



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

2024 Fair Registration Practices Report



Table of Contents

1	Background
2	Organization Information
2	Registration Requirements
5	Third Party Assessments
5	Accomplishments, Risks and Mitigations
9	Changes to Registration Practices
18	Membership and Application Data
24	Registration Timelines
26	Glossary of Terms

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 annual Fair Registration Practices Report (FRP).

Please note that this report covers the time-period from January 1 to December 31, 2024.

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.

OFC Response

Organization Information

Organization name:

Ontario College of Teachers

For questions about this report,
please contact:

Sharan Sriskantharajah
Policy Analyst
ssriskantharajah@oct.ca

Sean Kelly
Policy Analyst
skelly@oct.ca

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):

Profession/Trade Name:

Teacher

Academic Requirement To teach in Ontario's publicly funded schools, a teacher must be certified by the Ontario College of Teachers. To be certified in general education, 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. To be certified in technological education, Indigenous education or Indigenous language education, the following can be accepted instead of a postsecondary degree: trade experience, Indigenous ancestry, or Indigenous language proficiency. All teachers must have successfully completed a four-semester teacher education program.

Experience Requirement To be certified, teachers must have successfully completed a four-semester teacher education program. In the Canadian postsecondary system, an academic year is usually comprised of two semesters.

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

- education foundations (i.e. the history, philosophy and psychology of education)
- teaching methods suitable for two teaching qualifications in Ontario
- 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 they consist of 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 has 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. Information on registration requirements is available in the College's registration guides, which can be accessed on the website: [Requirements | Ontario College of Teachers](#)

Language Requirement The College must have proof that an applicant is able to communicate effectively in English or French.

An applicant meets the College's language proficiency requirements if they:

- Have completed a teacher education program entirely in English or French in a country listed on the College's [website](#), and the program is deemed acceptable by the College.
- Have completed a teacher education program in a country not included on the College's list but have obtained certification in another Canadian jurisdiction, where their language proficiency was assessed and met that jurisdiction's requirements at the time of certification.

An applicant must provide proof of language proficiency if they:

- Have completed a teacher education program in a country not included on the College's list.
- Have completed a teacher education program in a country not included on the list and obtained certification in another Canadian jurisdiction that did not require proof of language proficiency at the time of certification.

Additionally, applicants may submit proof of language proficiency as follows:

- If one year of postsecondary education was completed entirely in English or French, an applicant can request the institution to send a letter to the College confirming that the language of instruction for the year was English or French when the applicant attended.
- If elementary and secondary education was completed entirely in English or French, an applicant can request the institution to send a letter directly to the College confirming that the language of instruction for the entire duration of the programs was English or French.

Applicants may also demonstrate language proficiency by passing a language proficiency test, which can be found on the College's [website](#).

Additional information on licensing requirements (may include links to appropriate page on regulator website)

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, and 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.

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.

All Ontario Certified Teachers and applicants for College certification are required to successfully complete the online Sexual Abuse Prevention Program (SAPP). The program is offered online at no cost.

Ontario applicants and internationally educated teacher (IET) applicants must successfully complete the SAPP to be considered eligible for certification. 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 College will begin suspending certificates for non-compliant members on July 2, 2025. More information about the SAPP and available accommodation and support for completion is available on the [website](#).

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. Implementation of the 60-day timeline for Internationally Educated Teachers

In December 2023, amendments made by the Minister of Education to subsection 3(3) of the Fair Registration Practices Regulation of the *Ontario College of Teachers Act, 1996* took effect. These amendments mandate that registration decisions be rendered to internationally educated teacher (IET) applicants within 60 business days from the date an application package is complete (i.e., all required documents have been received and confirmed as acceptable to the satisfaction of the Registrar), a significant reduction from the previous timeline of 120 calendar days.

To facilitate compliance with the revised legislative requirements, the College enhanced its application system. Effective January 2, 2024, the College modified its application processes by implementing a front-loaded approach for application requirements, placing emphasis on applicants' responsibility to gather and submit required documentation prior to initiating the application process. Additionally, the College introduced enhanced self-serve functionalities, enabling applicants to navigate the certification process with greater autonomy and efficiency.

Furthermore, the validity period of an application was reduced from two years to one year. This change supports the reduction of application inventory and contributes to the overall streamlining of certification processes, ensuring greater efficiency and timeliness in application processing. The College proactively communicated the regulatory changes to applicants, prospective applicants, and relevant stakeholders through a multi-channel outreach strategy, 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 benefit all applicants.

2. Focus on Teaching Survey 2024

The College develops and reviews its registration practices and policies through a specific inclusion lens. These practices are regularly assessed to ensure the College remains agile and responsive to emerging trends or when perceived inequity in our processes calls for change. In 2024, all Ontario Certified Teachers (OCTs) in good standing were invited to participate in the Focus on Teaching Survey (FOTS). The survey collected data in various areas, including teaching and professional experience across different demographics.

