Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

Fair Registration Practices Report 2021

oct-oeeo.ca/fb

oct-oeeo.ca/li

oct-oeeo.ca/tw

oct-oeeo.ca/pi

oct-oeeo.ca/ig

oct-oeeo.ca/yt

Table of Contents

OFC Response

Ontario College of Teachers

During the reporting period (January 1st–December 31st, 2021), please indicate if your organization has introduced any changes in the following areas impacting your registration processes by clicking on each of the appropriate boxes below.

Q1. Enter details for College contact
Ontario College of Teachers
[Staff contact information provided in original response]

Q2. Registration requirements either through regulation, by-law or policy.
Description of change/improvement that would impact fair registration outcomes

Sexual Abuse Prevention Program
In 2021, the provincial government amended the *Ontario College of Teachers Act* to require all Ontario Certified Teachers and applicants for certification by the College to complete an online Sexual Abuse Prevention Program.

The Ontario College of Teachers partnered with the Canadian Centre for Child Protection to develop the Program, which was successfully launched in January 2022.

The Program consists of a series of video modules, each with a distinct focus on subjects that include how to recognize when a student may be disclosing that they have been abused and how healthy relationships with trusted adults can help individuals who have experienced abuse successfully recover.

The Program, and related content such as the Professional Boundaries professional advisory, are anchored in the College's Ethical Standards for the Teaching Profession and will be familiar to Ontario Certified Teachers.

It takes approximately three hours to complete the Program. It can be completed all at once or taken over multiple sessions. The Program concludes with an assessment component that requires a minimum score of 80 per cent for the Program to be considered complete. It can be attempted multiple times if necessary. The public register indicates whether a member has successfully completed the Program. The Program is free, available in English and French and can be accessed via the Members' Area or the Applicant Status Page.

All members in good standing and Ontario, Internationally Educated Teacher and Labour Mobility applicants must successfully complete the Program. Ontario and IET applicants must complete the Program prior to certification whereas labour mobility applicants have one year to complete the Program after certification (with the possibility of a one-year extension).

All members in good standing had to successfully complete the Program by September 15, 2022, with the possibility of a one-year extension. Many school boards chose to offer the Program as part of a scheduled Professional Development Day.

The College took a number of steps to make members and applicants aware of the Program, including:

- Landing page on the College website (including FAQ section): oct.ca/public/sexual-abuse-prevention-program
- Memo to school boards and to the Ontario Teachers' Federation and its affiliates
- Information shared at meetings with the Ontario Association of Deans of Education and Additional Qualification course providers
- Enabling applicants to access the Program through the Applicant Status Page
- Presentations to teacher candidates at faculties of education
- Inclusion in registration guides
- Presentation to the Ontario Fairness Commissioner
- Included in the College's official publication, *Your College and You*
- Email correspondence with applicants and members
- Can I Teach in Ontario – online application eligibility assessment tool for internationally educated teachers.

Mathematics Proficiency Test

In August 2019, Regulation 271/19, Proficiency in Mathematics of the *Ontario College of Teachers Act*, was filed introducing the Mathematics Proficiency Test (MPT) as a requirement for certification with the Ontario College of

Teachers. The new certification requirement took effect on March 31, 2020.

The test was developed by the Education Quality and Accountability Office (EQAO).

A field test was offered in early 2020 and many individuals were able to write the MPT and become certified with the College after meeting all other certification requirements. However, due to the impact of the COVID-19 pandemic, there was no further availability to write the MPT in 2020. In order to allow Ontario applicants the ability to become certified, the Proficiency in Mathematics regulation was amended to allow Ontario applicants to become certified with a condition to pass the MPT by August 31, 2021, otherwise their certificate will expire. The College participated in the Ministry of Education's MPT Steering Committee, sent correspondence to applicants, posted information on its website and worked with Faculties of Education to advise Ontario applicants of this option.

The College updated communication materials in order to include information about the MPT requirements, such as the Registration Guides, online application, and the self-assessment tool that precedes the online application. A dedicated MPT landing page on the College website not only offers information about the MPT, but also links to an FAQ page. Presentations were provided to students at faculties of education about the new requirement and these sessions included Q&A portions and information on how to complete their applications. Finally, correspondence to newly certified applicants and membership packages were updated to include information about the MPT.

The College also updated the online application questionnaire to provide targeted information to new applicants. Former members who reapply

are also informed that the MPT does not apply to them.

As a result of a decision of the Ontario Superior Court of Justice – Divisional Court in December 2021, the Mathematics Proficiency Test (MPT) is no longer a certification requirement. The full text of the court's decision can be viewed at oct-oeeo.ca/MPTcanlii.

This means that evidence of successful completion of the MPT is no longer required for:

- Applicants in order to become certified; or
- Members in order to fulfill a condition.

In January 2021 the College notified affected members and applicants of this change, in addition to updating our website, communication materials and records, including applications, certificates and the public register (Find A Teacher).

The Ontario government sought leave to appeal the Divisional Court's decision and in September 2022, the Ontario Court of Appeal granted leave to appeal. The College will follow the proceedings and comply with any future court orders as well.

COVID-19 Response

The College took a number of steps in response to the COVID-19 pandemic to support applicants and members. Some aspects of the College's pandemic response have become incorporated as standard practice, including:

- With respect to language proficiency tests, the TOEFL and IELTS both adapted their tests to at home tests. Also, the College registered with both of these organizations to receive scores electronically, where in the past they were required to be sent by mail directly

to the College. The TESTCan (French Language Proficiency test) has not been offered during this period.
- TESTCan was previously the only test accepted by the College as evidence of proficiency in French. However, the College was made aware that as of August 15, 2021, CanTEST and TESTCan are no longer being offered. By way of alternatives, the College is now accepting results from the DIPLÔME APPROFONDI DE LANGUE FRANÇAISE (DALF), DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE (DELF), TEST DE CONNAISSANCE DU FRANÇAIS (TCF), and TEST D'ÉVALUATION DE FRANÇAIS (TEF).
- For the Criminal Record Check (CRC), the College only accepts digital CRCs from the police detachments that offer them. The College continues 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 moved its Registration Appeals process online in order to ensure an uninterrupted appeals process and timelines.
- During this period, the College also made 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. This had been previously planned but was enacted during the pandemic.
- The College also arranged for digital receipt of Statements of Professional Standing from some jurisdictions and the College is also issuing its Statements of Professional Standing electronically to other jurisdictions.
- The College has transitioned its Membership Services Department to

enable remote processing of applications. This has helped the College to return to pre-COVID 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 moved to a digital environment. 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 moved to an electronic format at the beginning of the pandemic. 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 are now 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 in a more time-efficient manner.

- The College developed an Accreditation Accountability process with related reporting tools to monitor pandemic-responsive modifications made to accredited programs of professional education. These Pivot Reports, submitted by each faculty of education, detail the short-term modifications to program delivery and practicum expectations made in response to provincial emergency measures resulting from the COVID-19 pandemic. The completion of Pivot Reports constitutes the first phase of the pandemic-related accountability process. Programs that have been changed as a result of the

pandemic, as well as new innovations, will be reported using the program change review processes outlined in Regulation 347/02, Accreditation of Teacher Education Programs of the *Ontario College of Teachers Act*. Reporting program changes is a regulatory requirement for the accreditation of programs of professional education in the province of Ontario.

