



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

Fair Registration Practices Report 2022





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Table of Contents

1	OFC Response
1	Q1. Please indicate which regulator you are and your main point of contact should we require follow up.
1	Q2. Registration requirements either through regulation, by-law or policy.
7	Q3. Assessment of qualifications
8	Q4. Timelines for registration, decisions and/or responses
8	Q5. Registration and assessment fees
8	Q6. Resources for applicants
10	Q7. Changes to internal review or appeal process
11	Q8. Access by applicants to their records
11	Q9. Mutual recognition agreements
11	Q10. Training and resources for staff regarding registration
13	Q11. Relationship with third party service provider(s)
13	Q12. Accreditation of educational programs
14	Q13. Technological or digital improvements
14	Q14. Anti-racism and inclusion-based policies and practices
15	Q15. Organizational structure
15	Q16. Contingency or continuity of operations plans
15	Q17. Documentation requirements for registration
16	Q18. English / French language proficiency testing
16	Q19. Section 2 – If applicable, please list your organization’s top three accomplishments during the reporting period that relate to fair registration practices.
17	Q20. 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.
18	Q21. Section 4 – Do you believe that you have a Canadian Experience Requirement (CER)?
18	Q22. Quantitative Section
18	Q23. Membership Data
18	Q24. In relation to your members: Do you collect race-based data?
18	Q25. Do you collect other identity-based or demographics data?

- 18 Q26. Do you plan to collect race-based data in the future?
- 18 Q27. Class of License/Certificate Data
- 18 Q28. Jurisdiction where members were initially trained
- 19 Q29. 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.
- 19 Q30. Applications Data
- 19 Q31. In relation to the applications you received:
- 19 Q32. Do you collect other identity-based or demographics data?
- 19 Q33. Category of Applicants
- 20 Q34. Please indicate the total number of applicants from Ontario who filed an application between January 1 and December 31, 2022 for the following categories as applicable.
- 20 Q35. Please indicate the total number of applicants from Canadian provinces and territories (excluding Ontario) who filed an application between January 1 and December 31, 2022 for each of the following categories as applicable.
- 20 Q36. Please indicate the total number of certificate-to-certificate (labour mobility) applicants who filed an application between January 1 and December 31, 2022 for each of the categories as applicable.
- 20 Q37. Please indicate the total number of applicants from international jurisdictions (not including USA) who filed an application between January 1 and December 31, 2022 for each of the categories as applicable.
- 21 Q38. Please indicate the total number of applicants from multiple and/or jurisdictions not specified who filed an application between January 1 and December 31, 2022 for each of the categories as applicable.
- 21 Q39. Please indicate the total number of applicants from accredited Canadian post-secondary institutions who filed an application between January 1 and December 31, 2022 for each of the categories as applicable.
- 21 Q40. Please indicate the total number of applicants who re-registered after withdrawing from the application process between January 1 and December 31, 2022 for each of the categories as applicable.
- 21 Q41. Please provide any additional comments you may have for questions 33-41.
- 21 Q42. Jurisdiction where applicants obtained their initial education.
- 21 Q43. Processing Time
- 22 Q44. Please indicate the total number of applicants who received full licensure/certification between January 1 and December 31, 2022, according to the following timelines.

- 22 Q45. Age of Active Applications
- 22 Q46. Please provide a breakdown (and total) of active applications according to the length of time (age) that they have been open.
- 22 Q47. Other Licenses/Certificates of Registration Processed
- 22 Q48. Other Licenses/Certificates of Registration Processed
- 23 Q49. Other Licenses/Certificates of Registration Processed
- 23 Q50. Number of Reviews and Appeals Processed
- 23 Q51. State the number of reviews and appeals that your organization processed in the reporting year (January 1-December 31, 2022). 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.
- 24 Q52. State the number of reviews and appeals heard in the reporting year (January 1-December 31, 2022). 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.
- 24 Q53. 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, 2022). 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.
- 24 Q54. List the top three reason for appeals (by percentage) of a registration decision
- 24 Q55. List the top five reasons (by percentage) for not Issuing a License/Certification to Internationally Trained Individuals
- 24 Q56. List the top Five Reasons (by percentage) for not Issuing a License/Certification to Canadian Graduates
- 24 Q57. Please provide any additional comments you may have:

END

OFC Response

Ontario College of Teachers

During the reporting period (January 1–December 31, 2022), 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. Please indicate which regulator you are and your main point of contact should we require follow up.