Participation in the FOTS was voluntary and open to all OCTs in good standing. Invitations were sent via the email address on file with the College. The survey was available from September 3 to November 4, 2024, and included 28 questions designed to gather data that would help inform decisions regarding:

- Addressing the teacher shortage in Ontario’s French and English school boards;
- Supporting equity, diversity, and inclusion within the profession;
- Promoting career progression opportunities for OCTs;
- Continuously tracking the professional experiences of OCTs; and
- Proactively monitoring teacher supply for long term planning

In 2024, one in six OCTs took part in the College’s Focus on Teaching Survey. 37,991 respondents, representing approximately

17 percent of the College’s overall membership, participated in the survey, demonstrating their commitment to shaping the future of the teaching profession. This was a significant increase compared to 2023, when 15,765 responses were collected, representing roughly 7 percent of the membership. Data gathered by the survey will inform the next edition of the Focus on Teaching report that will be published in Spring 2025. The survey collected insights about professional experiences, career mobility, and demographic representation directly from OCTs.

3. Sharing Circles with First Nations, Métis and Inuit Partners

The College continued to engage with interested and affected partners to explore strategies and approaches for increasing the number of First Nations, Métis, and Inuit language speakers available to teach in Ontario.

In May 2024, the College hosted in-person sharing circles with First Nations, Métis, and Inuit partners to discuss the development of a new certification pathway for language speakers. These discussions were structured into two distinct sessions:

- A First Nations partners-only session; and
- A session with First Nations, Métis and Inuit partners.

The structure of these discussions as two distinct sessions was guided by culturally responsive planning informed by First Nations, Métis, and Inuit partners, ensuring a respectful and inclusive approach. A total of 32 participants took part, which included representatives of First Nations, Métis and Inuit community groups and associations from across the province, Faculties of Education, and the Ministry of Education. The discussions provided valuable insights into how a certification pathway could be developed to support First Nations, Métis, and Inuit language speakers while ensuring

that the approach remains culturally responsive, inclusive, and reflective of linguistic diversity.

Building on these discussions, the College hosted two virtual follow-up sharing circles in November 2024 with the same partners from the spring sessions. These sessions featured presentations by community representatives on three distinct Elder Circle models for language endorsement:

- Kanien'kéha (Mohawk language) Elder Circle
- Uqausilirijiit (Inuktitut language) Elder Circle
- Seven Generations Education Institute (Anishinaabe language) Elder Circle

The College remains committed to meaningful collaboration with First Nations, Métis, and Inuit partners to ensure initiatives are inclusive, representative, and community driven.

Risks and Mitigations

Risk 1

New registration requirement – Mathematics Proficiency Test (MPT).

Mitigation Measure

On May 30, 2024, the Government of Ontario announced the reinstatement of the Mathematics Proficiency Test (MPT) as a certification requirement for teachers in Ontario, effective February 1, 2025.

In response, the College implemented a comprehensive, multi-channel communication strategy to inform applicants, members, stakeholders, and the public about this requirement. Key initiatives included:

- Direct Outreach: Tailored communications were sent via email and mail to applicants and members, providing tailored information specific to each group.
- Stakeholder Engagement: Memos were distributed to key education partners, including faculties of education and school

boards. The school board memos emphasized that boards may employ Ontario Certified Teachers (OCTs) with transitional certificates and encouraged them to directly communicate the requirement details to OCTs.

- Digital Communications: The College's website and newsletters were leveraged to maximize awareness among applicants, who primarily access information through digital platforms.
- Stakeholder Meetings: Ongoing engagement ensured stakeholders remained informed. For example, Investigation and Professional Conduct (IPC) staff used established touchpoints with affiliates and associations to communicate updates.
- Updated Resources: The College revised its Registration Guides and updated its informational session videos to support applicants in understanding the new requirement.

In addition to these communication efforts, the College implemented a comprehensive operational strategy to establish the necessary internal processes in advance of the requirement taking effect. Coordination efforts continued with key stakeholders, including the Education Quality and Accountability Office (EQAO) (including regularly scheduled meetings between the College and EQAO senior leadership), Ministry of Education, test providers, Faculties of Education, and others, to ensure smooth implementation.

Risk 2

Compliance mechanism for the Sexual Abuse Prevention Program.

Mitigation Measure

On October 1, 2024, Council approved regulatory amendments providing the Registrar with the authority to administratively suspend the certificates of members who do not complete the Sexual Abuse Prevention Program (SAPP). The amendments were filed on October 28, 2024. The College will suspend the certificates of members who have not completed the SAPP by July 2, 2025.

As a result of this regulation coming into force, the College initiated a robust communications plan to ensure that members, school boards, and affiliates of the Ontario Teachers' Federation are apprised of the newly legislated administrative suspension mechanism and its implementation. The College communicated with OCTs who had not yet completed the SAPP to advise them of the requirement as well as provided employers with the names of OCTs who had not yet completed the program. The College further indicated to OCTs that if they did not meet the requirement by July 2, 2025, their certificate of qualification and registration would be administratively suspended. OCTs were also advised that in order to return to good standing, the OCT must successfully complete the program and pay a reinstatement fee of \$130.

The College began a frequent and varied, large-scale communications campaign directed at stakeholders and non-compliant OCTs about potential administrative suspensions.