- The College moved its Call Centre and Reception off-premises and provided virtual access that minimized interruption in support for applicants, members and the public.

- The College is planning to invest money in a digital credential assessment library. An expanded digital credential assessment library would offer greater efficiencies in the credential assessment process and would allow Evaluators to access all resources while working remotely.

- The College also proactively sent an email to all applicants who were in the evaluation stage of processing to advise that there were longer than usual timelines for an outcome due to the impact of COVID-19.

Temporary Certificate of Qualification and Registration

In 2020, and in an effort to respond to supply pressures in the system, the College worked with the Ministry of Education in developing regulatory amendments to Regulation 176/10 to create a new Temporary Certificate of Qualification and Registration (with amendments taking effect in January 2021 and January 2022). The temporary certificate is an emergency measure designed to address severe teacher shortages in Ontario's public school system caused by the COVID-19 pandemic.

The temporary certificate was created at the direction of the College's Council and based on a request from the Ministry of Education, the Ontario Association of Deans of Education and the Council of Directors of Education.

Ontario teacher candidates can apply for the temporary certificate if they:

• are expected to successfully complete their Ontario program of professional education by December 31,2023*;
• have, as of the date of their application, successfully completed a portion of the practicum*; and
• have made satisfactory progress in their program. *

* As determined by reports made by Faculties of Education and sent to the College upon request of the teacher candidate.

Candidates must have applied for membership in the College, supplied all required documents, paid all fees, and met registration requirements. (These registration requirements include the holding of an acceptable postsecondary degree unless the applicant is enrolled in a Native Language, First Nations, Métis, Inuit Ancestry or technological education initial teacher education program). Labour Mobility applicants may also apply for this temporary certificate.

The temporary certificate enables Ontario teacher candidates to be occasional teachers. This teaching experience may be used to satisfy practicum requirements, as determined by the faculty of education.

Temporary certificates granted in 2021 expired on December 31, 2021.

At the end of 2021, the College's legislation was amended to allow temporary certificate holders to be extended to June 30, 2022. Temporary certificate eligibility was also expanded to

those teacher candidates who were expected to complete their programs by the end of 2023 (the expiry date for these temporary certificates would be December 31, 2023 with the possibility of extension to June 30, 2024). Finally, for the first time, teacher candidates in concurrent programs became eligible to apply for the temporary certificate.

The College communicated these changes widely in a number of ways including: website landing page changes; monthly e-newsletter updates; faculty presentations; direct correspondence to members and applicants; and memorandums to faculties and school boards. The College also presented these changes to the Office of the Fairness Commissioner. The College also made presentations to school board and faculty of education representatives in 2021 to provide information on the temporary certificate including who can apply and the certification pathway; eligibility for employment; and comparison to other certificate types. The temporary certificate may be converted into a general Certificate of Qualification and Registration if the College receives satisfactory evidence that practicum and program requirements are completed before the expiry date of the certificate.

The College updated various communication materials to applicants, the online application, and the website to provide information about the temporary certificate. Applicants who have already submitted an application to the College for a General Certificate of Qualification and Registration may submit a request for a temporary certificate.

Prioritized Licensure

In August 2021, the College initiated a change to licensing procedures to support

school boards in their hiring during the teacher shortage as a result of ministry and sector concerns. Individuals with official conditional offers of employment reported to the College are prioritized for licensure decisions. This has created disruptions in workflow in the department requiring staff training, communication to school boards and a significant change in the 'first come first serve fairness practices observed by the College for over 15 years. From August 2021, the College received 263 requests from schoolboards to expedite applications for prospective employees, and 220 were certified within that year. The College continues to expedite applications supported by school boards to this day.

In addition to expediting licensure decisions for those with offer of employments, the College is also prioritizing licensure decisions for applicants who hold French (e.g., French as a Second Language), Native languages, or technological qualifications, which are specific shortage areas.

In 2021, the College also embarked on a project with the Ministry of Education to encourage qualified teachers from France to come work in Ontario.

The College has participated in two webinars, working with the Ministry of Education and the Institut national supérieur du professorat et de l'éducation - Aix Marseilles Université, to familiarize candidates in France with the process for becoming licensed in Ontario.

The project is now in its second year. These files are prioritized for evaluation.

A second project, in collaboration with CentreFranco, seeks to provide quicker answers to applicants and to support applicants through the licensure process.

Online Videos

The College shared information with applicants using online videos instead of information sessions and a new video for newly certified teachers will be uploaded in 2023. No in-person sessions have been offered since March 2020. The College advised applicants that, in its efforts to reduce the spread of COVID-19, in-person information sessions have been suspended and to refer to the College's online resources. For newly certified teachers, the College has information on fulfilling certificate conditions and jobs in education. The College will provide the online presentation for newly certified teachers in 2023. For those who are denied, the College refers them to the online presentation for denied applicants.

Certificate Expiry

The College also began issuing certificate expiry reminder letters a year in advance to let members know they need to satisfy conditions. There is also a six-month expiry reminder. The College also updated its extension request form as members certified post September 2015 can only request a one-time one-year extension.

Registration Videos

As part of the College's offering of online videos, the College added two videos to its website. These videos provide useful information to internationally educated applicants.

The first video, "Applying to the College / Comment présenter une demande d'inscription à l'Ordre", is for applicants who have not yet applied. Applicants learn about the basic requirements for certification and useful tips for completing their application. This video was viewed 6,094 times between January 1 and December 31, 2021.

The second video, "Evaluating your Application / Évaluation de votre demande", is designed to help applicants at various stages of the application process. Applicants learn about the evaluation process, how their credentials are assessed, and the requirements for a successful application. This video was viewed 3,059 times between January 1 and December 31, 2021.

The videos can be found on the College website landing page for internationally educated teachers:

oct.ca/becoming-a-teacher/internationally-educated-teachers

The College has begun to develop a video for newly certified members, to give them general information about the College and tell them how to maintain their membership. The video focuses on explaining how new members who are certified with conditions can satisfy these conditions. Now in its final stages of implementation, the video is set to be posted to the College's website in 2023. This online presentation was demonstrated on site at the College in a member information session and received positive feedback. Since then, the College has continued to use the newly developed presentation in its information sessions for newly certified members.

Outreach

The College makes presentations to Ontario community agencies, newcomer groups, and cultural or ethnic associations to provide internationally educated teachers with information about the College, the certification process and the requirements needed to work as an Ontario Certified Teacher. In 2021, due to the COVID-19 pandemic, these sessions were delivered using various virtual platforms.

Faculty Presentations

Every year, presentations are made to faculties of education to provide teacher candidates with important information to help build awareness and knowledge of the College, the teacher certification process and the numerous services and supports available to members.

Teacher candidates in their first two semesters of the program are provided with information about the College's role in the provincial education landscape, its mandate and responsibilities and an introduction to the teacher certification process, while those teacher candidates entering their third and fourth semesters are provided with detailed information on ethical decision making and advice provided to members through Professional Advisories. These candidates are also provided with more in-depth information and support on the registration process.

