



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

Fair Registration Practices Report 2018



Fair Registration Practices Report

Teachers (2018)

The answers seen below were submitted to the OFC by the regulated professions.

This Fair Registration Practices Report was produced as required by:

- the Fair Access to Regulated Professions and Compulsory Trades Act (FARPACTA) s. 20 and 23(1), for regulated professions named in Schedule 1 of FARPACTA
- the Health Professions Procedural Code set out in Schedule 2 of the Regulated Health Professions Act (RHPA) s. 22.7 (1) and 22.9(1), for health colleges.

Index

- [Qualitative Information](#)
- [Quantitative Information](#)
- [Submission](#)

1. Qualitative Information

a) Requirements for registration, including acceptable alternatives

i. Describe any improvements / changes implemented in the last year.

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 initiated this procedure in 2003, and continues to develop it in order to meet the needs of applicants with difficulties in obtaining documents outside of their control.

In 2018, 30 applicants were offered alternative documentation options to complete outstanding document requirements. Of these, 47% completed their document requirements. The College also shared its approach to alternative documentation as a panel member in the session *Human Rights Issues in Registration: Approaches to Credential Recognition for Regulated Professionals Without Official Documentation* at the 2018 Council on Licensure, Enforcement and Regulation (CLEAR) Annual Conference.

Registration Videos

In late 2015, the College added two videos to its website. These videos provide useful information to internationally educated applicants, who can't attend information sessions held every month at the College.

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 4,400 times between January 1, 2018 and December 31, 2018.

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 1,200 times between January 1, 2018 and December 31, 2018.

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

<http://www.oct.ca/becoming-a-teacher/internationally-educated-teachers>

In 2018, the College began 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 (as an online presentation) in 2019. This online presentation was demonstrated on site at the College in a member information session in September 2018 and received positive feedback. Since then, the College has continued to use the newly developed presentation on site 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 explain registration requirements. In 2018, seven sessions were held at the College to provide information to internationally educated teachers.

Faculty Tours

Presentations are also made to teacher candidates at Ontario's faculties of education. In 2018, College staff made 56 faculty presentations in Ontario. These faculty presentations help clarify the certification requirements and explain how to complete the application process.

Inactive Application Closure

In 2015, following an internal continuous improvement review and a recommendation from the OFC, the College implemented a process designed to close applications awaiting documentation for more than two years.

The new process, active since 2015, provides the applicant options to complete their application, to request a determination of eligibility for certification without completion of documentation, or to close their application without an assessment. This better engages the applicant in the registration process by clearly communicating when their application may be closed. The process also allows the College to close incomplete application files without a credential assessment decision if the applicant does not advise the College how to proceed.

While introducing this process for current applicants in 2015, the College simultaneously reviewed applications that had been open for longer than two years (opened between 1997 and 2013) and communicated with these applicants to initiate the closure process for these inactive files in tandem with the new process for current files.

In 2015, 2016 and 2017, the College corresponded with more than 4,000 applicants to advise them of their application status and the steps to follow to close, complete or request an evaluation prior to their application's closure date. In 2017, the College completed the last phase of this inactive application closure process for applications received prior to 2015.

In 2018, with the older inactive applications process now completed, the College continued to correspond with current applicants throughout their two-year application validity cycle.

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.

Since 2011, the College:

- adopted its Customer Service Policy to ensure compliance with AODA (communication, use of assistive devices, use of service animals and support persons, notice of temporary disruptions, notice of availability of documents, feedback process and training for employees)
- adopted its Multi-Year Accessibility Plan (to 2021)
- provided training on AODA and Human Rights Code requirements (employees, Council members, and all other persons who provide goods, services or facilities on behalf of the College)
- took steps to make all new internet websites and web content conform with AODA
- took steps to provide accessible formats and communication supports for members of the public with disabilities upon request
- ensures its practices reflects accessible employment standards
- ensures that any newly constructed or redeveloped public spaces conform to the accessibility standards for the built environment, for example, service counters and waiting areas.

The College is responsible for providing accessible formats and communication supports for persons with disabilities in a timely manner that takes into account the person's accessibility needs due to disability and at a cost that is no more than the regular cost charged to other persons. In 2017 and 2018, the College provided additional mandatory training sessions for employees ("super-users") on how to make accessible documents in Word, Excel, and PDF formats. More specifically, they learned how to design for those with vision, motor and cognitive impairments.

Registration Guides

The College enhanced its communication materials to include more information about the changes in certification requirements related to the Enhanced Teacher Education Program. For example, the College's Registration Guides were revised in 2016 to include a chart setting out the new certification requirements and the College's certification procedures.

A link to one of the College's Registration Guides is provided below:

http://www.oct.ca/-/media/PDF/Requirements%20General%20Education%20Teacher/EN/general_education_teacher_e.pdf

In 2017, the College began work to revise the Registration Guides to provide updated information on the Enhanced Teacher Education Program, particularly the requirements of multi-session programs. The revised Registration Guides were introduced in 2018.

The "Requirements for Becoming a Primary-Junior Teacher if You Are of Aboriginal Ancestry" Registration Guide was revised in 2018 to replace the word "Aboriginal" with "Indigenous" in order to reflect the appropriate terminology used to refer to individuals from this community.

In 2017, the College began work to replace the Registration Guide for teachers of deaf and hard of hearing students with a new dedicated section for these teachers in the Registration Guide for general education teachers. This streamlining took effect in 2018 and was implemented due to the similarity of information in the two guides.

In 2018, all Registration Guides were updated to include information on withholding a name from the public register for members who never taught under a former name and for exceptional circumstances such as the risk to personal safety or for reasons of personal dignity (for example, gender expression or identification)

Credential Assessment Brochure

In 2018, the College split the Credential Assessment Brochure into two separate documents: a brochure for those applicants who are denied certification and a brochure for those applicants who are certified with conditions. This focused delivery of information prevents confusion around the next steps in the licensure process. The sending of targeted information to denied applicants and members certified with conditions began in 2018.

ii. Describe the impact of the improvements / changes on applicants.

