants for registration may appeal a registration decision. An internal review or appeal involves formal reconsideration of a registration decision further to an application and submissions by the applicant.

An external review or appeal involves review of a registration decision by an external appeal tribunal or court, such as the Health Professions Review and Appeal Board or Divisional Court.

Jurisdiction of initial training	Number of internal reviews and appeals processed	Number of decisions changed following internal review	Number of applicants who sought external review	Number of decisions changed following external review or appeal
Ontario	3	None	None	None
Other provinces and territories	None	None	None	None
United States	5	1	None	None
Other International	22	4	None	None
Multiple Jurisdictions	N/A	N/A	N/A	N/A
Other/not collected	N/A	N/A	N/A	N/A

B11. List the top three issues or reasons that applicants raised during these appeal proceedings.

Issues raised in reviews and appeals can point to challenges in the registration process. The table below summarizes top issues or reasons that applicants raised during these appeal proceedings.

Frequency	Issue or reason raised in appeal proceeding	Total number of appeals
Most frequent	TCLs	13
Second most frequent	Denied – Teacher Education Program not acceptable	12
Third most frequent	Teacher Education Program and Language Proficiency requirement not acceptable	2

B12. List the top three reasons for not issuing a license/certification to internationally trained individuals.

Internationally trained applicants face additional challenges in the registration process. The table below summarizes top reasons for not registering internationally trained individuals.

Frequency	Reason for not issuing a license/certification	Total number of applicants
Most frequent	Professional	73
Second most frequent	Academic	19
Third most frequent	Language Proficiency	9

B13. Please provide any additional comments you may have to clarify the data in tables B.10 to B.12

N/A.

Changes Related to New Legislative and Regulatory Requirements

By Ontario law, regulated occupations must provide registration practices that are transparent, objective, impartial and fair. Non-health occupations are governed by the *Fair Access to Regulated Professions and Compulsory Trades Act, 2006 (FARPACTA)*, while health professions are governed by the *Regulated Health Professions Act, 2011 (RHPA)*.

In 2021, both statutes were amended to incorporate substantive provisions to:

- A. Eliminate the use of Canadian experience requirements except under prescribed circumstances
- B. Streamline language proficiency testing requirements.
- C. Provide for the continuity of registration processes during emergency situations.
- D. Set registration time limits. (FARPACTA only)

Ontario College of Teachers has made the following changes to comply with these new legal obligations:

A. Canadian Experience

Change required: No.

Ontario College of Teachers has taken the following measures to comply with legislative requirements on eliminating Canadian experience requirements unless an exemption is granted or an alternative is identified that meets criteria prescribed in regulations (non-health regulators) or the exceptions in legislation are met (regulated health colleges).

N/A - The College does not have a Canadian experience requirement.

B. Language Proficiency Testing

Change required: Yes.

Ontario College of Teachers has taken the following measures to comply with recent legislative changes requiring that regulators accept language proficiency testing results derived from any of the tests accepted for immigration purposes to satisfy their language proficiency requirements.

Ontario College of Teachers offers applicants the following options to demonstrate language proficiency.

Please indicate all options from the list below that applicants can employ to demonstrate language proficiency.

IELTS (General): yes

CELP (General): yes

TEF Canada: yes

TCF Canada: yes

Other language proficiency tests: IELTS (Academic), TOEFL IBT, CELPIP (General), PTE Core, DALF, DELF

Success on a licensing exam or assessment: no
Education in English or French: yes

Affidavit: yes

Other (please specify): a letter from an institution for the following scenarios:

1. If a teacher education program was conducted either entirely in English or entirely in French in a country other than the ones listed on the College's [website](#), an applicant will need to arrange to have a letter sent directly to the College from the head of the institution that the applicant attended. The letter needs to confirm that the language of instruction at the time the applicant took the program was either entirely in English or entirely in French.
2. If an applicant completed one year of postsecondary education entirely in English or French, they may ask the institution they attended to send a letter to the College. The letter must confirm that the language of instruction for the year was English or French when the applicant attended, or

3. If an applicant completed their elementary and secondary education entirely in English or French, they may request the institution to send a letter directly to the College. The letters must confirm that the language of instruction for the entire duration of the programs was English or French when the applicant attended.

C. Emergency Registration

Change required: Yes.

Ontario College of Teachers has taken the following measures to comply with requirements to establish an emergency class (health colleges) or develop an emergency registration plan (non-health regulators).