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, 1996 to require all Ontario Certified Teachers and applicants for certification by the College to complete an online sexual abuse prevention program.

The Sexual Abuse Prevention Program launched for members and applicants on January 3, 2022. The program is free of charge and available in English and French to all users via their College account.

The program was developed in partnership with the Canadian Centre for Child Protection and the College has worked closely with them to provide accommodations to users who, for a variety of reasons, are unable to successfully complete the program in its original online format. Examples of these accommodations are the availability of print versions for those who have difficulty with screens, and reimbursing members who require the assistance of a sign language interpreter.

A total of 213,919 members and applicants had successfully completed the program by December 31, 2022. That number represents a more than 90 per cent completion rate among College members in good standing.

Throughout the year, the College provided regular reminders to complete the program through multiple channels, including our digital newsletter, direct emails and notices that are visible when a user signs into their member account.

Mathematics Proficiency Test

In August 2019, Regulation 271/19, Proficiency in Mathematics made under the Ontario College of Teachers Act, 1996 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 MPT was developed by the Education Quality and Accountability Office (EQAO).

As a result of a decision of the Ontario Superior Court of Justice – Divisional Court in December 2021, the 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.

Language Proficiency

In October 2022, the College updated its policy regarding evidence to satisfy the College’s language proficiency requirement. Applicants now satisfy the requirement if they complete at least one year of acceptable teacher education coursework entirely in English or French. Both pre-service and in-service coursework count towards satisfying the language proficiency requirement. In addition, the College updated the IELTS and TOEFL test scores as follows:

	IELTS	TOEFL
Overall	6.5	95
Reading	6.2	23
Listening	6.0	23
Writing	6.0	23
Speaking	6.5	25

These revised scores align with current test scores set by other teacher regulatory authorities in Canada and specifically align with British Columbia as they recently conducted a review of their language proficiency requirements for the teaching profession. These scores will remain in effect until an external language proficiency review is undertaken by the College. This change assists internationally educated teachers by reducing a barrier to certification and aligns with the current efforts of the College to expedite licensing and increase the supply of certified teachers in the province.

The College continues to accept language proficiency 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). The College will also accept language proficiency results from test providers identified in recent regulatory changes.

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 to amend 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

was 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.

In 2022, Ontario teacher candidates could apply for the temporary certificate if they:

- were expected to successfully complete their Ontario program of professional education by December 31, 2023*;
- had, as of the date of their application, successfully completed a portion of the practicum*;
- had 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 work as occasional teachers in publicly funded schools in the province. This teaching experience may be used to satisfy practicum requirements, as determined by the faculty of education.

At the end of 2021, the College's legislation was amended to allow existing 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 no possibility of extension). Finally, for the first time, teacher candidates in concurrent programs became eligible to apply for the temporary certificate.

The College communicated these changes through 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 updated various communication materials to applicants, the online application, and the website to provide information about the temporary certificate. Applicants who had already submitted an application to the College for a general Certificate of Qualification and Registration could submit a request for a temporary certificate.

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 temporary certificate expires.

Prioritized Licensure

In 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 were prioritized for licensure decisions. This created

disruptions in workflow requiring staff training, communication to school boards and significant changes in the “first come first served” fairness practices observed by the College since its inception. In 2022, the College received 834 requests from school boards to expedite applications for prospective employees and 94 per cent of those applications 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 an offer of employment, the College is also prioritizing licensure decisions for applicants who hold French, Native languages, or technological qualifications, which are specific teacher shortage areas.

In 2021, the College also embarked on a project with the Ministry of Education to encourage qualified teachers from France to work in Ontario. The project continued in 2022 and these files continue to be prioritized for evaluation.