In 2021, College personnel conducted 44 faculty presentations using various virtual meeting platforms.

In addition to faculty presentations, the College also accommodates requests from faculties of education for more in-depth information sessions on ethical decision making and various Professional Advisories.

Inactive Application Closure

Applicants within the two-year validity period are notified as their application approaches the expiry date of two years, at which time they are offered a six-month extension, an option to evaluate without the outstanding documents, or the option to close their file. Applications are automatically closed for those who do not respond to the options provided or for those who reach the end of their validity date of two years. In the event of closure, applicants are notified that their documents will remain on file should

they choose to reapply later. The College refunds the evaluation fee and Annual Membership Fee should an application be closed.

In order to keep applicants informed and engaged throughout their two-year cycle, applicants receive regular emails, throughout their application period to remind them of outstanding documentation requirements. These emails are sent to applicants after an application has been opened and remains incomplete after three, six, 12 and 18 months. In addition to providing a reminder to submit documentation, the emails advise the applicants of ways the College may be able to assist them if they are having difficulty in obtaining documents.

In 2021, the College continued to issue emails to remind applicants to submit their required documents at regular periods within the application timeline of two years (at 3, 6, 12 and 18 months). The College temporarily suspended the closure of application process in 2021 to provide applicants with more time to complete their document requirements in light of various factors affecting the receipt of documents, including delays caused by the COVID-19 pandemic as well as higher than normal volumes of documents received at the College. The issuance of final notices to applicants with applications open for over two years will resume in 2023.

Application Process

The College's faculty presentations help clarify the certification requirements and explain how to complete the application process.

In May 2021, the College launched a new customer relationship management system (CRM). This system replaced the previous system in place since 2009.

The new CRM, named the Intelligent Registry Information System or IRIS, was designed to implement a robust platform that enables the College to deliver timely, efficient and effective information, products and services to applicants, members of the College, education stakeholders and the public. IRIS introduces new efficiencies to the College workflow such as:

- simplifying existing business processes
- making member certification more streamlined and efficient
- using a case-tracking feature to eliminate the need for manual tracking of special notations about outstanding documentation
- aiding with document storage, appeals, reapplications, and proactive engagement with members

With the introduction of the temporary certificate, the College created a supplemental form for applicants to request the temporary certificate and updated various communication materials to provide applicants with information on the temporary certificate.

In 2021, the College received 6,576 applications and certified 5,745 applicants.

Accessibility for Ontarians with Disability Act (AODA)

The AODA aims to make Ontario barrier-free by developing accessibility standards in five areas: customer service, employment, information and communications, transportation and built environment. The College is committed to full compliance with the regulations established under the AODA and to ensuring people with disabilities receive respectful and appropriate service when interacting with the College, either in-person, by phone, email or through its website. Beginning in 2020 and continuing in

2021, the College undertook a review of all forms to ensure they are AODA compliant. This led to the introduction of fillable online PDF forms and the ability to add a digital signature. This was a timely update as it facilitated an easier transfer of documents to College while staff worked remotely.

The College's work to update Additional Qualification (AQ) guidelines to make them more accessible and align with modernized AODA standards continues. Between January 1 and November 17, 2022, 169 AQ guidelines were updated and posted to the website for providers.

In addition, the College commissioned American Sign Language (ASL) and langue des signes québécoise (LSQ) video translations for the following guidelines:

- Schedule A: American Sign Language as a Second Language
- Schedule C: American Sign Language as a Second Language
- Schedule A: Langue des signes québécoise langue seconde
- Schedule C: Langue des signes québécoise langue seconde

Registration Guides
In 2021, work was underway to update all registration guides to include the new options to provide proof of French language proficiency and the Sexual Abuse Prevention Program as a certification requirement. We also updated all guides by removing the Math Proficiency Test when it was repealed as a certification requirement. The updated guides were published in January 2022.

Credential Assessment Brochures
In 2021, work was underway to update the Credential Assessment Brochures by removing the Math Proficiency Test when it was repealed as a certification requirement. The Sexual Abuse Prevention program was also included as a certification requirement and the new options to provide proof of French-language proficiency.

Alternative Documentation Procedure
The Ontario College of Teachers offers an alternative documentation procedure for applicants who are unable to provide documents in the usual format. The College has no testing mechanisms that it can rely on as an indicator of an applicant's knowledge and skill. This increases the need to use official documents to assess an applicant's education and professional qualifications.

The College's practice is to receive academic and professional documentation directly from the granting institutions; however, the College recognizes the institution in question may, in some cases, no longer be operating because of war and/or if there is no designated custodian of records. In other cases, applicants may fear persecution or discrimination from the institutions or foreign governments in the event they request original documents. The College continues to develop this procedure to help applicants who have difficulties obtaining documents outside of their control.

The Request for assistance in obtaining documents form provides guidance to applicants regarding the College's existing Alternative Document Application Route (ADAR) and Intervention Request procedures. This form provides specific assistance to applicants who have been unable to obtain documents from third party institutes for reasons beyond their control. Through this form, the applicant provides:

- copies of documents as well as any background on the documentation

they are unable to obtain from source to allow the College to determine the best solution for obtaining the official document.

- consent to allow the College to intervene to obtain the document on their behalf after they have tried to obtain the document without success. This is not mandatory given that in some situations, intervention may not be possible. With consent through the applicant's signature, the institution may be more likely to share the document in question and allow the College to continue to comply with the requirements mandated under the *Fair Access to Regulated Professions and Compulsory Trades Act*.
- any reasons beyond their control preventing them from arranging for the official documents. This section will allow the College to determine whether alternative documents will be required.

In 2021, 29 applicants were offered alternative documentation options to complete outstanding document requirements. Of these, 69 per cent completed their document requirements.

Q3. New or consolidated class of certificates or licenses

Description of change/improvement that would impact fair registration outcomes

Temporary Certificate

In 2020, and in an effort to respond to supply pressures in the system, the College worked with the Ministry of Education in developing regulatory amendments to Regulation 176/10 to create a new Temporary Certificate of Qualification and Registration (with amendments taking effect in January 2021 and January 2022). The temporary certificate is an

emergency measure designed to address severe teacher shortages in Ontario's public school system caused by the COVID-19 pandemic. The temporary certificate was created at the direction of the College's Council and based on a request from the Ministry of Education, the Ontario Association of Deans of Education and the Council of Directors of Education.

Ontario teacher candidates can apply for the temporary certificate if they:

- are expected to successfully complete their Ontario program of professional education by December 31,2023*
- have, as of the date of their application, successfully completed a portion of the practicum* and
- have made satisfactory progress in their program*

*As determined by reports made by Faculties of Education and sent to the College upon request of the teacher candidate.

Candidates must have applied for membership in the College, supplied all required documents, paid all fees and met our registration requirements. (These registration requirements include the holding of an acceptable postsecondary degree unless the applicant is enrolled in a Native Language, First Nations, Métis, Inuit ancestry or technological education initial teacher education program). Labour Mobility applicants may also apply for this temporary certificate.

The temporary certificate enables Ontario teacher candidates to be employed as occasional teachers. This teaching experience may be used to satisfy practicum requirements, as determined by the faculty of education.

Temporary certificates granted in 2021 expired on December 31, 2021.