The College's mandate is to protect the public interest by safeguarding students and supporting student well-being. The Emergency Registration Plan is informed by the College's pandemic response to support applicants and members and by legislative changes. Some of these measures continue to be in operation by the College, while maintaining continuity of the College's registration practices.

The College's current processes allow it to operate within the context of an emergency, as previously experienced. These processes include: The College's recent operational changes in response to the newly legislated requirement to render registration decisions for internationally educated teacher applicants within 60 business days from the date the application package is completed will maintain continuity of the regulated profession's registration practices during an emergency. Several current processes position the College to transition seamlessly to emergency response situations. These include:

- Implementing an audit procedure to conduct a holistic review of all documentation received for an application. The review occurs once all documents have been received and processed and helps detect any additional required information prior to

the evaluation, which will allow the College to confirm that all documentation received is to the satisfaction of the Registrar before rendering a decision;

- Streamlining the Alternative Document Procedure to assist internationally educated teachers who are unable to obtain required documentation in a timely manner;
- Increasing the use of the Application Programming Interface (API) for the receipt of transcripts from educational institutions worldwide;
- Implementing the Upload Portal for applicants to submit their documents directly to the College in a secure and efficient manner;
- Implementing the Upload Portal for organizations and third parties allowing for the secure and efficient receipt of official documents through password-protected access to the portal for verified users.

The College will continue to issue the Transitional Certificate of Qualification and Registration (the "transitional certificate") for candidates in consecutive and concurrent programs, allowing students enrolled in an Ontario faculty of education program to teach in the public education system before they graduate from the program.

During an emergency, the College will suspend the automated closure process allowing applicants ample time to obtain documents. Applications will remain open for those who do not respond to the options provided and documents will remain on file.

The College will ensure it registers with necessary organizations to receive test scores for language proficiency electronically. For example, in response to the COVID-19 pandemic in 2020, the College registered with both the Test of English as a Foreign Language, Internet-based test (TOEFL) and International English Language Testing System Indicator (IELTS) to receive scores electronically, where in the past they were required to be sent directly to the College either through mail or hard copy.

The College will continue to make the receipt of digital transcripts more efficient by enrolling in services that allow the College to receive transcripts in bulk from National Student Clearinghouse and Parchment.

The College will arrange for digital receipt of Statements of Professional Standing from some jurisdictions and issue its Statements of Professional Standing electronically to other jurisdictions. The College will ensure its Membership Services Department is able to remotely process applications. This will help the College quickly return to pre-emergency levels of processing and evaluation of application documentation. For example, as the Evaluation Services Unit is all working remotely, the entire evaluation and quality control process will move to a digital environment as it did during the pandemic. Prior to the pandemic, the unit's assessment process was paper-based and some of its communication with applicants and other third parties was only sent by mail. These processes have now been moved to an electronic format and will remain electronic in the event of an emergency. As an example, the unit now sends Needs More Information (NMI) letters to educational institutions and other third parties via email, provided that a secure email address can be obtained. In addition, all denial letters and credential assessment reports will continue to be sent to applicants via email. Moving these two processes to an electronic format will contribute to decreasing timelines and provides applicants with information about their application more quickly. For the Criminal Record Check (CRC), the College only accepts digital CRCs from the police detachments that offer them. The College will continue to require a paper copy if this is the only document the police service in the applicant's area is able to provide.

The College will continue its Registration Appeals process online in order to ensure uninterrupted appeals process and timelines. The College's Accreditation Accountability process and related tools monitor emergency-response modifications made to accredited programs of professional education which will

continue in an emergency situation. One such tool is the Pivot Report, which was submitted by each faculty of education to detail the short-term modifications to program delivery and practicum expectations made in response to provincial emergency measures during the COVID-19 pandemic. Programs that maintain changes introduced as a result of an emergency situation are subject to the program change review processes outlined in Regulation 347/02, Accreditation of Teacher Education Programs of the *Ontario College of Teachers Act*.

The College's Client Services unit will engage in its capability to provide 100% of its services remotely and provide virtual access so that there is no interruption in support for applicants, members or the public. The College will proactively send an email to all applicants who were in the evaluation stage of processing to advise them that there are longer than usual timelines for an outcome due to the impact of an emergency.