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

Online Videos

In October 2022, the College launched virtual information sessions for internationally educated teachers. The sessions are for applicants who require assistance understanding the application process and for those who require additional information regarding required documents. Additional sessions will be offered in 2023. These sessions support the College’s Action Plan goal to provide a timely service-oriented applicant experience.

For those who are denied, the College refers them to the online presentation for denied applicants.

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 7,451 times between January 1 and December 31, 2022.

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 4,055 times between January 1 and December 31, 2022.

The videos can be found on the College website landing page for internationally educated teachers: oct.ca/becoming-a-teacher/internationally-educated-teachers

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 2022, these sessions were delivered using various virtual platforms.

Faculty Presentations

Every year, the College makes presentations 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. 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 regarding the certification process.

In 2022, the College conducted 57 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. All presentations are available in either English or French.

Certificate Expiry

The College continued to issue 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.

Application Process

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

In 2021, the College launched a new customer relationship management system (CRM) to replace the system that had been in place since 2009.

The new CRM, named the Intelligent Registry Information System (IRIS), was designed to implement a 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 introduced 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 2022, the College received 8,660 applications and certified 7,955 applicants (i.e. admitted 7,995 new members to the College).

Inactive Application Closure

Applicants are notified as their application approaches the end of the two-year validity period, at which time they are offered a six-month extension, an option to have their application evaluated 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 and for those who reach the end of their validity date of two years. In the event of file closure, applicants are notified that their documents will remain on file should they choose to reapply later. The College refunds the registration/evaluation fee and Annual Membership Fee should an application be closed.

In order to keep applicants informed and engaged throughout their two-year window, applicants receive regular emails to remind them of outstanding documentation requirements. These emails are sent to applicants after an application has been opened and remains incomplete after 3, 6, 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 obtaining documents.

In 2022, 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 and 2022 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 incomplete applications open for over two years will resume in 2023.

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 2022, 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 the College while staff was working remotely.

The College's work to update Additional Qualification (AQ) course guidelines to make them more accessible and align with modernized AODA standards continues. Between January 1 and December 31, 2022, 217 AQ guidelines were updated and posted to the College website for course providers to use.

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, Intermediate Division
- Schedule A: American Sign Language as a Second Language, Senior Division
- Schedule C: American Sign Language as a Second Language
- Schedule A: Langue des signes québécoise langue seconde, au cycle intermédiaire
- Schedule A: Langue des signes québécoise langue seconde, au cycle supérieur Schedule C: Langue des signes québécoise langue seconde.

Registration Guides and Credential Assessment Brochures

In 2022, work was underway to update all registration guides to include the language proficiency test scores sought as part of the certification requirements. Text describing the four-semester teacher education program was updated to reflect the fact that the program, launched in 2015, is no longer new. The updated guides were published in December 2022.

In 2022, the College did not make any changes to the Credential Assessment Brochures.

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 that in some cases, an institution may no longer be operating because of war, natural disasters or other calamities 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 difficulty obtaining documents that are 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 institutions 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 of 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.

Q3. Assessment of qualifications

Description of change/improvement that would impact fair registration outcomes

Language Proficiency

In October 2022, the policy regarding evidence to satisfy the College's language proficiency requirement was updated. Applicants now satisfy the requirement if they complete at least one year of acceptable teacher education

coursework entirely in English or French. Both pre-service and in-service coursework count towards satisfying the language proficiency requirement. In addition, the College updated the IELTS and TOEFL test scores as follows:

	IELTS	TOEFL
Overall	6.5	95
Reading	6.2	23
Listening	6.0	23
Writing	6.0	23
Speaking	6.5	25

These revised scores align with current test scores set by other teacher regulatory authorities in Canada and specifically align with British Columbia as they recently conducted a review of their language proficiency requirements for the teaching profession. These scores will remain in effect until an external language proficiency review is undertaken by the College. This change assists internationally educated teachers by reducing a barrier to certification and aligns with the current efforts of the College to expedite licensing and increase the supply of certified teachers in the province.

The College continues to accept 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). The College will also accept language proficiency results from test providers identified in recent regulatory changes.