Communications were tailored to OCTs employed in the education sector and to those employed outside of public education. The College sent similar communications to teachers' federations and other organizations that support the interests of OCTs.

The College also worked with the Canadian Centre for Child Protection (C3P) to develop an educational video that provided a comprehensive overview of the SAPP's content. OCTs and applicants who require accommodation or additional support to complete the SAPP can contact C3P.

Risk 3

Continued increase in the number of applications.

Mitigation Measure

In 2024, the College experienced a 25 percent increase in applications compared to 2023. The most significant increase was observed among internationally educated teacher (IET) applicants, with a 41 percent increase in applications compared to 2023.

The College has implemented a variety of strategies to reduce barriers for IETs while maintaining the standards of the profession. These initiatives included policy changes, process efficiencies, and increased staffing resources. Additionally, a cross-College collaboration was initiated to develop a fully digitized and updated online application. The new platform will prioritize accessibility, ease of use, and an enhanced client experience. It will also integrate advanced technologies such as machine learning and automation and improved document management. Moreover, the system will offer greater flexibility, providing an agile platform that can adapt to evolving business and regulatory requirements.

Changes to Registration Practices

During the January 1 to December 31, 2024 reporting period, 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.

Mathematics Proficiency Test (MPT)

On May 30, 2024, the Government of Ontario announced the reinstatement of the Mathematics Proficiency Test (MPT) as a certification requirement for teachers in Ontario, effective February 1, 2025.

In response, the College implemented a comprehensive, multi-channel communication strategy to inform applicants, members, stakeholders, and the public about this requirement. Key initiatives included:

- **Direct Outreach:** Tailored communications were sent via email and mail to applicants and members, providing tailored information specific to each group.
- **Stakeholder Engagement:** Memos were distributed to key education partners, including faculties of education and school boards. The school board memos emphasized that boards may employ Ontario Certified Teachers (OCTs) with transitional certificates and encouraged them to directly communicate the requirement details to OCTs.
- **Digital Communications:** The College's website and newsletters were leveraged to maximize awareness among applicants, who primarily access information through digital platforms.
- **Stakeholder Meetings:** Ongoing engagement ensured stakeholders remained informed. For example, Investigation and Professional Conduct (IPC) staff used established

touchpoints with affiliates and associations to communicate updates.

- **Updated Resources:** The College revised its Registration Guides and updated its informational session videos to support applicants in understanding the new requirement.

In addition to these communication efforts, the College implemented a comprehensive operational strategy to establish the necessary internal processes in advance of the requirement taking effect. Coordination efforts continued with key stakeholders, including the Education Quality and Accountability Office (EQAO) (including regularly scheduled meetings between the College and EQAO senior leadership), Ministry of Education, test providers, Faculties of Education, and others, to ensure smooth implementation. The College also proactively engaged with faculties of education to facilitate the reporting of initial teacher education program completions prior to the January 2025 deadline, ensuring that this information was submitted to the College before the new MPT requirement took effect.

Sexual Abuse Prevention Program Compliance Mechanism

On October 1, 2024, Council approved regulatory amendments providing the Registrar with the authority to administratively suspend the certificates of members who do not complete the Sexual Abuse Prevention Program (SAPP). The amendments were filed on October 28, 2024. The College will suspend the certificates of members who have not completed the SAPP by July 2, 2025.

As a result of this regulation coming into force, the College initiated a robust communications plan to ensure that members, school boards, and affiliates of the Ontario Teachers' Federation are apprised of the newly legislated administrative suspension mechanism and its implementation. The College communicated with OCTs who had not yet completed the SAPP to advise them of the requirement as well as provided employers with the names of OCTs who had not yet completed the program. The

College further indicated to OCTs that if they did not meet the requirement by July 2, 2025, their certificate of qualification and registration would be administratively suspended.

OCTs were also advised that in order to return to good standing, the OCT must successfully complete the program and pay a reinstatement fee of \$130. In communicating to OCTs who had not yet completed the program, the College emphasized that its goal is to ensure full compliance with the program and to not suspend certificates

The College began a frequent and varied, large-scale communications campaign directed at stakeholders and non-compliant OCTs about potential administrative suspensions. The College will communicate with OCTs through various channels, including:

- Your College and You
- College website
- Updated Frequently Asked Questions (FAQs)
- Homepage news item
- New pop-up in OCT accounts for “Incompletes”
- Email notices and direct mail

Communications were tailored to OCTs employed in the education sector and to those employed outside of public education. The College sent similar communications to teachers’ federations and other organizations that support the interests of OCTs. This engagement will inform critical staffing considerations and effectively communicate the imperative for OCTs to complete the SAPP. The overall goal of this process is compliance.

In addition, in 2024, the College worked with the Canadian Centre for Child Protection (C3P) to develop an educational video that provided a comprehensive overview of the SAPP’s content, emphasizing its vital role in student protection. The SAPP was developed in partnership with C3P, a national leader in advocating for youth safety. OCTs and applicants who require accommodations or additional support to complete the SAPP can contact the C3P via their [website](#).