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

In 2018, the College received 6,748 total applications and certified 5,657 applicants. In 2017, there was an increase in applications and certifications from the previous year. This was due, in part, to the first graduates of the new two-year teacher education programs in Ontario applying for licensure in 2017. In 2016, many students in the new two-year teacher education programs in Ontario had not yet applied as most only began the application process in the second year of the program. In 2018, the application and certification statistics have stabilized from the prior year, reflecting the transition to the two-year teacher education program.

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.

In 2019, the College will continue to develop a process to close applications started more than two years ago but that were never completed and submitted. There are approximately 5000 applications in this status.

To implement the new Inactive Application Closure process, the College developed a communications plan aimed at keeping applicants informed and engaged throughout their two-year application cycle. Applicants now 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. These emails (introduced in 2015) also contain messaging about the Enhanced Teacher Education Program. 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 documentation.

As a result of the changes resulting from the Inactive Application Closure process, the College closed 1,039 files, granted six-month extensions to 31 files and worked with applicants to complete 30 files and submit them for evaluation. Twelve of these files were offered certification.

In 2018, the College worked with staff at the Ministry of Citizenship and Immigration to update and tailor career maps and develop a webinar that provide information to internationally educated teachers seeking to become teachers in Ontario. The career maps and webinar provide details about the College's application process, requirements for certification, teacher qualifications and links to the College's website.

iii. Describe the impact of the improvements / changes on your organization.

As more applicants become certified with Enhanced Teacher Education Program (“ETEP”) conditions, the College is monitoring how these conditions are satisfied. As will be described below, College members with coursework conditions may satisfy them using Schedule C coursework contained in the Teachers’ Qualifications Regulation (Regulation 176/10 or the “TQR”). The College has established a process to determine if a member wants a Schedule C course listed on their certificate and recognized as an additional qualification or if they would prefer to use the Schedule C course to satisfy a condition related to their initial certification requirement.

In 2018, 258 members certified with conditions related to incomplete requirements completed all of their conditions required for full certification. Currently, there are 1,657 members in good standing who have one or more conditions to complete.

In 2018, the College received feedback from members concerning the low number of Schedule C courses available in French. To address this issue the College updated its communication materials. These materials now include the option of fulfilling complementary education conditions with courses in education offered as part of a pre-service teacher education program in Ontario.

Feedback on the limited number of Schedule C courses available in French was also shared with faculties of education and, in response, they have increased the number of Schedule C courses offered in French. The College’s Client Services Unit proactively advised members of these offerings through an outbound calling campaign.

b) Assessment of qualifications

i. Describe any improvements / changes implemented in the last year.

Enhanced Teacher Education Program

The implementation of the new program continued in 2018. All processes in place to facilitate the transition were utilized in 2018.

Language Proficiency

In 2018, the College began undertaking a comprehensive review of its Language Proficiency requirements. Since 2001, the College has required that all applicants for certification be proficient in either the English or French language and provide proof of language proficiency in one of four ways, one being the submission of language proficiency test scores acceptable to the College.

In 2019, the College will focus on reviewing the College’s acceptable scores for each component of the College approved language proficiency tests to confirm that the scores continue to be appropriate or if further adjustments are necessary and determine if other

test providers should be considered. Additionally, alternative ways to satisfy the Language Proficiency requirement may be considered.

ii. Describe the impact of the improvements / changes on applicants.

The introduction of the ETEP necessitated changes to the College's certification requirements, as only applicants who met the new ETEP requirements would be eligible for certification without conditions. Those applicants who did not meet the new requirements but completed a one-year teacher education program, may be eligible for certification with conditions. These conditions are "complementary course conditions" that allow the applicant to make up the duration gap with the new program. The College amended its Teachers' Qualifications Regulation to allow for complementary course conditions to be satisfied by courses listed in Schedule C of the regulation. This amendment will provide for increased availability of the courses needed to satisfy conditions on a certificate. In 2017, the College continued to monitor the completion of coursework conditions using Schedule C coursework. Members certified with conditions have five years to complete their conditions (with a possible one-year extension).

In 2018, the College received feedback from members concerning the low number of Schedule C courses available in French. To address this issue the College updated its communication materials. These materials now include the option of fulfilling complementary education conditions with courses in education offered as part of a pre-service teacher education program in Ontario.

Feedback on the limited number of Schedule C courses available in French was also shared faculties of education and, in response, they have increased the number of Schedule C courses offered in French. The College's Client Services Unit proactively advised members of these offering through an outbound calling campaign.

iii. Describe the impact of the improvements / changes on your organization.

In 2018, the College continued the implementation of the certification requirements related to the Enhanced Teacher Education Program. As applicants are certified with conditions, monitoring and support for the fulfillment of these conditions is ongoing.

c) Provision of timely decisions, responses, and reasons

i. Describe any improvements / changes implemented in the last year.

Membership Services

In 2018, the College interacted with its members and the public by phone, email and social media approximately 575 times each day. In addition, the College initiated approximately

700 telephone calls and e-mails per month to applicants who submitted outstanding documents deemed unacceptable, or where further information is required.

In 2018, the College interacted with 3,141 members and applicants in person at its welcome counter. In 2018, the welcome counter was also moved to improve visibility by placing it across from the College's Margaret Wilson Library. The College took precautions to ensure that *Accessibility for Ontarians with Disabilities Act* requirements continued to be met at the new location.

Document Authentication Process

The Membership Records Unit receives approximately 1,000 documents each day. In order to conduct an evaluation, the College requires official documents, sent directly from the issuing institutions. Each document received is examined against a series of criteria to determine whether the document is authentic and complete. When the College is unable to confirm a document is official, the College writes to the institution where it originated to confirm its authenticity and content. The process of verifying documents can be lengthy and time-consuming as it can require multiple requests to an institution for verification, detailed explanations from applicants and a review process in the department to determine acceptability of documents once all information is received.

In 2018, the College further developed our document verification procedure by providing applicants further information on the process including the general timelines to expect in awaiting a response as well as information on the re-issuance procedure should a response not be received. Previously these letters were only re-issued upon request. In 2018, the College introduced an automatic reissuance process for documents awaiting response to their initial verification request. In re-issuing these letters every four months, the College hopes to obtain a better response rate to our inquiries and reduce the timelines for the application process. In 2018, the College issued a total of 511 document verification letters. Of these, 294 documents have been confirmed authentic. Of these, 57 responses (15% of responses) were received as a result of the new automatic re-issuance process. Of the 511 documents verified in 2018, four documents were confirmed to be non-authentic highlighting the importance of this process .