Q4. Timelines for registration, decisions and/or responses

Description of change/improvement that would impact fair registration outcomes

In 2022, the average number of weeks for an internationally educated teacher (IET) to be certified was 21 weeks and the average number of weeks for a labour mobility applicant to be certified was 5 weeks.

Q5. 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 2022, there were no changes to the annual membership fee or registration fees.

Q6. 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).

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.

Registration Videos

As part of the College's offering of online videos, the College added two registration 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 7,451 times between January 1 and December 31, 2022.

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

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

In 2022, 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 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 College currently accepts digital or electronic transcripts through various platforms including MyCreds.ca, Digitary, My eEquals (Australia), CHSI (China), Parchment, World Education Services (WES), ENIC-NARIS (Ukraine) and National Student Clearinghouse. The College is also able to obtain or verify results of

two language proficiency tests, namely TOEFL and IELTS.

In 2022 the College expanded services in this area by establishing API functionality to improve on the efficiency or receipt of documents from MyCreds.ca. Through API, transcripts are now uploaded automatically to member or applicant files upon receipt from MyCreds. This 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.

In December 2022, the College also launched a document upload portal that provides applicants and members an easy method for uploading documents to their file directly. The College also launched an external portal for educational institutions, organizations or third parties needing to send official digital documents to the College in support of an applicant or member.

Registration Guides and Credential Assessment Brochures

In 2022, work was underway to update all registration guides to include the language proficiency test scores sought as part of the certification requirements. Text describing the four-semester teacher education program was updated to reflect the fact that the program, launched in 2015, is no longer new. The updated guides were published in December 2022.

In 2022, the College did not make any changes to the Credential Assessment Brochures.

Faculty Presentations

Every year, the College makes presentations 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. 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 certification process.

In 2022, College personnel conducted 57 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.

Q7. Changes to internal review or appeal process

Description of change/improvement that would impact fair registration outcomes:

The Registration Appeals Committee ("RAC") implemented virtual panels/meetings for appeals, a practice that continued in 2022 in accordance 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 internal client management system), which has helped to optimize processing times and enhance certification processes. As per Bill 229 and amendments to the *Ontario College of Teachers Act, 1996*, the College has completed its move to a new governance structure and RAC benefits from access to a larger roster of panellists in addition to its committee members. Committee panels meet on at least a monthly basis.

Q8. Access by applicants to their records

Description of change/improvement that would impact fair registration outcomes:

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

In December 2022, the College launched a document upload portal that provides applicants and members an easy method for uploading documents to their file directly.

Q9. Mutual recognition agreements

Description of change/improvement that would impact fair registration outcomes:

No changes.

Q10. Training and resources for staff regarding registration

Description of change/improvement that would impact fair registration outcomes:

Registrar

Under legislation, the College's Registrar has the sole responsibility for making final certification decisions. As Chief Executive Officer of the College, they undergo continuous training and

their currency of knowledge is commensurate with the responsibilities of the role.

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 external committees such as the Registrars for Teacher Certification Canada (RTCC) during this period.

Over the course of 2022, the Registrar continued to provide information and updates on the certification of teachers to College Council through quarterly reports.

The Registrar or their delegate typically meets with visiting international delegations to share details on regulation and College practices, including accreditation and registration practices. The in-person sessions were discontinued in 2020 and none took place in 2022. The College has begun receiving requests for virtual presentations that are under active consideration.

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.

In February 2022, the College transitioned to a modernized governance model with new committee and roster members. 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 their orientation, 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 2022, Membership Services training included, but was not limited to:

American Association of Collegiate Registrars and Admissions Officers (AACRAO)

- Webinar: Fraudbusters - The Battle Against Diploma Mills
- Webinar: Education in Crisis – Venezuela and Ukraine

The Association for International Credential Evaluation Professionals (TAICEP)

- Webinar: The Education System of Poland
- Webinar: Russia – An Update
- Webinar: Recent Changes to Chinese Credential Authentication Processes

World Education Services (WES)

- Webinar: China's International High School System – What You Need to Know
- Webinar: Developments in Indian Education – Perspective, Opportunities, and Challenges
- Webinar: The Education System of Poland