The College is committed to ensuring all OCTs complete the SAPP. At the heart of the College’s public interest mandate is the protection of the vulnerable student population. The SAPP stands as a pivotal initiative advancing this objective, encompassing essential topics such as understanding child sexual abuse, delineating boundaries, addressing sexual misconduct, and reporting inappropriate behaviour.

Registration Process:

New or consolidated class of certificates or licenses.

Changes Made: No.

Registration Process:

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

Changes Made: Yes.

In response to the reinstated Mathematics Proficiency Test (MPT) as a certification requirement, the College implemented a comprehensive, multi-channel communication strategy to effectively inform applicants, members, stakeholders, and the public.

Additionally, the College implemented a comprehensive operational strategy to establish the necessary internal processes in advance of the requirement taking effect. Coordination efforts continued with key stakeholders, including the Education Quality and Accountability Office (EQAQO) (including regularly scheduled meetings between the College and EQAQO senior leadership), Ministry of Education, test providers, Faculties of Education, and others, to ensure smooth implementation.

The College also proactively engaged with faculties of education to facilitate the reporting of initial teacher education program completions prior to the January 2025 deadline, ensuring that this information was submitted to the College before the new MPT requirement took effect.

Registration Process:

Documentation requirements for registration.

Changes Made: Yes.

In November 2024, the College adopted the Language Competency Assessment for the Teaching Profession (LCATP) and its French version, Évaluation des Compétences Linguistiques pour la Profession Enseignante (ECLPE). The LCATP is a pan-Canadian language proficiency test specific to the teaching profession. Developed by the Council of Ministers of Education, Canada (CMEC) in collaboration with Registrars for Teacher Certification Canada (RTCC), the LCATP provides a standardized measure of language proficiency for internationally educated teachers (IETs).

This assessment plays a critical role in the Pathways to Teach Canada initiative, which seeks to streamline credential and language assessment processes for IETs. By offering a single-entry point for evaluating language skills and enhancing access to pre-arrival information, the initiative aims to create a more efficient and accessible pathway for IETs entering the profession.

Registration Process:

Timelines for registration, decisions and/or responses.

Changes Made: Yes.

In December 2023 amendments made by the Minister of Education to subsection 3(3) of the Fair Registration Practices Regulation of the *Ontario College of Teachers Act*, 1996 took effect. These amendments mandate that registration decisions be rendered to internationally educated applicants within 60 business days from the date that the application package is complete (i.e., all required documents have been received and confirmed as acceptable to the satisfaction of the Registrar), a significant reduction from the previous timeline of 120 calendar days.

To support this change, the College's application system was updated to comply with the new

legislated requirements. Effective January 2, 2024, the College modified its application processes by 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 included additional self-serve features for applicants.

The new process applied to, and benefited all, College applicants. In addition, the validity period of an application was adjusted from two years to one year. The College proactively communicated changes to applicants, potential applicants, and relevant stakeholders when implementing changes to registration practices. 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 implementation of the new timelines has been successful. The administrative processes that have been developed and streamlined to meet the new timelines for IETs benefit all applicants.

Registration Process:

Registration and/or assessment fees.

Changes Made: No.**Registration Process:**

Changes to internal review or appeal process.

Changes Made: No.**Registration Process:**

Access by applicants to their records.

Changes Made: No.**Registration Process:**

Other.

Changes Made: No.

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 2024, 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 College's Evaluators assess international and labour mobility applicants' qualifications. Their workplace training program in Evaluation Services reflects an apprenticeship learning model. Training for the specialized skills and theory of credential evaluation, particularly pertaining to teacher certification, is provided, and led primarily by Senior Evaluators. The training focuses on comparative education research and the analysis of country-specific education systems, institutions, credentials, patterns of education, unique considerations, and how College regulations impact on credential assessments. The Senior Evaluators also designate experienced Evaluators to provide peer training and ongoing support to new Evaluators. Membership Services staff routinely attend local, national and international workshops, conferences, and webinars that are specific to practitioners in the field of credential assessment. In 2024,

Membership Services training included, but was not limited to:

- American Association of Collegiate Registrars and Admissions Officers (AACRAO):
 - Webinar: Supporting Transcript Evaluators: What They Need to Know to be Successful
- The Association for International Credential Evaluation Professionals (TAICEP):
 - Annual Conference: Fairness & Equity in Credential Assessments
- Academic Credentials Evaluation Institute (ACEI):
 - Webinar: Higher Education in the UAE – An Evolving Journey
 - Webinar: The Education System of Scotland
- Canadian Network of Agencies of Regulation (CNAR):
 - Annual Conference

Registration Process:

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

Changes Made: Yes.

The College proactively engaged with applicants, prospective applicants, and key stakeholders to ensure transparency and clarity when implementing changes to registration practices. Following the announcement of the reinstated Mathematics Proficiency Test (MPT) certification requirement, a comprehensive communications campaign was launched to inform various applicant and member groups. Additionally, updates to the College's language proficiency requirement were effectively communicated to applicants. Both changes were reflected in the College's online resources and presentations to ensure accessibility and awareness.