In 2018, the average number of days for an internationally educated teacher (IET) to be certified was 137 days and the average number of days for a labour mobility applicant to be certified was 36 days. These timelines begin when all application documents are received.

The average number of days for an IET to become certified has risen when compared to previous years. The increased timelines for an assessment may be attributed to the fact that IETs are being certified with additional conditions to meet the change in certification requirements as a result of the Enhanced Teacher Education Program (ETEP), increasing the assessment required on a file. In 2018, approximately 90% of IETs that were eligible for certification were certified with conditions. Prior to the implementation of ETEP in 2015, insufficient duration of a teacher education program led to denial of certification. As part of ETEP, the change to allow for insufficient duration of the teacher education program to be

addressed with conditions was done, in part, to ensure minimal effect on IETs who would have been denied otherwise.

When reviewing the evaluations of IETs who were eligible for certification in 2018, there has been a decline in assessments of teacher education programs from jurisdictions that share strong similarities to Ontario's teacher education program. Traditionally, these files take significantly less time to complete as added research and/or information is not generally required. In contrast, there has been an increase in assessments of teacher education programs from jurisdictions where the systems of education are different than Ontario's. In these cases, comprehensive research and additional information is most often required to complete the credential assessment. The IETs eligible for certification in 2017 represented 35 different countries and in comparison, this number increased to 45 different countries in 2018.

With respect to labour mobility, the average number of days for a labour mobility applicant to be certified decreased when compared to 2017. Although there was no change in the number of applications processed or the composition of jurisdictions represented, we will continue to monitor the trend.

The Membership Services Department continues to communicate with applicants through the Proactive Evaluation Status Update process, which updates applicants on the status of their application and provides them with an estimated timeline for an evaluation decision.

ii. Describe the impact of the improvements / changes on applicants.

Please see response to Question 1. c) i above.

iii. Describe the impact of the improvements / changes on your organization.

In 2018, the College received 6,748 total applications and certified 5,657 applicants. In 2017, there was a rise in applications and certifications from the previous year. This was due, in part, to the first graduating classes of the new two-year teacher education programs in Ontario applying for licensure in 2017. In 2016, many students in the new two-year teacher education programs in Ontario had not yet applied as most only began the application process in the second year of the program. In 2018, the application and certification statistics have stabilized from the prior year reflecting the implementation of the two-year teacher education program.

d) Fees

i. Describe any improvements / changes implemented in the last year.

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 2018, there were no changes in application fees or annual membership fees.

ii. Describe the impact of the improvements / changes on applicants.

N/A

iii. Describe the impact of the improvements / changes on your organization.

N/A

e) Timelines

i. Describe any improvements / changes implemented in the last year.

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number of applications processed or the composition of jurisdictions represented, we will continue to monitor the trend.

ii. Describe the impact of the improvements / changes on applicants.

Please see response to Question 1. e) i above

iii. Describe the impact of the improvements / changes on your organization.

Please see response to Question 1. e) i above

f) Policies, procedures and/or processes, including by-laws

i. Describe any improvements / changes implemented in the last year.

Gender Identity

In its interaction with the public, applicants and members, the College has always been committed to being inclusive and to treating all individuals with dignity and respect. In 2016 and 2017, the College undertook a review of its own practices to ensure that College practices uphold its commitment to treating all individuals with dignity and respect. This review included not only emerging practices within the federal government but with fellow regulators as well.

As such, the College implemented changes to provide equal treatment without discrimination around gender identity information and support diversity in all forms. On January 2, 2018, the College introduced a new third-gender identification option ("X") to its online application form. As well as providing members with the ability to self-identify, standard correspondence will reflect, wherever possible, gender neutral language. This initiative supports the College's ongoing commitment to inclusivity and respect when communicating with applicants, College members and the public.

In 2018, the College amended its bylaws to allow a member to request that their former name be withheld from the public register for reasons of personal dignity, such as gender identification or gender expression. The College's bylaws previously only allowed members to make such requests for personal safety reasons. This change was in accordance with human rights legislation and the College's commitment to inclusivity, and is reflected in its Registration Guides and on its website.

In 2018, the former names of six members were suppressed on the public register.

Technological education teachers

In 2018, the College continued work to reflect the qualifications of members who are technological education teachers on the public register. Currently, the only qualifications used to obtain certification that appear on the public register are academic degrees, which general education teachers use to obtain certification. In 2019, the College will work with Ontario's Ministry of Education to amend the Teachers' Qualifications Regulation (Regulation 176/10 – "TQR"), and the College will develop amendments to its bylaws, to allow the relevant diplomas, work experience, and proof of competence in the technological education subject area used by technological education teachers to obtain certification to appear on the public register. Council approved of this direction and the necessary legislative and bylaw amendments in September and December 2017, respectively. This direction promotes fairness, transparency and equity across all members of the College and addresses requests from technological education stakeholders.

ii. Describe the impact of the improvements / changes on applicants.

Please see response to Question 1 (f) i above.

iii. Describe the impact of the improvements / changes on your organization.

Please see response to Question 1 (f) i above.

g) Resources for applicants

i. Describe any improvements / changes implemented in the last year.

Registration Videos

In late 2015, the College added two videos to its College website. These videos provide useful information to internationally educated applicants, who can't attend the monthly information sessions held at the College.

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 4,400 times between January 1, 2018 and December 31, 2018.

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

<http://www.oct.ca/becoming-a-teacher/internationally-educated-teachers>

In 2018, the College began developing 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 (as an online presentation) in 2019. This online presentation was demonstrated on site at the College in a member information session in September 2018 and received positive feedback. Since then, the College has continued to use the newly developed presentation on site in its information sessions for newly certified members.

Electronic Transcripts

The College requires official transcripts sent directly from institutions as part of the documentation required for certification. This requirement ensures that documents are authentic and can be used to assess the credentials of an applicant.