At the end of 2021, the College's legislation was amended to allow temporary certificate holders to be extended to June 30, 2022. Temporary certificate eligibility was also expanded to those teacher candidates who were expected to complete their programs by the end of 2023 (the expiry date for these temporary certificates would be December 31, 2023 with the possibility of extension to June 30, 2024). Finally, for the first time, teacher candidates in concurrent programs became eligible to apply for the temporary certificate.

The College communicated these changes widely in a number of ways including: website landing page changes; monthly e-newsletter updates; faculty presentations; direct correspondence to members and applicants; and memorandums to faculties and school boards. The College also presented these changes to the Office of the Fairness Commissioner.

The College also made presentations to school board and faculty of education representatives in 2021 to provide information on the temporary certificate including who can apply and the certification pathway; eligibility for employment; and comparison to other certificate types.

The temporary certificate may be converted into a general Certificate of Qualification and Registration if the College receives satisfactory evidence that practicum and program requirements are completed before the expiry date of the certificate.

The College updated various communication materials to applicants, the online application, and the website to provide information about the temporary certificate. Applicants who have already submitted an application to the College for a General Certificate of Qualification and Registration may submit a request for a temporary certificate.

Q4. Assessment of qualifications

Description of change/improvement that would impact fair registration outcomes

Language Proficiency

TESTCan was previously the only test accepted by the College as evidence of proficiency in French. However, the College was made aware that—as of August 15, 2021—CanTEST and TESTCan are no longer being offered. By way of alternatives, the College is now accepting results from the DIPLÔME APPROFONDI DE LANGUE FRANÇAISE (DALF), DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE (DELF), TEST DE CONNAISSANCE DU FRANÇAIS (TCF), and TEST D'ÉVALUATION DE FRANÇAIS (TEF).

Q5. Timelines for registration, decisions and/or responses

Description of change/improvement that would impact fair registration outcomes

In 2021, the average number of weeks for an internationally educated teacher (IET) to be certified was 18.7 weeks and the average number of weeks for a labour mobility applicant to be certified was 5.7 weeks.

Q6. Registration and assessment fees

Description of change/improvement that would impact fair registration outcomes

Fees for registration are detailed on the College's website and in presentation materials. The Council approves fees associated with the registration process, which are reviewed annually as part of the College's budget process. Presentation materials and the College's website are updated accordingly.

In 2021, there were no changes to the annual membership fee or registration fees.

Q7. Resources for applicants

Description of change/improvement that would impact fair registration outcomes

Mathematics Proficiency Test

In August 2019, Regulation 271/19, Proficiency in Mathematics of the *Ontario College of Teachers Act*, was filed introducing the Mathematics Proficiency Test (MPT) as a requirement for certification with the Ontario College of Teachers. The new certification requirement took effect on March 31, 2020.

The test was developed by the Education Quality and Accountability Office (EQAO).

A field test was offered in early 2020 and many individuals were able to write the MPT and become certified with the College after meeting all other certification requirements. However, due to the impact of the COVID-19 pandemic, there was no further availability to write the MPT in 2020. In order to allow Ontario applicants the ability to become certified, the Proficiency in Mathematics regulation was amended to allow Ontario applicants to become certified with a condition to pass the MPT by August 31, 2021, otherwise their certificate will expire. The College sent correspondence to applicants, posted information on its website and worked with Faculties of Education to advise Ontario applicants of this option.

The College updated communication materials to include information about the MPT requirements, such as the Registration Guides, online application, and the self-assessment tool that precedes the online application. A dedicated MPT landing page on the College website not only offers information about the MPT, but also links to an FAQ page. Presentations were provided to students at faculties of education about the new requirement and these sessions included Q&A

portions and information on how to complete their applications. Finally, correspondence to newly certified applicants and membership packages were updated to include information about the MPT.

The College also updated the online application questionnaire to provide targeted information to new applicants. Former members who reapply are also informed that the MPT does not apply to them.

As a result of a decision of the Ontario Superior Court of Justice – Divisional Court in December 2021, the Mathematics Proficiency Test (MPT) is no longer a certification requirement. The full text of the court's decision can be viewed at oct-oeeo.ca/MPTcanlii.

This means that evidence of successful completion of the MPT is no longer required for:

- Applicants in order to become certified; or
- Members in order to fulfill a condition.

In January 2021 the College notified affected members and applicants of this change, in addition to updating our website, communication materials and records, including applications, certificates and the public register (Find A Teacher).

The Ontario government sought leave to appeal the Divisional Court's decision and in September 2022, the Ontario Court of Appeal granted leave to appeal. The College will follow the proceedings and comply with any future court orders as well.

Registration Videos

As part of the College's offering of online videos, the College added two videos to its website. These videos provide useful information to internationally educated applicants.

The first video, "Applying to the College / Comment présenter une demande d'inscription à l'Ordre", is for applicants who have not yet applied. Applicants learn about the basic requirements for certification and useful tips for completing their application. This video was viewed 6,094 times between January 1 and December 31, 2021.

The second video, "Evaluating your Application / Évaluation de votre demande", is designed to help applicants at various stages of the application process. Applicants learn about the evaluation process, how their credentials are assessed, and the requirements for a successful application. This video was viewed 3,059 times between January 1 and December 31, 2021.

The videos can be found on the College website landing page for internationally educated teachers:

oct.ca/becoming-a-teacher/internationally-educated-teachers

The College has begun to develop a video for newly certified members to give them general information about the College and tell them how to maintain their membership. The video focuses on explaining how new members who are certified with conditions can satisfy these conditions. Now in its final stages of implementation, the video is set to be posted to the College's website in 2023. This online presentation was demonstrated on site at the College in a member information session and received positive feedback. Since then, the College has continued to use the newly developed presentation in its information sessions for newly certified members.

Electronic Official Documents

Some documents required for certification must be sent directly from institutions as part of the documentation required for certification (for example, official transcripts, statements of professional standing and proof of language proficiency). The requirement to receive the document directly from the issuing institution ensures the documents used to assess the credentials of an applicant are authentic and complete.

These documents can take some time to arrive through the mail however options that allow for the secure receipt of official documents through secure electronic pathways are available to applicants and this continues to grow every year.

The rise in the use digital transcripts or documents has increased considerably since 2020. For many years the College has approved the use of various verification services or providers of digital transcripts or documents including the Ontario Universities' Application Centre, (OUAC), World Education Services (WES), National Student Clearinghouse, Parchment, Digitary, MyEquals. The College is also able to obtain or verify results of two language proficiency tests, namely TOEFL and IELTS.

In 2021 the College also began accepting documents through mycreds.ca. This new pan-Canadian document exchange service provided applicants with a more efficient option to arrange for their transcripts from institutions across Canada and around the world.

Current or former members of the Ontario College of Teachers or applicants for membership may request copies of their documents on file (such as transcripts or statements of professional standing from jurisdictions outside Ontario) to be sent to other organizations. To manage the increasing volume of these requests and to better serve applicants and members, the College provides a means to share these documents with third party

organizations (such as QECO) through a secure electronic document exchange system.