To further support applicants and members, Client Services provided direct guidance via phone and email, assisting individuals in understanding the changes and their potential impact on applications.

The College maintained a client-focused transition plan designed to ensure fairness and mitigate any adverse impacts on applicants. This approach incorporated proactive and innovative strategies to ensure knowledge dissemination and application support. Key initiatives included:

- **Accessible Online Self-Serve Resources:** Available 24/7 at no cost, these resources provided applicants with guidance on navigating the various stages of the application process.
- **Enhanced and Regularly Updated Materials:** FAQs, tip sheets, country-specific information, and registration guides were reviewed and updated, ensuring applicants had access to the most current information regarding certification requirements.
- **Monthly Virtual Information Sessions in English and French:** These live sessions, featuring a question-and-answer period, supported 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 complete application, while avoiding unnecessary certification delay. Some sessions also featured joint presentations from the Ministry of Labour, Immigration, Training and Skills Development, as well as school board representation, providing applicants with additional insights and resources.

Through these initiatives, the College reinforced its commitment to awareness, transparency, accessibility, and applicant success, ensuring a smooth transition for all affected individuals.

Registration Process:

Anti-racism and inclusion-based policies and practices.

Changes Made: Yes.

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. Furthermore, the College's 2024-2028 strategic plan identifies, as an enabler to success, a regulatory model that strives to be free from barriers to truth and reconciliation, and equity, diversity, inclusion, and access.

Focus on Teaching Survey 2024

In 2024, all Ontario Certified Teachers (OCTs) in good standing were invited to participate in the Focus on Teaching Survey (FOTS). The survey collected data in various areas, including teaching and professional experience across different demographics. Detailed information about the survey can be found in the Accomplishments section above.

Notably, the demographic section of the survey plays a crucial role in providing valuable insights into the teaching profession from an equity perspective. By collecting data on diverse demographic factors, such as age, gender and experience, this section helps to identify disparities and trends within the profession. It enables the College to better understand how different groups are represented, how their experiences may differ, and where there may be gaps in support, opportunities, or outcomes.

New Professional Advisory on Countering Hate and Discrimination

At its March 21, 2023, meeting, Council endorsed the development of a new Professional Advisory focused on countering hate and discrimination. Professional Advisories are designed to provide practical advice to Ontario Certified Teachers (OCTs). They include plain language summaries of policies and legislation that govern the practices of

Ontario's teachers. The College has produced 11 advisories since 2008, addressing topics such as anti-Black racism, professional boundaries, supporting students' mental health, and teachers' duty to report suspected neglect or abuse of children. The new advisory is a professional response to the significant increase in acts of hate and discrimination reported since 2020. It is intended to help OCTs:

- recognize and collectively address incidents of discrimination and hate within learning environments;
- understand their professional, ethical, and legal obligations in creating a safe learning environment; and
- comprehend the extent of their professional and legal responsibilities as an OCT, inside and outside of the learning environment, in-person and online.

All advisories are developed based on extensive input from OCTs, education and community partners as well as subject matter experts. The development of this advisory was informed by:

- research into topical member complaint and discipline cases, media accounts of hate and discrimination in Ontario schools and relevant resources developed for K – Grade 12 contexts;
- a series of focus groups with parents, students, teachers, school and system leaders, scholars, and field experts representative of the diversity of Ontarians reflective of the protected grounds of the Ontario Human Rights Code such as cultural, linguistic and geographic diversity of Ontario;
- extensive consultation with an equity, diversity and inclusion expert;
- critical review from a diverse range of education partners.

The College continued its work on the development of the advisory in 2024. The advisory will be presented to the Standards of Practice and Education Committee for review and approval in 2025. This timeline supports robust integration of important feedback from education partners.

Holocaust Education and Countering Antisemitism Additional Qualification Guideline Launch

In June 2024, the Holocaust Education and Countering Antisemitism additional qualification (AQ) guideline was published on the College website. This AQ was enacted into Ontario Regulation 176/10 Teachers' Qualifications in July 2023 to support teachers in the development of knowledge and skills to respond to compulsory learning expectations on Holocaust education in the Grade 6 and Grade 10 curriculum. A multifaith group of system leaders, subject area experts, and members of the profession representing the geographic and cultural diversity of Ontario contributed to guideline development.

AQ providers may now use this guideline to develop their Holocaust Education and Countering Antisemitism course. The College develops guidelines and accredits AQ courses. Individual AQ providers determine which courses they offer. Once accredited, AQ courses can be offered to Ontario teachers.

C. System partners

Registration Process:

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

Changes Made: No.

Registration Process:

Accreditation of educational programs.

Changes Made: Yes.

Pre-Service

The College's Accreditation Unit works with program providers and review panels to inform the decision-rendering of the Accreditation Committee.