Currently, the College receives Ontario transcripts, electronically, from Ontario Universities' Application Centre, (OUAC). The College has a Memorandum of Understanding with World Education Services (WES) that allows the College to electronically access transcripts held by WES for applicants to the College. The College also has an agreement with Canadian teacher education authorities to accept certified true copies of transcripts received directly from institutions on behalf of labour mobility applicants.

Applicants who are ineligible for electronic transmission for OUAC or who do not have files with WES or other Canadian teacher education authorities must arrange for institutions to send paper documents directly to the College.

The College, was recently made aware of the following three organizations with secure mechanisms for electronic transmission of transcripts: National Student Clearinghouse; Parchment and MyeQuals. In 2019, as part of its commitment to continuous improvement, the College will pursue agreements with each of these organizations to receive transcripts electronically. This will make the application process more efficient for an additional group of applicants.

Enhanced Teacher Education Program

As a result of the introduction of the ETEP, the College updated information on the registration process for potential applicants. This update was performed across print resources, the College website, and through information sessions. The particulars of the updates are:

Registration Guides

In 2016, the College's Registration Guides were revised to include a chart that sets out the new certification requirements along with the different methods applicants can satisfy these requirements.

http://www.oct.ca/-/media/PDF/Requirements%20General%20Education%20Teacher/EN/general_education_teacher_e.pdf

In 2017, the College revised its Registration Guides to provide updated information on the ETEP, particularly the requirements of multi-session programs.

In 2018, the College completed its work to replace the Registration Guide for teachers of deaf and hard of hearing students with a new dedicated section for these teachers in the Registration Guide for general education teachers. This streamlining change took effect in 2018 and was undertaken due to the similarity of information in the two guides.

Credential Assessment Brochure

This brochure is provided to applicants who have been denied certification. It provides general information on the assessment and appeal process. The brochure was updated in 2016 to include a chart that sets out the new certification requirements and certification procedures.

The Credential Assessment Brochure was made available on the public website in the Resources section. It can be found at:

<http://www.oct.ca/resources/alpha?letter=C>

In 2018, the College split the Credential Assessment Brochure into two separate documents: a brochure for those applicants who are denied certification and a brochure for those applicants who are certified with conditions. This focused delivery of information prevents confusion about the next steps in the licensure process. The sending of targeted information to denied applicants and members certified with conditions began in 2018.

Outreach

The College makes presentations to Ontario community agencies, newcomer groups, and cultural or ethnic associations to explain registration requirements. In 2018, seven sessions were held at the College to provide information to internationally educated teachers.

Faculty Tours

Presentations are also made to teacher candidates at Ontario's faculties of education. In 2018, College staff made 56 faculty presentations in Ontario. These faculty presentations help clarify the certification requirements and provide information on completing the application process.

ii. Describe the impact of the improvements / changes on applicants.

In 2018, the College started to provide additional resources for newly certified teachers at the monthly information sessions. While these resources are available on the College's website and printed copies of many College resources are available in the reception area on the 14th floor, several College publications are now provided to each new member who attends the session. The list of the resources is as follows:

- Credential Assessment: For Members with Conditions on their Certificate
- Who Does What in Education
- OCT Your Professional Designation
- Foundations of Professional Practice
- Essential Advice for the Teaching Profession
- Professional Advisory (the most recent)

iii. Describe the impact of the improvements / changes on your organization.

Please see response to Question 1 (g) i above.

h) Review or appeal processes

i. Describe any improvements / changes implemented in the last year.

Registration Appeals Committee - 2018 statistics

The Registration Appeals Committee received 21 appeals in 2018. Of this number, 11 appeals were received from members certified with Terms, Conditions or Limitations (TCL) and 10 were from applicants denied certification.

The following illustrates a comparison with past years:

Year / Appeals received / Decisions Rendered / Denied applicants / TCL (members)

2010 / 20 / 15 / 13 / 2

2011 / 17 / 13 / 12 / 1

2012 / 22 / 15 / 21 (100%) / 0

2013 / 24 / 25 / 24 (100%) / 0

2014 / 24 / 18 / 24 (100%) / 0

2015 / 19 / 24 / 19 (100%) / 0

2016 / 60 / 35 / 13 (21%) / 47 (78%)

2017 / 28 / 21 / 18 (64%) / 10 (36%)

2018 / 21 / 16 / 10 (48%) / 11 (52%)

In 2017 and 2018, there was a decrease in appeals related to TCLs on College members' certificates compared with 2016. In 2016, the increase in the volume and the number of appeals pertaining to TCLs (47 that year compared with none between 2012 - 2015) was exceptional and can be attributed to the implementation of the ETEP in September 2015.

The numbers of appeals received in 2018 represents a return to normal levels (an average of 21 appeals annually between 2010 and 2015).

The jurisdictions of appellants in 2018 were as follows: Ontario (11), other Canadian provinces/territories (1) and from outside of Canada (9).

Timelines

The College makes its best efforts in every case to ensure a review by the Registration Appeals Committee and the release of the committee's decision is within 120 days of receipt of the request for the review. This timeline is outlined in the College's Fair Registration Practices Regulation.

Several factors can contribute to circumstances where it is not possible to achieve the 120 day guideline set out in regulation. These include:

- requests for extensions by the appellants;
- changes in regulation or legislation;
- extensions of the timelines when the committee requests more detail or additional documents;
- administrative delays because new supporting documentation or additional information are received (review of the original credential assessment by the College, time to respond and update the appeal packages); or
- administrative delays with oral presentations which increased since 2013 (e.g. scheduling mutually agreeable dates for both panels and appellants).

Improvements (2015-2017)

In 2015, improvements to internal processes had a direct impact in reducing timelines such as:

- the use of a decision writer and editor,
- shorter administrative timelines to prepare the appeal packages, and
- enhanced internal tracking processes to ensure that deadlines are respected.