The College will re-introduce the prioritized licensure process in an emergency to support school boards in the hiring process as it did in 2021. Individuals with official conditional offers of employment reported to the College were prioritized for licensure decisions. This will result in a significant change in the 'first come first serve' fairness practices observed by the College for more than 15 years. The College will expedite applications supported by school boards during this time period.

The College will distribute communications to retired members/Inactive Non-Practicing members to return to Good Standing. The College will suspend non-essential services that we provide, such as presentations and the provision of reports, to focus on critical areas and priorities during an emergency.

The College has established a working group to explore the implications of Artificial Intelligence (AI) and identify AI opportunities, as well as assess and mitigate AI risk. One of the goals of the working group is to develop an AI Strategy Framework to align with the College's

current policies and focus on member and applicant satisfaction. In addition, the College will aspire to explore the implications of AI and cybersecurity challenges on its business operations.

The Emergency Registration Plan ensures that the College maintains continuity of its registration practices during critical times by efficiently bringing qualified teachers into the classroom. The plan emphasizes transparency, support, and rigorous standards to preserve excellence in the teaching profession and to meet our legislated mandate to serve and protect the public interest.

D. Registration timelines (FARPACTA Regulators only)

Domestic Labour Mobility Applicants

DLMA: Applications subject to the Canadian Free Trade Agreement, which stipulates that a certificate issued by one province or territory should be recognized by all others unless there is an exception due to public health, safety and security reasons.

9.1 (4) of FARPACTA prescribes that regulators must make a registration decision within 30 business days from the time that they receive a complete application “and everything required by the regulated profession in respect of the application.”

1. Please specify below the documentation that you require before you begin to count the 30-day registration time-period. This would be the starting point of the registration process for the purpose of Q2: (check all that apply)

Completed application form: yes

Examination results: N/A

Letter of standing/good character: yes

Criminal record check: yes

Payment of fee: yes

Other (please specify):

- Proof of identity
- Applicant Declaration
- Degree Transcript
- Teacher Education Transcript
- Report from Faculty
- Proof of Language Proficiency
- Completion of the Sexual Abuse Prevention Program.

2. For domestic labour mobility applications received between January 1 and November 30 of the reporting year, please provide the number of applicants who received a registration decision according to the following time frames:

Registration decisions	30 days or less	More than 30 days
Full registration granted	521	7*
Alternative registration granted	0	0
No registration granted	0	0

* The registration decision timeline for these 7 applicants ranged from 31 to 39 days. There are exceptional cases when the College requires additional information from educational institutions or needs to conduct comprehensive research to proceed with certification decisions for labour mobility applicants. While the timeline for these cases extended beyond 30 days, the College is putting additional efficiency measures in place for these exceptionalities to be handled within the 30-day timeline.

Internationally Trained Individuals

Section 5 and 6 of Ontario Regulation 261/22 made under FARPACTA establish two time standards for ITIs:

A 6-month time limit for a regulator to make a registration decision following receipt of everything that it requires in respect of an application for registration (This time limit must be met in 90% of all cases).

A 12-month standard for the regulator to report on its ability to register ITIs, who are eligible for registration without condition, from the earlier of the date that:

- a) the regulated profession receives everything it requires in respect of the individual’s application for the registration, or:

- b) any third-party that assess the individual’s qualification on behalf of the regulated profession, receives everything it requires for this purpose.

Section 6 of the regulation further stipulates that the regulator’s annual Fair Registration Practices Report shall include data on a regulator’s compliance with the six-month standard, and its ability to meet the 12-month standard and, where the regulator has been unable to meet this one-year standard, the steps that the regulator is taking to meet this target.

3. Please specify below the documentation that you require before you begin to count the 30-day registration time-period. This would be the starting point of the registration process for the purpose of Q2: (check all that apply)

- Credential assessment report:** yes
- Competency-based assessment results:** N/A
- Examination results:** N/A
- Letter of standing/good character:** yes
- Payment of fee:** yes
- Other (please specify):**
 - Proof of identity
 - Criminal Record Check
 - Applicant Declaration
 - Teaching Certificate
 - Teacher Education Transcript
 - Degree Transcript
 - Proof of Language Proficiency
 - Completion of the Sexual Abuse Prevention Program.

4. Please describe the steps that your organization is taking to comply with the two time limits for internationally trained individuals:

New legal time limits came into effect as of July 1, 2023. Because of longer time periods for internationally educated applicants, regulators will only be required to report publicly on achieving these requirements in the 2024 Fair Registration Practice Report.