Presentations and Working Groups

In January 2022, the College hosted two webinars, one in French and one in English on eligibility for employment. The participants were school boards and faculties of education who were interested in learning more about the College's certificates – temporary certificate, transitional certificate, certificate of qualification and registration with conditions, and certificate of qualification and registration without conditions. The webinar explained the requirements for each certificate, the eligibility for hiring members holding each of the certificates, the requirements to obtain each of the certificates and the requirements to convert certificates that are not permanent. The webinar feedback confirmed that it was a worthwhile

activity for employers and that it clarified that a member who holds any of the College's certificates, in Good Standing is eligible for employment.

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

Q11. Relationship with third party service provider(s)

Description of change/improvement that would impact fair registration outcomes:

N/A

Q12. Accreditation of educational programs

Description of Change/Improvement that would impact Fair Registration Outcomes:

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

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

The Guide is a companion to requirements set out in Schedule 1 of Regulation 347/02, Accreditation of Teacher Education Programs. The purpose of the guide is to clarify the intent,

through additional information and examples, of the core content that should be included in Ontario initial teacher education programs. Examples of core content explanations include:

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

The updated 2022-2023 edition of the Accreditation Resource Guide reflects consultation feedback provided by Indigenous, and English- and French-language education partners, including faculties of education, Ministry of Education branches, researchers and practitioners. The Guide is informed by current educational research, practices, philosophy, and pedagogy. The updated Guide emphasizes equity, diversity and inclusion, anti-oppressive and anti-racist education, accessibility, environmental learning, ecojustice and climate action, Indigenous perspectives, and virtual learning. These topics are consistent with and reflect the Standards of Practice and Ethical Standards for the Teaching Profession.

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

Q13. Technological or digital improvements

Description of Change/Improvement that would impact Fair Registration Outcomes:

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

In December 2022, the College launched a document upload portal that provides applicants and members an easy method for uploading documents to their file directly. The College also launched an external portal for educational institutions, organizations or third parties needing to send documents to the College in support of an applicant or member.

Q14. 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 2022 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 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 2022, the College conducted an Equity, Diversity and Inclusion 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 Equity, Diversity and Inclusion 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 drafting an action plan by an employee-led committee with representation from each unit within the College is ongoing.

Following the 2021 release of the Professional Advisory: Anti-Black Racism, the College developed and launched Anti-Black Racism Additional Qualification Guideline: Addressing Anti-Black Racism to Change Pedagogy and Practice.

The result of more than a year's worth of collaboration and consultation with a wide variety of academics, experts, education stakeholders, and community leaders, the new guidelines offer an updated understanding of the contextual history of systemic anti-Black racism and the continuing impact it has on Black students and their families, both inside and outside the classroom.

The Guideline is available for course providers to develop Additional Qualification courses for Ontario Certified Teachers.

Q15. Organizational structure

Description of Change/Improvement that would impact Fair Registration Outcomes:

Following the government's proclamation of key legislative amendments, the College began its first year under a new governance structure in 2022.

The new structure includes an equal number of teaching professionals and members of the public on Council, as well as 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 will 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. The new governance model has also allowed for a large roster that enables the committee to hear a greater number of matters in a more timely fashion.

Q16. Contingency or continuity of operations plans

Description of Change/Improvement that would impact Fair Registration Outcomes:

No changes

Q17. Documentation requirements for registration

Description of Change/Improvement that would impact Fair Registration Outcomes:

Sexual Abuse Prevention Program: in 2022, the College began receiving notification of successful completion of the Sexual Abuse Prevention Program from the Canadian Centre for Child Protection, which administers the program. The notifications are required as proof of successful completion of the program for all applicants for licensure, as well as all members in good standing.

Temporary Certificate: in 2022, the College continued to accept reports from faculties indicating that teacher candidates were eligible for the temporary certificate. See response to Q2 above.