In 2024, the Accreditation Committee granted general accreditation to six programs of initial teacher education, including the following:

- three consecutive programs of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language (Wilfrid Laurier University) and with areas of study in the Intermediate/Senior divisions (Western University and Nipissing University)
- one concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on French as a Second Language (Nipissing University)
- one multi-session consecutive program of professional education for persons of First Nation, Métis, or Inuit ancestry with areas of study in the Primary/Junior divisions (referred to as the Indigenous Teacher Education Program (ITEP)) (Nipissing University)
- one multi-session consecutive program of professional education with an area of study in teaching Native Languages (referred to as Teacher of Indigenous Language as a Second Language Program (TILSL)) (Nipissing University)

Of the six programs accredited in 2024, two were multi-session consecutive programs. This type of program allows teacher candidates who have completed the regulatory requirements of the first session of their program the flexibility to seek employment in schools on a transitional certificate as Ontario Certified Teachers while completing the remaining sessions of their initial teacher education program.

Decisions were also rendered regarding program change applications. Two applications were submitted by French-language providers, and one pertained to an Indigenous language program.

In the fall of 2024, Université de l'Ontario français (UOF) initiated the process to obtain ministerial consent to offer a new concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions. They also applied to add areas of study in the Junior/Intermediate and Intermediate/Senior divisions to their multi-session consecutive program of professional education. This would be a significant expansion from their current multi-session consecutive program offering in the Primary and Junior divisions.

The panel review of this accreditation application is complete. The Accreditation Committee will only render its decision once ministerial consent is confirmed.

In-Service

The College's Standards of Practice and Education unit continued to work with additional qualification course providers to facilitate an increase in the number of providers accredited to deliver technological education courses and the number of courses provided. There has been a four-year upward trend in the number of technological education qualifications earned by OCTs and interest in technological education qualifications continues to increase.

Registration Process:

Mutual recognition agreements.

Changes Made: No.

D. Responsiveness to changes in the regulatory environment

Registration Process:

Emergency registration plans.

Changes Made: Yes.

The College's Emergency Registration Plan (ERP) 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 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. The ERP 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 protect the public interest.

Registration Process:

Technological or digital improvements.

Changes Made: Yes.

A cross-College collaboration has begun to put in place a fully digitized and updated online application that is focused on a simplified, accessible and user-friendly application form. The online application will also offer further automation and enhance the clarity of the documents and submissions required in the application process. The current version of the

online application was developed over ten years ago using technology that is now outdated. A newer version will improve the client experience and allow the College to benefit from advanced technologies including machine learning and automation and improved document management. It will allow for a more agile platform to accommodate business and regulatory changes. It is estimated that the project will take approximately 6-8 months to implement and is expected to launch in Fall 2025.

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 reducing barriers for applicants.

Continued Collaboration with First Nations, Métis and Inuit Partners

The College remains actively engaged with First Nations, Métis, and Inuit partners in addressing the critical need to protect First Nations, Métis, and Inuit languages and uphold the agency of these communities in offering initial teacher education programs. These efforts aim to increase the number of qualified language speakers available to teach in Ontario classrooms. Advancing these discussions is essential to ensuring that certified language speakers possess the specialized expertise required to teach First Nations, Métis, and Inuit languages.

As part of this ongoing collaboration, the College hosted in-person sharing circles in May 2024 with First Nations, Métis, and Inuit partners to explore the development of a new certification pathway for language speakers. Additionally, the College maintained regular engagement with First Nations, Métis, and Inuit Institutes involved in their own approval processes to become degree-granting

institutions offering Indigenous language and/or teacher education programs. Organizations such as the First Nations Technical Institute (FNTI) have provided positive feedback on the utility of the College's application template and Accreditation Resource Guide in supporting their preliminary program development efforts.

French-Language Sector Needs

The College continued to support initiatives to 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. In 2025, the Accreditation Committee is expected to render three decisions regarding the accreditation renewal of programs with areas of study in the Primary/Junior divisions with a focus on teaching French as a Second Language (Tyndale University, Queen's University and York University).

The College, alongside other stakeholders, is also assisting the Ministry of Education on two initiatives related to the recruitment and retention of French-language teachers:

- A sub-committee that will research and propose solutions to address the difficulty that faculties of education and school boards face in matching teacher candidates to practicum opportunities; and,
- A sub-committee that will research and collect data to better understand the challenges of retaining French-language teachers. For example, data may be collected through an exit survey for French-language teachers who are resigning from a board for reasons other than retirement.

Language Proficiency Review Project

The College requires all applicants for Ontario certification to be proficient in either the English or French language. Applicants may provide proof of language proficiency in English or French by successful completion of a language proficiency test. As part of its commitment to continuous improvement

and reducing barriers for internationally educated teachers (IETs), the College initiated a Request for Proposal (RFP) to review its language proficiency acceptability test scores ("minimum test scores") and benchmarks. Given the significant increase in applications from IETs, ensuring the accuracy, fairness, and accountability of language proficiency requirements is essential. As a result, the College has engaged IntelliEval, a consulting and research group affiliated with the Ontario Institute for Studies in Education (OISE) at the University of Toronto's Centre for Smart Learning and Development, to conduct a comprehensive review. This review will update and validate the College's acceptable language proficiency scores and benchmarks, ensuring they remain current, evidence-based, and specific to the needs of language proficiency required to teach in Ontario's English and French classrooms. The review is expected to continue through summer 2025.

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.