In 2016, the following changes were implemented:

- the increased volume of appeals coincided with an increase volume of appeal withdrawals (16 in 2016 compared to 4 in 2015). Appellants usually choose to withdraw their appeal request following a College reassessment of their credentials and a decision to certify them or remove TCLs. As additional information comes in with an appeal as a matter of course, the College's Membership Services Department reaches

out to applicants to get new information that may be used in a reassessment and that may change the original outcome. The reassessment occurs before the appeal would be sent for a review by the committee. Refunds continue to be provided for withdrawals and re-assessments. The existing process was reviewed with the College's Membership Services Department to improve efficiency and reduce timelines;

- the College's Membership Services Department and the College's Policy and Research Unit held internal meetings to identify the appeal process steps in which improvements could be made to assist the committee in meeting the legislated 120-day timeline; and
- the College's Policy and Research Unit implemented a paperless process by distributing materials electronically. This streamlined the handling of each appeal file, reducing paper volume significantly and improving human resource efficiency.

In 2017, the College made improvements to its electronic document records system in order to reduce administrative timelines in preparing the appeal documents that are distributed to the parties at the beginning of the appeal process. This first step of the appeal process is now automated (i.e. selection of documents, preparation of the package index as well as automated page numbering).

Improvements in 2018

The focus on reducing timelines associated with the committee's work continued in 2018, in an effort to meet the 120-day timeline, while applying the principles of fairness and natural justice and providing reasonable timelines for parties to prepare their submissions.

In support of the College's registration appeal process, the committee developed the following brochures to assist applicants or members seeking a review of the Registrar's decision regarding their certificate of qualification and registration:

- *Guide to the Registration Appeal Process;*
- *Guidelines for Extension of time to submit an Appeal;*
- *Guidelines for Oral Presentations.*

In early spring 2019, these brochures will be made available on the College's website in both English and French.

ii. Describe the impact of the improvements / changes on applicants.

Please see response to Question 1 (h) i above.

iii. Describe the impact of the improvements / changes on your organization.

Please see response to Question 1 (h) i above.

i) Access to applicant records

i. Describe any improvements / changes implemented in the last year.

No changes this year

ii. Describe the impact of the improvements / changes on applicants.

No changes this year

iii. Describe the impact of the improvements / changes on your organization.

No changes this year

j) Training and resources for registration staff, Council, and committee members

i. Describe any improvements / changes implemented in the last year.

Registrar

Under legislation, the College's Registrar has the sole responsibility for making final registration decisions. As Chief Executive Officer of the College, he undergoes continuous training and his currency of knowledge is commensurate with the responsibilities of the role.

The current Registrar and CEO, Dr. Michael Salvatori, OCT, continues to be actively involved in provincial and national organizations focused, in part, on registration decisions and credential assessment.

The Registrar continues to work directly with Ontario's Deputy Minister of Education and the Minister of Education's office on matters related to *Ontario College of Teachers Act*, regulation and bylaw changes. In late 2018, in response to a government announcement regarding the introduction of a math content exam for all new registrants, the Registrar advocated for consideration in the Ontario Government's regulatory development for the College to have the capacity to add the requirement as a condition to certificates in particular for internationally educated applicants.

Over the course of 2018, the Registrar oriented the 8th Council to the College's mandate areas including the certification of teachers and the work with internationally educated teachers. In addition to a formal orientation session for all new Council members, the Registrar provided information to the Council through his quarterly reports to Council.

The Registrar continues to participate in the International Forum of Teacher Regulatory Authorities (IFTRA). The bi-annual IFTRA (International Forum of Teacher Regulatory Authorities) 2020 conference will be held in Edinburgh, Scotland. Over the course of 2018,

the Registrar has served on the planning committee for the conference, which will include an opportunity to discuss international teacher mobility and credential assessment.

The Registrar also frequently meets with visiting international delegations to share details on the College including the application process and registration practices. In 2018, he responded to interest from the consulate of France by meeting with the Secretary General of the *Association France-Canada* to discuss certification requirements to facilitate the recruitment of teachers from France to meet employment needs in Ontario.

A frequent speaker at regulatory conferences and symposia, this past year the Registrar moderated a panel at the 2018 CLEAR Annual Conference, which examined human rights issues in registration practices.

The Registrar continues to speak directly to registrants during his visits to the Ontario faculties of education to introduce the College and explain registration practices. These opportunities include discussions on the requirements for certification, alternatives to evidence of credentials and assessment timelines.

In 2018, the Registrar worked with the Registrars for Teacher Certification Canada and representatives from the Council of Ministers of Education Canada to finalize a proposal to fund a project combining the development of a pan-Canadian credential assessment agency and the assessment of language competency using a standard tool. This project has been awarded funding by Employment and Social Development Canada. The Registrar will continue to serve on the language competency assessment working group to see the project through to its next phase which includes piloting the assessments and determining reliability and validity.

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 July 4, 2018, new Council members were appointed to the committee. As a result, training materials and presentations were revised and enhanced for initial committee 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 members of the committee 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 (TCL's)

Improvements/Changes

Beyond the orientation training session, the Registration Appeals Committee developed a training program for 2018-2019, which includes:

- College's language proficiency requirement (completed in 2018)
- Colleges' Program of professional education requirement (completed in 2018)
- Overview of academic credential assessment principles in Canada (completed in 2018)
- Diploma Mills (completed in 2018)
- Human rights and discrimination issues (completed in 2018)
- Professional suitability requirement (2019)
- Academic requirement (2019)
- Frivolous and vexatious reviews (2019)

The training programs will be delivered by College staff and the committee's independent legal counsel.

Membership Services

The College's Membership Services Department staff have expertise in the field of alternative documentation and fraudulent documents. In 2017, as a result of the increased use and awareness of alternative documentation and fraudulent document processes, College staff presented nationally and internationally on these topics.

The College's Evaluators and Evaluation Assistants 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, and any 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. In 2018, the Evaluation Services Unit implemented a new requirement that all Credential Assessors complete a minimum of eight training webinars per year.