Registration Guides

In 2021, work was underway to update all registration guides to include the new options to provide proof of French language proficiency and the Sexual Abuse Prevention Program as a certification requirement. We also updated all guides by removing the Math Proficiency Test when it was repealed as a certification requirement.

Credential Assessment Brochures

In 2021, work was underway to update the Credential Assessment Brochures by removing the Math Proficiency Test when it was repealed as a certification requirement. The Sexual Abuse Prevention program was also included as a certification requirement and the new options to provide proof of French-language proficiency.

The College makes presentations to Ontario community agencies, newcomer groups and cultural or ethnic associations to provide internationally educated teachers with information about the College, the certification process and the requirements needed to work as an Ontario Certified Teacher. In 2021, due to the COVID-19 pandemic, these sessions were delivered using various virtual platforms.

Faculty Presentations

Every year, presentations are made to faculties of education to provide teacher candidates with important information to help build awareness and knowledge of the College, the teacher certification process and the numerous services and supports available to members.

Teacher candidates in their first two semesters of the program are provided with information about the College's role in the provincial education landscape, its mandate and responsibilities and an introduction to the teacher certification process, while those teacher candidates entering their third and fourth semesters are provided with detailed information on ethical decision making and advice provided to members through Professional Advisories. These candidates are also provided with more in-depth information and support on the registration process.

In 2021, College personnel conducted 44 faculty presentations using various virtual meeting platforms.

In addition to faculty presentations, the College also accommodates requests from faculties of education for more in-depth information sessions on ethical decision making and various Professional Advisories.

Mathematics Proficiency Test

In August 2019, Regulation 271/19, Proficiency in Mathematics of the *Ontario College of Teachers Act*, was filed introducing the Mathematics Proficiency Test (MPT) as a requirement for certification with the Ontario College of Teachers. The new certification requirement took effect on March 31, 2020.

The test was developed by the Education Quality and Accountability Office (EQAO).

A field test was offered in early 2020 and many individuals were able to write the MPT and become certified with the College after meeting all other certification requirements. However, due to the impact of the COVID-19 pandemic, there was no further availability to write the MPT in 2020. In order to allow Ontario applicants the ability to become certified, the Proficiency in Mathematics regulation was amended to allow Ontario applicants to become certified

with a condition to pass the MPT by August 31, 2021, otherwise their certificate will expire. The College sent correspondence to applicants, posted information on its website and worked with Faculties of Education to advise Ontario applicants of this option.

The College updated communication materials in order to include information about the MPT requirements, such as the Registration Guides, online application, and the self-assessment tool that precedes the online application. A dedicated MPT landing page on the College website not only offers information about the MPT, but also links to an FAQ page. Presentations were provided to students at faculties of education about the new requirement and these sessions included Q&A portions and information on how to complete their applications. Finally, correspondence to newly certified applicants and membership packages were updated to include information about the MPT.

The College also updated the online application questionnaire to provide targeted information to new applicants. Former members who reapply are also informed that the MPT does not apply to them.

As a result of a decision of the Ontario Superior Court of Justice – Divisional Court in December 2021, the Mathematics Proficiency Test (MPT) is no longer a certification requirement. The full text of the court's decision can be viewed at oct-oeeo.ca/MPTcanlii.

This means that evidence of successful completion of the MPT is no longer required for:

- Applicants in order to become certified; or
- Members in order to fulfill a condition.

In January 2021 the College notified affected members and applicants of this

change, in addition to updating our website, communication materials and records, including applications, certificates and the public register (Find A Teacher).

The Ontario government sought leave to appeal the Divisional Court's decision and in September 2022, the Ontario Court of Appeal granted leave to appeal. The College will follow the proceedings and comply with any future court orders as well.

Q8. Changes to internal review or appeal process

Description of change/improvement that would impact fair registration outcomes

The Registration Appeals Committee ("RAC") pivoted as the pandemic hit and implemented virtual panels/meetings for appeals. This practice continues to this day in conformity with Section 6.01 of the College bylaws.

RAC successfully integrated a paperless internal process over the past two years and encourages appellants to submit documents electronically to ensure expedient processing times.

The College continues to integrate IRIS (our new internal system) launched in 2021. This system has helped to optimize processing times and enhance certification processes.

As per Bill 229 and amendments to the *Ontario College of Teachers Act*, the College has completed its move to a new governance structure and RAC benefits from access to a robust roster of panellists in addition to its committee members. Committee panels meet on a monthly basis with competent, dynamic and professional panel members.

Q9. Access by applicants to their records

Description of change/improvement that would impact fair registration outcomes

No changes.

Q10. Mutual recognition agreements

Description of change/improvement that would impact fair registration outcomes

No changes.

Q11. Training and resources for staff regarding registration

Description of change/improvement that would impact fair registration outcomes

Interim Registrar

Under legislation, the College's Registrar has the sole responsibility for making final registration 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.

Beginning in the 2020 calendar year, the global pandemic altered the College's involvement in many activities conducted by provincial and national organizations focused on activities such as registration decisions and credential assessment. However, the College maintained its credential assessment practices consistent with past practice during this period. The College also continued to liaise with Committees such as the Registrars for Teacher Certification Canada (RTCC) during this period.

As a result of a decision of the Ontario Superior Court of Justice – Divisional Court in December 2021, the Mathematics Proficiency Test (MPT) is no longer a certification requirement. This means that evidence of successful completion of the MPT is no longer required for applicants in

order to become certified or members in order to fulfill a condition.

In January 2021 the College notified affected members and applicants of this change, in addition to updating our website, communication materials and records, including applications, certificates and the public register (Find A Teacher).

The Ontario government sought leave to appeal the Divisional Court's decision and in September 2022, the Ontario Court of Appeal granted leave to appeal. The College will follow the proceedings and comply with any future court orders as well.

Over the course of 2021, the Interim Registrar continued to provide information and updates on the certification of teachers to College Council through the quarterly reports to the Transition Supervisory Officer.

The Registrar or their delegate typically meets with visiting international delegations to share details on regulation and College practices, including accreditation and registration practices. These in-person sessions were discontinued in 2020 and none took place in 2021. The College began receiving requests for virtual presentations in 2021 but to date, no virtual presentations have been scheduled.

Registration Appeals Committee

The College's Fair Registration Practices Regulation requires that the College provide training to members of the Registration Appeals Committee and individuals who are on the roster of eligible panelists for the committee.

On February 1, 2021, the Ontario government appointed Paul Boniferro as Transition Supervisory Officer to oversee the modernization of the College's governance structure. In April 2021, selected roster

members were trained in order to field panels during this interim period. Thereafter, on February 1, 2022, the College transitioned to a modernized governance model with new committee and roster members. In both instances, training materials and presentations were revised and enhanced for initial committee and roster member training. Instruction models included workshops, hands-on exercises, and presentations from staff and independent legal counsel with subject matter expertise. As part of orientation training, the new committee and roster members received the following training:

- College certification requirements and legislative framework;
- Committee's mandate;
- Committee processes;
- Guiding principles, deliberations and decision writing;
- Overview of the Membership Services Department-Records and Evaluation process;
- Appeals on terms, conditions or limitations (TCLs).