A. Race-based data collected

Members: No
Applicants: No

While the Focus on Teaching Survey collects racial identity data, participation is voluntary, and the survey is designed to ensure anonymity, safeguarding the privacy of respondents. The College does not currently collect racial identity data directly, and self-identification responses are not linked to membership data.

B. Other identity-based or demographic data collected

Members: No
Applicants: No

C. 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

D. Membership Profile

Profession Name: Teacher
Total Number of Members: 228,951

Class of License: Full/General/Independent Practice

Total Number of Members: 228,951

Number of internationally educated members: 39,432

Gender

Male: 56,425
Female: 172,233
X (includes trans, non-binary, and two-spirit people): 293

Jurisdiction of Initial Training

Ontario: 180,198
Other provinces and territories: 9,321
United States: 21,233
Other International: 18,199

Country of Initial Training

Afghanistan	1
Albania	139
Algeria	36
Antigua and Barbuda	2
Argentina	32
Armenia	14
Australia	4,685
Austria	1
Azerbaijan	5
Bahamas	9
Bangladesh	35
Barbados	10
Belarus	33
Belgium	23
Belize	1
Benin	2
Bhutan	1
Bosnia and Herzegovina	2
Botswana	2
Brazil	47
Brunei	1
Bulgaria	45
Burkina Faso	5
Burundi	19
Cameroon	344
Canada	189,518
Cayman Islands	1
Chile	13
China	53
Comoros	1
Congo	16
Costa Rica	3
Croatia	19
Cuba	15
Denmark	2
Djibouti	2
Dominica	5
Dominican Republic	2
Ecuador	4

Egypt	124
El Salvador	3
Eritrea	1
Estonia	2
Ethiopia	16
Finland	5
France	110
Germany	14
Ghana	61
Greece	19
Grenada	8
Guatemala	2
Guyana	106
Haiti	12
Hong Kong	287
Hungary	47
India	4,558
Indonesia	1
Iran	61
Iraq	9
Ireland	77
Israel	50
Italy	7
Jamaica	723
Japan	6
Jordan	11
Kazakhstan	4
Kenya	32
Kuwait	2
Kyrgyzstan	1
Latvia	6
Lebanon	154
Lithuania	9
Macedonia	12
Madagascar	1
Malawi	1
Malaysia	4
Mali	3
Malta	16
Mauritius	110
Mexico	9
Moldova	16
Morocco	33
Myanmar	1
Namibia	1
Nepal	17
Netherlands	18
New Zealand	778
Nicaragua	4
Nigeria	259
Norway	4
Pakistan	378

Palestine State	4
Peru	14
Philippines	452
Poland	238
Portugal	17
Qatar	1
Romania	150
Russia	92
Rwanda	5
Saint Lucia	13
Saint Vincent and the Grenadines	6
Saudi Arabia	1
Senegal	12
Serbia	6
Sierra Leone	2
Singapore	24
Slovakia	19
Slovenia	1
Somalia	6
South Africa	168
Spain	12
Sri Lanka	35
Sudan	3
Sweden	9
Switzerland	5
Syria	7
Taiwan	11
Tanzania	1
Thailand	6
Togo	1
Trinidad and Tobago	121
Tunisia	12
Turkiye	46
Uganda	10
Ukraine	161
United Arab Emirates	8
United States of America	21,224
Uruguay	2
Uzbekistan	5
Venezuela	8
Vietnam	3
Zambia	1
Zimbabwe	16
Other Countries	2,644

Official language of preference

English: 214,641

French: 14,310

Racial identity (optional)

Not collected: 228,951

E. Applicant Profile

Profession Name: Teacher

Total Number of Applicants: 9,913

Gender

Male: 2,439

Female: 7,433

X (includes trans, non-binary, and two-spirit people): 40

Other/not collected: 1

Jurisdiction of initial training	Applications received in 2024	Applications with decisions pending (in progress at end of reporting year)
Ontario	6,361	0
Other provinces and territories	386	4
United States	385	5
Other International	2,781	70

Country of Initial Training

Afghanistan	2	Croatia	1
Albania	10	Czechia	1
Algeria	24	Dominican Republic	1
Antigua and Barbuda	1	Ecuador	2
Argentina	3	Egypt	10
Armenia	1	El Salvador	1
Australia	22	Eritrea	3
Bahamas	2	Ethiopia	6
Bangladesh	7	Finland	2
Barbados	3	France	41
Belgium	8	Georgia	1
Benin	3	Germany	1
Bhutan	1	Ghana	47
Botswana	1	Greece	1
Brazil	17	Grenada	2
Burkina Faso	2	Guyana	3
Burundi	5	Haiti	6
Cameroon	430	Honduras	1
Canada	6,747	Hong Kong	111
Cayman Islands	1	Hungary	2
Chad	1	India	1,051
Chile	3	Iran	16
China	34	Iraq	4
Colombia	9	Ireland	3
Congo	2	Israel	5
Costa Rica	1	Italy	2
		Jamaica	75