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 2018, Membership Services training included, but was not limited to:

American Association of Collegiate Registrars and Admissions Officers (AACRAO)

- Webinar: Inclusion and Access to Higher Education for Displaced and Vulnerable Persons

Canadian Association for Prior Learning Assessment (CAPLA)

- Webinar: Recognizing Prior Learning – Assessing skills in Canada
- Webinar: Recognizing Prior learning – Advising clients in a quality RPL system
- Webinar: Recognizing prior learning – Assessing clients in a quality RPL system
- Conference: Caring for adults using tools, systems and policies to make it happen

Education Credential Evaluators (ECE)

- Webinar: United Kingdom I Academic System
- Webinar: United Kingdom II Vocational System
- Webinar: Iran
- Webinar: Pakistan
- Webinar: France
- Webinar: Ukraine
- Webinar: Russia
- Webinar: Colombia

Inside Higher Education

- Webinar: Alternative Credentials and Emerging Pathways Between Education and Work

Ontario Regulators for Access Consortium (ORAC)

- Workshop - Managing Cultural Differences
- Workshop - Building an Inclusive Regulatory Environment

The Association for International Credential Evaluation Professionals (TAICEP)

- Webinar: An Overview of Secondary Education in Major Education System Patterns
- Webinar: A Brief Introduction to International Credential Evaluation
- Webinar: Riding the Wave of Digitization
- Webinar: Overview of Nursing Education Around the World
- Conference: Working Together to Ensure Integrity in Credential Evaluation

University of Toronto School of Graduate Studies/World Education Services

- Workshop on International Credentials – Focus on Europe

World Education Services (WES)

- Webinar: South Korean Education System
- Webinar: Spanish Education System
- Webinar: French Education System
- Webinar: Thai Education System
- Webinar: Mexican Education System
- Webinar: Iranian Education System
- Webinar: Indian Education System
- Webinar: Kenyan Education System
- Webinar: Argentinian Education System
- Webinar: Nepal Education System
- Webinar: Philippines Education System
- Webinar: Nigeria Education System
- Webinar: German Education System

Welcome Counter Staff Training

In 2018, the Client Services Unit provided training to welcome counter staff on how to deal with challenging situations.

Presentations

The College sent representatives to the Annual Conference of the Association for International Credential Evaluation Professionals (TAICEP), which took place in Philadelphia between October 1 and 4, 2018. The College presented on Canadian data privacy law in a joint presentation with colleagues who discussed related US and European legislation.

In 2018, College staff also viewed a webinar by Information and Privacy Commissioner of Ontario Brian Beamish on data privacy legislation.

In 2018, the College's Membership Services Department provided an on site training session on the Enhanced Teacher Education program to evaluators at the Qualifications Evaluation Council of Ontario.

ii. Describe the impact of the improvements / changes on applicants.

In the OFC's report to the College, the College was cited as having several commendable practices in the area of transparency, in its work to make information more available and accessible. Specific examples include:

- the redesigned College website;
- information provided to applicants who have been denied certification through the monthly information sessions held by staff; and

- the updating of the tutorial video that explaining the registration process.

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

iii. Describe the impact of the improvements / changes on your organization.

See response to Question 1. j) ii

k) Mutual recognition agreements

i. Describe any improvements / changes implemented in the last year.

No changes this year

ii. Describe the impact of the improvements / changes on applicants.

No changes this year

iii. Describe the impact of the improvements / changes on your organization.

No changes this year

l) Other (include as many items as applicable)

i. Describe any improvements / changes implemented in the last year.

No changes this year

ii. Describe the impact of the improvements / changes on applicants.

No changes this year

iii. Describe the impact of the improvements / changes on your organization.

No changes this year

Describe any registration-related improvements/changes to your enabling legislation and/or regulations in the last year

The College is only able to certify applicants from other Canadian provinces and territories if they hold teacher certification in another Canadian jurisdiction. Following Council approval, the College has been working with Ontario's Ministry of Education to amend its Teachers' Qualifications Regulation (Regulation 176/10 – "TQR") to create a route to certification for applicants from other Canadian provinces and territories who do not hold certification from a Canadian jurisdiction at the time of application. The College made similar amendments to the TQR to allow for the certification of internationally educated teachers who previously held certification in another jurisdiction. In 2018, the College continued work on these pending amendments with the Ministry of Education.

In 2018, the Council approved amendments to the TQR and College bylaws in order to align the College's criminal background screening process with the *Police Record Checks Reform Act*, introduced in 2018. The amendments are needed for the College to continue to receive critical information on applicants' criminal charges, discharges and outstanding warrants. The College will advise applicants that while the Vulnerable Sector Check (VSC) is preferred, the Criminal Records and Judicial Matters Check will be the minimum requirement for certification. The VSC is preferred because it is the most comprehensive criminal background check and is intended for employees or volunteers who work with children or vulnerable individuals. The College licenses teachers who supervise children and not all certified teachers work in the public system where a VSC is a requirement for employment. The College will also communicate these changes to applicants through its Registration Guides, online application and other mediums.

In 2018, the College continued work to reflect the qualifications of members who are technological education teachers on the public register. Currently, the only qualifications used to obtain certification that appear on the public register are academic degrees, which general education teachers use to obtain certification. The College will work with Ontario's Ministry of Education to amend the TQR and the College will develop amendments to its bylaws to allow the relevant diplomas, work experience, and proof of competence in the technological education subject area used by technological education teachers to obtain certification to appear on the public register. Council approved of this direction and the necessary legislative and bylaw amendments in September and December 2017, respectively. This direction promotes fairness, transparency and equity amongst all members of the College and addresses requests from technological education stakeholders.

[BACK TO INDEX](#)

2. Quantitative Information

a) Languages

Indicate the languages in which application information materials were available in the reporting year.

Language	Yes/No
----------	--------

English	Yes
---------	-----

French	Yes
--------	-----

Other (please specify)

Additional comments:

b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
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Male	1626
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Female	5107
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None of the above	15
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Additional comments:

The 15 applicants who do not identify as Male or Female are in the X gender category.

c) Gender of members

Indicate the number of members in each category as applicable. Select the option that best corresponds to the terminology used by your organization.