Membership Services

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 pertaining to a given country. 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. Participation in formal training sessions generally occurs at least once a month. In 2021, Membership Services training included, but was not limited to:

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- Webinar: Education in Crisis: Lebanon
- Webinar: Education in Crisis: Afghanistan

The Association for International Credential Evaluation Professionals (TAICEP)
- Webinar: Using the Internet Archive Part 1
- Webinar: Using the Internet Archive Part 2
- Webinar: Best Practices on Digitial Delivery of Evaluation Reports
- Webinar: Digital recognition workflows through the Database of External Quality Assurance Results (DEQAR)
- Webinar: Can We Foresee the Future? Foresight Analysis as a Planning Tool
- Webinar: Internal quality assurance in your institutional recognition procedure: European versus African approach

World Education Services (WES)
- Webinar: The Education System of Colombia
- Webinar: The Education System of Uganda
- Webinar: The Education System of Japan
- Webinar: The Education System of Australia
- Webinar: The Education System of China

- Webinar: The Education System of Cameroon
- Webinar: The Education System of Iran

Presentations and Working Groups

In January 2021, College and Ministry of Education staff conducted a technical briefing to faculties of education and employers entitled "New Temporary Certificate of Qualification and Registration: A shared, collective responsibility in support of Ontario's Classrooms". At this briefing, the regulatory changes related to the temporary certificate were reviewed as well as roles and responsibilities. Following this presentation in February 2021, College staff ran a second briefing for the Registrars of the faculties of education.

Two representatives from Membership Services also participate in a national working group for the development of the Pan-Canadian Credential Assessment Centre established by the Registrars for Teacher Certification Canada to facilitate the assessment of teaching credentials held by internationally educated teachers.

In 2021, College representatives provided a presentation to the Office of the Ontario Fairness Commissioner on various registration changes: including the Sexual Abuse Prevention Program; the Mathematics Proficiency Test; and Temporary Certificate.

Ongoing training provided to the College staff and committee members ensures impartial and fair processes and contributes to continuous improvement, efficiency, transparency and accountability.

Q12. Relationship with third party service provider(s)

Description of change/improvement that would impact fair registration outcomes

N/A

Q13. Accreditation of educational programs

Description of Change/Improvement that would impact Fair Registration Outcomes

The College developed an Accreditation Accountability process with related reporting tools to monitor pandemic-responsive modifications made to accredited programs of professional education. These Pivot Reports submitted by each faculty of education detail the short-term modifications to program delivery and practicum expectations made in response to provincial emergency measures resulting from the COVID-19 pandemic. The completion of Pivot Reports constitutes the first phase of the pandemic-related accountability process. Programs that have been changed as a result of the pandemic, as well as new innovations, will be reported using the program change review processes outlined in Regulation 347/02, Accreditation of Teacher Education Programs of the Ontario College of Teachers Act. Reporting program changes is a regulatory requirement for the accreditation of programs of professional education in the province of Ontario.

By August 15, 2022, faculties of education with accredited programs of initial teacher education submitted updated program structure information for the 2022-2023 academic year. Short-term changes to program delivery and practicum expectations resulting from the pandemic were documented and provided to the College by all program providers through Pivot Reports in 2020 and 2021. The 2022 Program

Structure and Accountability Reports (PSA Reports) are a streamlined continuation of this accountability measure.

Staff reviewed the PSA Reports and reported aggregate trends to the Accreditation Committee in their September meeting. For all programs, the changes reported do not constitute a regulatory substantial change in program. All programs continue as accredited until their next renewal.

Q14. Technological or digital improvements

Description of Change/Improvement that would impact Fair Registration Outcomes

Additional self-serve tools were added to the online application, which enables applicants to upload supporting documents right from their document status page.

Q15. Anti-racism and inclusion-based policies and practices

Description of Change/Improvement that would impact Fair Registration Outcomes

The College established an Equity, Diversity and Inclusion Committee in 2021, with a membership of up to 10 non-management employees from across the College. The committee was established to provide advice, direction and recommendations on ways the College can enhance its commitment to equity, diversity and inclusion internally. Work will include supporting the review and assessment of the College's policies, programs, processes and practices from an equity lens to identify barriers to meaningful inclusion.

Continuing the College's long-standing commitment to diversity and inclusion, in 2021 the College offered a professional development opportunity entitled "Journey Together –

Indigenous Awareness Workshop" to all staff to begin a collective exploration of First Nation pedagogies, art, history and culture.

During the session, staff also:

- heard the voice of a Day School Survivor,
- heard the voices of the Group of Six (First Nation student artists) and,
- reflected on calls to action that might help inform ethical professional practice at the College.

In 2021, the College conducted an anti-Black racism survey of all staff. The results confirm that as an organization, the College can be pleased with the work that has been done to date. The survey input also suggests that there is much more that can be done to demonstrate our commitment to diversity and inclusiveness.

Based on the survey feedback and in line with Ontario Human Rights Commission recommendations, the College has initiated a process for the development of an anti-racism vision statement and action plan for the College that includes:

- A recognition that racism exists in Canada, and that the College's administration and employees have a role in combating it;
- A statement confirming the College's commitment to eliminate racism and promote equality, inclusion and diversity in the workplace;
- A recognition and respect for the unique identities of Indigenous peoples and their need for a distinct approach to anti-racism measures;
- The commitment by the College to address anti-Black racism in the context of workplace culture.

A detailed description of measures the College will take to further these commitments includes

three key areas: within our staff complement, in our work with College members, and in work with Council and its committees. Work on the drafting of a vision statement by an employee-led committee with representation from each unit within the College is ongoing.

Q16. Organizational structure

Description of Change/Improvement that would impact Fair Registration Outcomes

In 2021, the College began a one-year transition to a new governance structure, following the government's proclamation of key legislative amendments.

To oversee the modernization of the College's governance, the government appointed Paul Boniferro, Ontario's former Deputy Attorney General to the role of Transition Supervisory Officer, effective February 1, 2021. Mr. Boniferro oversaw the implementation of changes that included dissolving the College's Council and putting into place a new governance structure, which includes an equal number of professionals and members of the public on Council, and on statutory and regulatory committees. Future Council and committee members will be appointed based on specific competencies needed to do the job and on prescribed criteria for geographic, linguistic, Indigenous and system representation.

The legislative reforms, which followed an independent review initiated by the College, serve as a model for regulatory governance across jurisdictions and should serve to enhance public confidence in the teaching profession.

The primary impact of the governance changes on the College's registration practices is through the work of the Registration Appeals Committee and its roster. For the first time, Registration

Appeals Committee members are not members of Council, with a composition that is evenly split between members of the profession and members of the public, appointed through a competency-based selection process instead of an election. The new governance model has also allowed for a large roster that enables the committee to hear a greater number of matters and reduce timelines to consider appeals.

Q17. Contingency or continuity of operations plans

Description of Change/Improvement that would impact Fair Registration Outcomes

N/A

Q18. Documentation requirements for registration

Description of Change/Improvement that would impact Fair Registration Outcomes

Math proficiency test: the College began accepting proof of successful completion of the math test from EQAO. See response to Q2 above.

Sexual Abuse Prevention Program: in 2022, the College began accepting successful completion of the Sexual Abuse Prevention Program from the Canadian Centre for Child Protection. This proof is required for all applicants for licensure as well as all members in good standing. See response to Q2 above.