Japan	2
Jordan	2
Kazakhstan	1
Kenya	9
South Korea	12
Latvia	1
Lebanon	32
Libya	1
Macedonia	2
Malaysia	4
Mali	1
Mauritania	1
Mauritius	19
Mexico	2
Morocco	26
Namibia	2
New Zealand	36
Nigeria	106
Norway	1
Pakistan	49
Peru	2
Philippines	123
Poland	2
Portugal	1
Romania	6
Russia	4
Rwanda	5
Senegal	8
Serbia	2
Singapore	3
Slovakia	3
South Africa	15
Spain	5
Sri Lanka	13
Saint Vincent and the Grenadines	1
Sudan	1
Sweden	1
Switzerland	1
Taiwan	1
Tajikistan	1
Tanzania	1
Thailand	2
Togo	2
Trinidad and Tobago	10
Tunisia	18
Turkiye	20
Uganda	3
Ukraine	18
United Arab Emirates	11
United States of America	385

Venezuela	2
Vietnam	3
Zambia	2
Zimbabwe	8
Other Countries	182

Official language of preference

English: 8,735

French: 1,178

Racial identity (optional)

Not collected: 9,913

The College does not collect data on applicants' racial identity.

F. Application Decisions

The table below summarizes the outcome of registration decisions finalized in 2024.

Some applications may have been received in the previous year.

Jurisdiction of initial training	Successful	Unsuccessful	Withdrawn
Ontario	6,395	0	0
Other provinces and territories	288	0	0
United States	393	10	0
Other International	1,597	165	0

G. New Registrants

For the 2024 reporting year, the breakdown of new registrants by class of registration is provided below:

Class of registration: Full/General/
Independent Practice

Total new registrants: 8,139

Number of internationally educated registrants: 1,879

H. Reviews and Appeals

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.

Jurisdiction of initial training	Number of internal reviews and appeals processed	Number of decisions changed following internal review or appeal
Ontario	5	0
Other provinces and territories	1	0
United States	3	0
Other International	29	0

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 applicants who sought external review or appeal	Number of decisions changed following external review or appeal
Ontario	0	0
Other provinces and territories	0	0
United States	0	0
Other International	0	0

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.

Issue or reason raised	Number of appeals
1. Terms, Conditions or Limitations	20
2. Denied – Teacher education program	10
3. Denied – Academic degree requirement not satisfied	2

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

Reason for not registering	Number of internationally trained applicants
1. Professional	128
2. Academic	28
3. Language Proficiency	11

The top three reasons for not issuing a license remain consistent with the previous reporting year. While the numbers are higher when compared to 2023, it is a reflection of the College issuing more decisions to internationally educated teachers than the previous year. The percentage of internationally educated teachers not offered initial certification represents approximately 9% of all decisions issued to this applicant group.

Registration Timelines

Profession: Teacher

i. Domestic Labour Mobility Applicants

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.”

Ontario College of Teachers requires the following documentation before beginning to count the 30-day registration time-period. This would be the starting point of the registration process for the purpose the data summarized below.

- Completed application form
- Letter of standing/good character
- Criminal record check
- Other (please specify):
 - Proof of identity
 - Language proficiency tests scores (if applicable)
 - Teaching certificates from all other jurisdictions in which the teacher is certified
 - Professional education transcript
 - Academic transcript
 - Sexual Abuse Prevention Program completion

For domestic labour mobility applications received between January 1, 2024 and November 30, 2024 and decisions made to December 31 (one month later), registration timelines and outcomes are summarized below:

Registration decisions	30 days or less	More than 30 days
Full registration granted	329	0
Alternative registration granted	0	0
No registration granted	0	0

ii. Internationally Trained Individuals

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

- **A six-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 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.

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.

Ontario College of Teachers requires the following documentation before beginning to count the six-month registration time-period for internationally educated individuals.

- Completed application form
- Letter of standing/good character
- Other (please specify):
 - Proof of identity
 - Criminal record check
 - Language proficiency tests scores (if applicable)
 - Teaching certificates from all other jurisdictions in which the teacher is certified

- Professional education transcript
- Academic transcript
- Sexual Abuse Prevention Program completion

For applications from internationally trained individuals received between July 1, 2023 and June 30, 2024 and decisions made to December 31 (six months later), registration timelines and outcomes are summarized below.

Registration decisions	6 months or less	More than 6 months
Full registration granted	1,089	21
Alternative registration granted	0	0
No registration granted	31	13

Average time in weeks to communicate a registration decision following receipt of everything required by the regulator in respect of an application for registration.

Approximately 5 weeks. This calculation was based on a 5-business-day week.

For regulators where a third-party service provider is the first point of contact for applicants:

Ontario College of Teachers addresses the twelve-month standard as follows:

Not applicable.

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
College of
Teachers**

Ontario's Teaching Regulator

Cette publication est également disponible en français sous le titre
Rapport sur les pratiques d'inscription équitables 2024.

For additional information:

Ontario College of Teachers
101 Bloor St. West
Toronto ON M5S 0A1

Telephone: 416.961.8800
Fax: 416.961.8822
Toll-free in Canada and U.S.A.: 1.888.534.2222
Email: info@oct.ca
oct.ca