Gender	Number of Members
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Male	59,730
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Female	174,017
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None of the above	40
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Additional comments:

The 40 Members who do not identify as Male or Female are in the X gender category.

d) Jurisdiction where applicants obtained their initial education

Indicate the number of applicants by the jurisdiction where they obtained their initial education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
4997	439	259	Albania 9 Algeria 3 Argentina 2 Armenia 2 Austria 1 Australia 43 Bahamas 4 Barbados 1 Belarus 1 Belgium 9 Bosnia And Herzegovina 1 Brazil 8 Bulgaria 2 Burkina Faso 4 Burundi 4 Cameroon 16 Chile 1 China 8 Colombia 4	0	6748

			Congo, The Democratic Republic Of The 4 Congo 2 Côte D'ivoire 18 Cuba 3 Cyprus 1 Czech Republic 1 Djibouti 1 Dominican Republic 1 Egypt 10 Eritrea 1 Ethiopia 3 France 27 French Guiana 1 Germany 3 Ghana 6 Greece 2 Grenada 1 Guyana 5 Haiti 7 Hong Kong 11 Hungary 2 India 338 Indonesia 2		
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			Iran 6		
			Ireland 9		
			Israel 2		
			Italy 1		
			Jamaica 61		
			Japan 1		
			Kenya 2		
			Korea, Republic Of 2		
			Kuwait 1		
			Kyrgyzstan 1		
			Lebanon 18		
			Libyan Arab Jamahiriya 1		
			Malaysia 3		
			Martinique 1		
			Mauritius 7		
			Mexico 4		
			Moldova, Republic Of 2		
			Morocco 2		
			Netherlands 1		
			New Zealand 63		
			Nigeria 18		
			Norway 1		
			Pakistan 29		

			Panama 1 Philippines 31 Poland 5 Portugal 1 Romania 6 Russia 5 Rwanda 1 Saint Lucia 1 Saint Vincent And The Grenadines 1 Scotland 15 Senegal 4 Serbia 1 Singapore 2 S. Africa 17 Spain 4 Sri Lanka 2 Sweden 2 Switzerland 4 Syrian Arab Republic 5 Trinidad 11 Tunisia 6 Turkey 18		
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			Uganda 2		
			Ukraine 5		
			United Arab Emirates 1		
			U.K. 89		
			Uzbekistan 1		
			Zambia 1		
			Zimbabwe 2		
			Total 1053		

¹ Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

Additional comments:

e) Jurisdiction where applicants who became registered members obtained their initial education

Indicate the number of applicants who became registered members in the reporting year by the jurisdiction where they obtained their initial education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
4,682	333	172	Albania 2 Algeria 3 Armenia 1 Australia 35 Belarus 1 Belgium 1	0	5,657

			Benin 1		
			Brazil 2		
			Bulgaria 2		
			Burkina Faso 1		
			Burundi 1		
			Cameroon 7		
			China 3		
			Colombia 1		
			Congo, The Democratic Republic Of The 1		
			Côte D'ivoire 8		
			Egypt 8		
			Ethiopia 1		
			France 8		
			French Guiana 1		
			Greece 1		
			Guinea 1		
			Guyana 3		
			Hong Kong 4		
			India 141		
			Iran 2		
			Iraq 1		
			Ireland 3		
			Israel 1		

			Jamaica 36		
			Lebanon 5		
			Malta 1		
			Morocco 1		
			New Zealand 42		
			Nigeria 11		
			Pakistan 17		
			Philippines 13		
			Poland 1		
			Romania 1		
			Russia 2		
			Rwanda 1		
			Saint Lucia 1		
			Saint Vincent And The Grenadines 1		
			Scotland 7		
			Singapore 2		
			Slovakia 1		
			S. Africa 9		
			Spain 1		
			Sri Lanka 2		
			Sweden 1		
			Syrian Arab Republic 1		
			Trinidad 3		

			Tunisia 1 Turkey 3 Ukraine 5 U.K. 54 Zimbabwe 1 OTHER 1 Total 470		
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¹ Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

Additional comments:

f) Jurisdiction where members were initially trained

Indicate the total number of registered members by jurisdiction where they obtained their initial education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
184,089	11,380	21,835	Afghanistan 4 Albania 143 Algeria 18 Antigua And Barbuda 1 Argentina 36 Armenia 15 Austria 2 Australia 4972 Azerbaijan 6 Bahamas 3	0	233,787

			Bangladesh 31 Barbados 7 Belarus 36 Belgium 15 Belize 1 Benin 1 Bolivia 1 Bosnia And Herzegovina 3 Botswana 2 Brazil 26 Brunei Darussalam 1 Bulgaria 53 Burkina Faso 5 Burundi 18 Cameroon 26 Chile 14 China 49 Colombia 21 Comoros 1 Congo, The Democratic Republic Of The 14 Congo 2 Costa Rica 1		
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			Côte D'Ivoire 22 Croatia 21 Cuba 16 Czech Republic 24 Djibouti 1 Dominica 6 Dominican Republic 1 Ecuador 2 Egypt 106 El Salvador 5 Eritrea 1 Estonia 3 Ethiopia 15 Fiji 1 Finland 6 France 69 French Guiana 1 Georgia 1 Germany 16 Ghana 49 Greece 18 Grenada 10 Guatemala 4 Guinea 1		
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			Guyana 131 Haiti 10 Hong Kong 156 Hungary 65 India 3584 Indonesia 1 Iran 54 Iraq 10 Ireland 74 Israel 57 Italy 13 Jamaica 602 Japan 6 Jordan 12 Kazakhstan 5 Kenya 26 Korea, Republic Of 17 Kuwait 2 Latvia 7 Lebanon 118 Liberia 1 Lithuania 10 Macedonia, The Former Yugoslav Republic Of 16		
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			Malawi 1		
			Malaysia 3		
			Mali 2		
			Malta 14		
			Mauritius 73		
			Mexico 9		
			Moldova, Republic Of 11		
			Morocco 23		
			Myanmar 1		
			Namibia 1		
			Nepal 11		
			Netherlands 21		
			New Zealand 579		
			Nicaragua 5		
			Nigeria 197		
			Niue 1		
			Norway 4		
			Pakistan 342		
			Palestinian Territory, Occupied 3		
			Panama 1		
			Peru 15		
			Philippines 363		
			Poland 365		