Temporary Certificate: in 2021, the College continued to accept reports from faculties indicating that teacher candidates were eligible for the temporary certificate. See response to Q2 above.

Q19. English / French language proficiency testing

Description of Change/Improvement that would impact Fair Registration Outcomes

TESTCan was previously the only test accepted by the College as evidence of proficiency in French. However, the College was made aware that—as of August 15, 2021—CanTEST and TESTCan are no longer being offered. By way of alternatives, the College is now accepting results from the DIPLÔME APPROFONDI DE LANGUE FRANÇAISE (DALF), DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE (DELF), TEST DE CONNAISSANCE DU FRANÇAIS (TCF), and TEST D'ÉVALUATION DE FRANÇAIS (TEF).

Q20. Section 2 – If applicable, please list your organization's top three accomplishments during the reporting period that relate to fair registration practices.

1. Additional self-serve tools were added to the online application, which enables applicants to upload supporting documents directly from their document status page.
2. Addressed teacher shortage by launching a temporary certificate option and working with school boards to implement an expedited licensure list.
3. As part of its commitment to efficiency, effectiveness and improvement, the College commissioned an independent review of its Membership Services department, operations, services and policies.

After an in-depth study and consultation, a comprehensive report was developed in late 2021 with a staged approach to improve and bolster the College's services to clients, applicants and members. The report observed the following processes and recommended the College maintain its work by continuing and building on its:

- Fair and objective processes in alignment with government regulations and policies.
- Diligent application and evaluation processes and being sensitive to applicants' needs.
- Commitment to positive change, including the growth and expansion of existing tools and practices.

The College has reaffirmed its commitment to improving its service levels and response times and is working on implementing a number of recommendations including, but not limited to:

- Adding online self-serve options for members and applicants that would make updates in real-time.
- Leveraging technology that would speed up many of the College's processes.
- Increasing collaboration, including regular cross-team check-ins.

Q21. Section 3 – If applicable, please list the top three risks that impacted your organization's ability to achieve better registration outcomes for applicants during the reporting period. Please also indicate the measures you have taken to mitigate the impacts of these risks.

1. Ensured that we regularly monitored and stayed up to date with the requirements of all of the new regulations that were implemented in 2021, (e.g., SAPP, temporary certificates) and communicated those changes to members and applicants. The risk was mitigated by automating a number of registration processes, including the temporary certificate process.

2. Faced high volumes of applications that led to longer than normal certification timelines. The risk was mitigated by automating certification processes and adding a number of temporary staff.

3. Completed the conversion to an enhanced, robust information management system that required a significant investment of staff time to become proficient and develop new reports to guide decision-making. The risk was mitigated by frequent testing and refining of the system features involving close collaboration across various College departments.

Q22. Section 4 – Do you believe that you have a Canadian Experience Requirement (CER)?

If so, please describe the applicant competencies that you seek to develop through this requirement in the comment box below.

CER: work experience or experiential training obtained in Canada.

N/A

Q23. Languages

Indicate the languages in which you make available application materials and information about the application process.

English / French

Q24. Membership data

Demographics Data

As of December 31, 2021, please indicate the number of members in each gender category identified below and the number of total members.

Total Male 57,832
Total Female 172,912
Total Non-binary .... N/A
Gender not provided 187
Overall Total 230,931

Q25. In relation to your members:

Do you collect race-based data?

No

Q26. Do you collect other identity-based or demographics data?

No

Q27. Do you plan to collect race-based data in the future?

No

Q28. Class of license/certificate data

As of December 31, of the reporting year, please indicate the number of members under each class or license category as applicable.

Full/Independent Practice 230,931
Provisional/Limited License/Certificate ..... N/A
Emergency License/Certificate .... N/A
All other classes .... N/A
Overall Total 230,931

Q29. Jurisdiction where members were initially trained

As of December 31, of the reporting year, please indicate the membership type and total number of registered members for each category listed below.

Ontario 181,756
Other Canadian Provinces and Territories ..10,528
USA 21,668
Other Countries 16,959
Multiple and/or Unspecified Jurisdiction .... N/A
Total 230,931

Q30. Please indicate the total number of registered members for the top 12 international countries or jurisdictions where these individuals obtained their initial education in the profession or trade.

USA 21,668
Australia 4,931
India 3,977
England 1,103
Scotland 1,056
New Zealand 693
Jamaica 681
Philippines 387
Pakistan 343
Poland 299
Wales 223
Nigeria 213

Q31. Applications data
Demographics Data

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

Total Male 1,564
Total Female 4,979
Total Non-binary .... N/A
Gender not provided 33
Overall Total 6,576

Q32. In relation to the applications, you received:
Do you collect race-based data?

No

Q33. Do you collect other identity-based or demographics data?
No

Q34. Category of applicants
Number of applicants who voluntarily or involuntarily (through inactive and lapsed applications) withdrew from the application process between January 1 and December 31, 2021:

57 including 2 who have since reopened their application.

Q35. Please indicate the total number of applicants from Ontario who filed an application between January 1 and December 31, 2021 for the following categories as applicable.

Number of Applicants: 5,065
Number of Applicants Licensed/Certified: 4,735
Average Time to Process Application in Weeks from First Point of Applicant Contact: ....24 weeks (Many applicants apply early in their program and at the time of the application, they are not eligible for certification because they have to wait until they complete their program to obtain certification. The College cannot move forward on an application until the program is completed and/or until the applicant has submitted all their documents.)
Average Time to Process Application in Weeks from Receipt of all Required Documents: ....0 weeks (Once all documents have been received, certification is instantaneous.)

Q36. Please indicate the total number of applicants from Canadian provinces and territories (excluding Ontario) who filed an application between January 1 and December 31, 2021 for each of the following categories as applicable.

Number of applicants
Number of applicants fully licensed/certified
Average Time to Process Application in Weeks from First Point of Applicant Contact
Average Time to Process Application in Weeks from Receipt of all Required Documents
Please see response to Q37 below.

Q37. Please indicate the total number of certificate-to-certificate (labour mobility) applicants who filed an application between January 1 and December 31, 2021 for each of the categories as applicable.

Number of applicants: 490
Number of applicants fully licensed/certified: 324
Average Time to Process Application in Weeks from First Point of Applicant Contact: ....39 weeks (In the applicant's control to submit all required documentation the College cannot move forward with evaluation and certification until this occurs.)
Average Time to Process Application in Weeks from Receipt of all Required Documents: ....6 weeks

Q38. Please indicate the total number of applicants from international jurisdictions (not including USA) who filed an application between January 1 and December 31, 2021 for each of the categories as applicable.

Number of applicants: 656
Number of applicants fully licensed/certified: 140
Average Time to Process Application in Weeks from First Point of Applicant Contact: ....59 weeks (In the applicant's control to submit all required documentation the College cannot move forward with evaluation and certification until this occurs.)
Average Time to Process Application in Weeks from Receipt of all Required Documents: ....19 weeks

Q39. Please indicate the total number of applicants from multiple and/or jurisdictions not specified who filed an application between January 1 and December 31, 2021 for each of the categories as applicable.