Describe steps you are taking to comply with a) six-month time limit and b) 12-month standard.

Additional context: Sections 5 and 6 of Ontario Regulation 261/22 made under FARPACTA establish two time standards for ITIs:

1. A six month time limit for a regulator to make a registration decision following receipt of everything that it requires with respect to an application for registration (This time limit must be met in 90% of all cases).
2. A one year standard: the regulator must report on its ability to register ITIs, who are eligible for registration without condition, from the earlier of the date that (a) the regulated profession receives everything it requires in respect of the individual's application for registration, or (b) any third-party that assesses the individual's qualification on behalf of the regulated profession, receives everything it requires for this purpose.

As reported in the most recent Registrar's Report, the College is taking the following steps to improve its application and registration processes, and to meet the time limits for internationally educated teachers.

- **Enhancements to the Application Portal.** Continued efforts have been made to enhance the user experience with the application portal with ongoing improvements that include setting up a document status page for each applicant within 10 business days of receiving their application. Staff are also at the beginning stages of building a new online application system that will improve client experience with a more intuitive and user-friendly interface, produce various reports, and support overall service quality.
- **Improvements to the Certification Process.** To meet the new legislated timelines for Ontario teacher candidates, staff have developed audit processes to confirm that the application and all supporting documents are compliant

and complete to the satisfaction of the Registrar, before the application process begins. Continuing in this work, revisions to the evaluation worksheets are being made to find efficiencies in the credential assessment process. These revisions are in addition to previous policy changes that reduced barriers for internationally educated teachers. As part of our commitment to continuous improvement, the changes identified in the application processes and protocols are also part of specific communications and technical refinements, such as the updates of the Registration Guides and the continuing automation of documentation uploads.

- **Sixty-day Registration of Internationally Educated Teachers.** The 60-day timeline for internationally educated teachers is in early implementation. It began on January 2, 2024. To date, we have received approximately 25 IET files that have been considered complete and to the satisfaction of the Registrar under the new application process. In those cases, all evaluations were completed within 60 business days as outlined in the Fair Registration Practices Regulation 271/09. In addition, we continue to process applications received prior to January 2, 2024 under the previous application process. The changes made leading up to the 60-day timeline (for example, policy changes, staffing, process efficiencies, etc.) have resulted in reducing timelines for internationally educated teachers, and across all evaluation processes.

Glossary of Terms

Applicant: An individual who has applied for membership in a regulated profession or compulsory trade, with the associated rights to practice their profession/trade or use a professional title.

Domestic labour mobility: Applications subject to the Canadian Free Trade Agreement, which stipulates that a certificate issued by one province or territory should be recognized by all others unless there is an exception due to public health, safety and security reasons.

Internationally educated/trained: An individual whose initial professional education was not from a Canadian educational institution, or who is applying for trade certification based on experience gained outside Canada. This category includes individuals with education/training in the US and other countries. It also includes individuals who completed their initial professional education outside Canada and later addressed gaps with courses or a bridging program based in Canada.

Jurisdiction of initial training: For professions, the jurisdiction in which an applicant obtained their initial professional education used in full or partial fulfilment of registration requirements. For trades, the jurisdiction of initial trade experience listed on a Trades Equivalency Assessment (TEA) application.

Member: An individual who has satisfied the conditions for registration in their profession/trade and has been granted the right to practice and/or the right to use a professional designation or title. Members may hold a full license to engage in independent practice, or they may hold an alternate class of registration.

Racial identity: Voluntary self-report data of racial identity as a social description. Follows categories identified in the [Ontario Anti-Racism Directorate Data](#).

Registration requirements: the entry-to-practice requirements that an applicant must meet to be granted full membership in a regulated profession or trade, with the associated right to practice or right to use a professional title.

- **Academic requirement:** The formal education, or equivalent, that is required for licensing or certification in a particular regulated profession or trade.
- **Experience requirement:** The experiential training or work experience that is required for licensing or certification in a particular regulated profession or trade.
- **Language requirement:** The level of language proficiency that is required for licensing or certification in a particular regulated profession or trade, and the language proficiency tests accepted in fulfillment of this requirement.

Third party service provider: An external organization that assesses applicant qualifications on behalf of the regulator.



**Ontario
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Ontario's Teaching Regulator

Cette publication est également disponible en français sous le titre
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