			Portugal 14 Romania 216 Russia 114 Rwanda 5 Saint Kitts And Nevis 1 Saint Lucia 10 Saint Vincent And The Grenadines 6 Scotland 1048 Senegal 5 Serbia 6 Sierra Leone 3 Singapore 19 Slovakia 26 Slovenia 1 Somalia 7 S. Africa 177 Spain 13 Sri Lanka 39 Sudan 2 Swaziland 3 Sweden 8 Switzerland 6 Syrian Arab Republic 2		
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			Taiwan, Province Of China 14		
			Tanzania, United Republic Of 2		
			Thailand 4		
			Trinidad 122		
			Tunisia 3		
			Turkey 19		
			Uganda 7		
			Ukraine 179		
			U.K. 1289		
			Uruguay 2		
			Uzbekistan 5		
			Venezuela 7		
			Viet Nam 4		
			Zaire 10		
			Zambia 1		
			Zimbabwe 16		
			OTHER 119		
			Total 16,483		

¹ Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

Additional comments:

g) Applications processed

Indicate the number of applications your organization processed in the reporting year:

Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)						
from January 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	4,997	439	259	1053	0	6,748
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	6,797	651	420	2058	0	9,926
Inactive applicants (applicants who had no contact with your organization in the reporting year)	0	0	0	0	0	0
Applicants who met all requirements and were authorized to become members but did not become members	35	39	8	38	0	120
Applicants who became FULLY registered members	4,682	333	172	470	0	5,657
Applicants who were authorized to receive an alternative class of licence ³ but were not issued a licence	0	0	0	0	0	0
Applicants who were issued an alternative class of licence ³	62	0	0	0	0	62

¹ An alternative class of licence enables its holder to practice with limitations, but additional requirements must be met in order for the member to be fully licensed.

Additional comments:

“Actively Pursuing Licensing” reflects those applicants who applied within the last two years. The College has an administrative practice designed for applicants who make initial application with the College, but do not provide all required documents within two years. After two years, where an application file still has outstanding documents, the College will contact the applicant. They are advised that they have 60 days to submit the outstanding

documents or the file will be closed. However, if an applicant requests an evaluation of a file which has outstanding documentation the College will proceed with an evaluation based on the documentation on file or the applicant may also request an extension.

The College does not consider applicants who had applied, but have not had contact in the reporting year, to be “inactive.”

As part of the revisions to the Teachers’ Qualifications Regulation in May 2010, the College streamlined its certificates and changed the number of certificates of qualification from six to two: a Certificate of Qualification and Registration and a Transitional Certificate of Qualification and Registration.

Certificate of Qualification and Registration

A Certificate of Qualification and Registration is for College members who completed their teacher education program and other registration requirements. Some CQR holders may have terms, conditions and limitations on their certificate.

Transitional Certificate of Qualification and Registration

A Transitional Certificate of Qualification and Registration is for College members who are enrolled in a College-accredited multi-session program or an equivalent in another Canadian province or territory and have completed only the first session.

The transitional certificate is converted to a Certificate of Qualification and Registration when the teacher education program has been completed.

h) Classes of certificate/license

Indicate and provide a description of the classes of certificate/license offered by your organization.

You must specify and describe at least one class of certificate/license (on line a) in order for this step to be complete.

#	Certification	Description
a)	Certificate of Qualification and Registration	Description (a) A Certificate of Qualification and Registration (CQR) is for College members who completed their teacher education program and other registration requirements. Some CQR holders may have terms, conditions and limitations on their certificate.
b)	Transitional Certificate of Qualification and Registration	Description (b) A Transitional Certificate of Qualification and Registration is for College members who are enrolled in a College-accredited multi-session program or an equivalent in

		<p>another Canadian province or territory and have completed only the first session. Currently, the College has accredited programs leading to this certificate for:</p> <ul style="list-style-type: none"> • people of native ancestry preparing to teach in the Primary and Junior divisions • teacher candidates preparing to teach technological education, a Native language or in the French-language school system <p>The transitional certificate is converted to a Certificate of Qualification and Registration when the teacher education program has been completed.</p>
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Additional comments:

i) Reviews and appeals processed

State the number of reviews and appeals your organization processed in the reporting year (use only whole numbers; do not enter commas or decimals).

Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)						
from January 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applications that were subject to an internal review or that were referred to a statutory committee of your governing council, such as a Registration Committee	0	0	0	0	0	0
Applicants who initiated an appeal of a registration decision	11	1	1	8	0	21
Appeals heard	3	0	1	12	0	16
Registration decisions changed following an appeal	2	0	0	6	0	8

Additional comments:

In 2018, 21 applicants initiated an appeal of a registration decision and 13 cases were held over from 2017. Of these 34 cases, 16 decisions were rendered, 2 cases were withdrawn, 3 appeals did not fall within the Registration Appeals Committee's mandate and 13 appeals were carried over to 2018.

Of the 16 appeals heard (decision rendered) in 2018:

- 6 had oral presentations
- 7 had French panels
- 13 were from 2017

Note: Statistics for "Registration decisions changed following an appeal" reflect any decisions being overturned or modified. The Registration Appeals Committee prepares an annual statistical report that tracks outcomes of appeals and timelines. This report is shared with the College Council.

j) Paid staff

In the table below, enter the number of paid staff employed by your organization in the categories shown, on December 31 of the reporting year.

When providing information for each of the categories in this section, you may want to use decimals if you count your staff using half units. For example, one full-time employee and one part-time employee might be equivalent to 1.5 employees.

You can enter decimals to the tenths position only. For example, you can enter 1.5 or 7.5 but not 1.55 or 7.52.

Category	Staff
Total staff employed by the regulatory body	177.5
Staff involved in appeals process	5
Staff involved in registration process	53

Additional comments:

"Staff involved in appeals process" and "Staff involved in registration process" - Reflects total number of staff involved in any way with noted activities. Not intended to reflect FTE staff devoted in entirety to noted activities.

[BACK TO INDEX](#)

3. Submission

Submission

I hereby certify that:

Name of individual with authority to sign on behalf of the organization:

Charlie Morrison

Title:

Manager of the Policy and Research Unit

Date:

2019/02/27

[**BACK TO INDEX**](#)



**Ontario
College of
Teachers**

Setting the
Standard for
Great Teaching

Cette publication est également disponible en français sous le titre
Rapport sur les pratiques d'inscription équitables 2018.

For additional information:
Ontario College of Teachers
101 Bloor Street West
Toronto ON M5S 0A1

Telephone: 416-961-8800
Toll-free in Ontario: 1-888-534-2222
Email: info@oct.ca
oct.ca