Number of applicants
Number of applicants fully licensed/certified
Average Time to Process Application in Weeks from First Point of Applicant Contact
Average Time to Process Application in Weeks from Receipt of all Required Documents
N/A

Q40. Please indicate the total number of applicants from accredited Canadian post-secondary institutions who filed an application between January 1 and December 31, 2021 for each of the categories as applicable.

Number of applicants
Number of applicants fully licensed/certified
Average Time to Process Application in Weeks from First Point of Applicant Contact
Average Time to Process Application in Weeks from Receipt of all Required Documents
N/A – the College does not track application statistics of applicants from accredited Canadian institutions as applicants are either from accredited Ontario teacher education programs or labour mobility applicants. An applicant from another province/territory must be licensed in that province/territory before applying to the College.

Q41. Please indicate the total number of applicants who re-registered after withdrawing from the application process between January 1 and December 31, 2021 for each of the categories as applicable.

Number of applicants: 0
Number of applicants fully licensed/certified: ... 0
Average Time to Process Application in Weeks from First Point of Applicant Contact: .. 0
Average Time to Process Application in Weeks from Receipt of all Required Documents: 0
N/A – The College did not close applications in 2021.

Q42. Please provide any additional comments you may have for questions 33-41.

N/A

Q43. Jurisdiction where applicants obtained their initial education

Please indicate the total number of applicants for the top 12 international countries or jurisdiction where applicants obtained their initial education in the profession or trade.

USA 312
India 196
Cameroon 61
Jamaica 50
England 46
France 39
Lebanon 28
Hong Kong 28
Philippines 26
Australia 24
Wales 21
Pakistan 20

Q44. Processing time

As of December 31, 2021, how many full licenses/certificates did your organization issue?

5,758 in 2021

Q45. Please indicate the total number of applicants who received full licensure/certification between January 1 and December 31, 2021, according to the following timelines.

0 – less than 3 months: 5,264
3 months – less than 6 months: 95
6 months – less than 12 months: 217
12 months – less than 18 months: 79
18 months – less than 24 months: 23
24 months and greater: 80
(This includes people who have received a denial decision and are working towards certification.)

Q46. Age of active applications

As of December 31, 2021 what were the total number of active applications in your case inventory?

7,128 (Applicants are advised that applications can only be open for 2 years. Given the pandemic, the College has not closed applications as some applicants may have difficulty obtaining the required documents outside Canada. This number does not include applications that have been opened but have not been submitted.)

Q47. Please provide a breakdown (and total) of active applications according to the length of time (age) that they have been open.

0 – less than 3 months: 0
3 months – less than 6 months: 0
6 months – less than 12 months: 1,117
12 months – less than 18 months: 1,653
18 months – less than 24 months: 1,058
24 months and greater: 3,301
TOTAL: 7,128
(Applicants are advised that applications can only be open for 2 years. Given the pandemic, the College has not closed applications as some applicants may have difficulty obtaining the required documents outside Canada.)

Q48. Other licenses/certificates of registration processed

Please indicate the number of applicants who were issued an alternative class of license* that your organization processed in the reporting year (January 1-December 31, 2021).

Enter the data by the jurisdiction where applicants were initially trained in the profession, i.e. before they were granted use of the protected title or professional designation in Ontario.

* An alternative class of license/certificate enables the holder to practice with limitations, but additional requirements must be met for the member to be fully licensed/certified.

Ontario
Other Canadian Provinces and Territories
Certificate to Certificate (Labour Mobility)
USA
Other International
Multiple and/or Unspecified Jurisdictions
TOTAL: N/A

All of our certificates allow members to practice without limitations. As long as the member is in good standing, their general, transitional and temporary certificate allows them to teach in publicly-funded schools in Ontario.

Q49. Other licenses/certificates of registration processed

Please indicate the number of applications, If applicable, who were issued an emergency license/certificate that your organization processed in the reporting year (January 1-December 31, 2021). Enter the data by the jurisdiction where applicants were initially trained in the profession, i.e. before they were granted use of the protected title or professional designation in Ontario.

Ontario
Other Canadian Provinces and Territories
Certificate to Certificate (Labour Mobility)
USA
Other International
Multiple and/or Unspecified Jurisdictions
TOTAL
N/A – the College does not issue emergency licences.

Q50. Other licenses/certificates of registration processed

Please indicate the number of Provisional license/certificate or alternative class of license/certificate holders who were fully licensed/certified by your organization which were processed in the reporting year (January 1-December 31, 2021). Enter the data by the jurisdiction where applicants were initially trained in the profession, i.e. before they were granted use of the protected title or professional designation in Ontario.

Ontario
Other Canadian Provinces and Territories
Certificate to Certificate (Labour Mobility)
USA
Other International
Multiple and/or Unspecified Jurisdictions
TOTAL
N/A – the College does not issue provisional or alternative licences.

Q51. Number of reviews and appeals processed

State the number of reviews and appeals that your organization processed in the reporting year (January 1-December 31, 2021). For applicants who were subject to an internal review or who were referred to a statutory committee of your governing council, such as a Registration Committee. Enter the data by the jurisdiction where applicants were initially trained in the profession, i.e. before they were granted use of the protected title or professional designation in Ontario.

Ontario 6
Other Canadian Provinces 1
USA 6
Other Countries 14
Multiple and/or Unspecified Countries 0
TOTAL 27

Q52. State the number of reviews and appeals that your organization processed in the reporting year (January 1 – December 31, 2021). For applicants who initiated an appeal of a registration decision. Enter the data by the jurisdiction where applicants were initially trained in the profession, i.e. before they were granted use of the protected title or professional designation in Ontario.

Ontario 6
Other Canadian Provinces 1
USA 6
Other Countries 14
Multiple and/or Unspecified Countries 0
TOTAL 27

Q53. State the number of reviews and appeals heard in the reporting year (January 1 – December 31, 2021). Enter the data by the jurisdiction where applicants were initially trained in the profession, i.e. before they were granted use of the protected title or professional designation in Ontario.

Ontario 6
Other Canadian Provinces 0
USA 4
Other Countries 5
Multiple and/or Unspecified Countries 0
TOTAL 15

Q54. State the number of registration decisions changed following an appeal and/or review that your organization processed in the reporting year (January 1 – December 31, 2021). Enter the data by the jurisdiction where applicants were initially trained in the profession, i.e. before they were granted use of the protected title or professional designation in Ontario.

Ontario 1
Other Canadian Provinces 0
USA 0
Other Countries 1
Multiple and/or Unspecified Countries 0
TOTAL 2

Q55. List the top three reason for appeals (by percentage) of a registration decision

1. Terms, conditions or limitations 41%
2. Teacher education program
    not satisfied 22%
3. Language proficiency requirement
    not satisfied 20%

Q56. List the top five reasons (by percentage) for not issuing a license/certification to internationally trained individuals

• Language proficiency
• Academic degree
• Professional teacher education program
• Professional suitability

Unable to provide percentages as denial information is tracked in our information system by requirements or a combination of requirements to add up to 100%.

Q57. List the top five reasons (by percentage) for not issuing a license/certification to Canadian graduates

N/A as we only have labour mobility applicants.

Q58. Please provide any additional comments you may have:

Ontario College of Teachers | Ontario's Teaching Regulator