Q18. English / French language proficiency testing

Description of Change/Improvement that would impact Fair Registration Outcomes:

In October 2022, the College updated the policy regarding evidence to satisfy the College’s language proficiency requirement. Applicants now satisfy the requirement if they complete at least one year of acceptable teacher education coursework entirely in English or French. Both pre-service and in-service coursework count towards satisfying the language proficiency requirement. In addition, the College updated the IELTS and TOEFL test scores as follows:

	IELTS	TOEFL
Overall	6.5	95
Reading	6.2	23
Listening	6.0	23
Writing	6.0	23
Speaking	6.5	25

These revised scores align with current test scores set by other teacher regulatory authorities in Canada and specifically align with British Columbia as they recently conducted a review of their language proficiency requirements for the teaching profession. These scores will remain in effect until an external language proficiency review is undertaken by the College. This change assists internationally educated teachers by reducing a barrier to certification and aligns with the current efforts of the College to expedite licensing and increase supply of certified teachers in the province.

The College continues to accept 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). The College will also accept language proficiency results from test providers identified in recent regulatory changes.

Q19. Section 2 – If applicable, please list your organization’s top three accomplishments during the reporting period that relate to fair registration practices.

1. Mitigating the teacher shortage by continuing to offer a temporary certificate option and working with school boards to implement an expedited licensure list. The College has certified double the number of IETs this year alone (YTD) as opposed to last year, giving more Internationally Trained Teachers (ITTs) access to the teaching profession, and contributing to the supply of teachers at a time of high demand.
2. The College has been modernizing and adapting new technologies for the benefit of applicants and faculties. Additional self-serve tools were added to the online application that enable applicants to upload supporting documents right from their document status page. The College also launched a document upload portal in December 2022 that provides applicants and members an easy method for uploading documents to their file directly. The College also launched an external portal for educational institutions, organizations or third parties needing to send documents to the College in support of an applicant or member.
3. As part of its commitment to efficiency, effectiveness and improvement, in 2021, the College commissioned an independent review of its Membership

Services department, operations, services and policies. The College has been providing transparency, training, and information to stakeholders in our information-sharing and stakeholder presentations (like the upcoming ones for the Transitional Certificate). The College has been providing the information-sharing sessions in partnership with the Ministry of Labour and District School Boards to support internationally educated teachers. Additionally, the College is providing direct outreach support to faculties as they increase applicant registrations.

After an in-depth study and consultation, a comprehensive report was released 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 process improvements, including the growth and expansion of existing tools and practices.

Throughout 2022, the College has continued 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 newer technologies that would speed up many of the College's

processes like outsourcing the Criminal Records Check to expedite the process for applicants

- Increasing collaboration, including regular cross-team check-ins and training.

Q20. 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. Monitored and stayed up to date with the requirements of all of the new regulations that were implemented in 2021, (e.g. sexual abuse prevention program, 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 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.

Q21. 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.

No

Q22. Quantitative Section

The following quantitative information is collected for the purpose of discerning statistical changes and trends related to a regulator's membership, application volumes, licensure/certification results, and appeals year over year.

Languages

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

English / French

Q23. Membership Data

Demographics Data:

As of December 31, 2022, please indicate the number of members in each gender category identified below and the number of total members.

- Total Male – 57,125
- Total Female – 171,921
- Total Non-binary – 1
- Gender not provided – 221
- Overall Total – 229,268

Q24. In relation to your members:

Do you collect race-based data?

No

Q25. Do you collect other identity-based or demographics data?

No

Q26. Do you plan to collect race-based data in the future?

Yes. In June 2023, all Ontario Certified Teachers in good standing were invited to participate in the Focus on Teaching survey. The survey includes a component that will provide the College with demographic data about Ontario Certified Teachers. The self-identification questions were thoroughly researched and aligned with Provincial data standards for the identification and monitoring of systemic racism. Survey participants were clearly informed that survey participation, including responses to the demographic questions, was completely voluntary. The College anticipates that a final report on the survey results will be released in late 2023.

Q27. 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 – 229,268
- Provisional/Limited License/Certificate – 0
- Emergency License/Certificate – 0
- All other classes – 0
- Overall Total – 229,268

Q28. 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 – 180,791

- Other Canadian Provinces and Territories – 10,035
- USA – 21,502
- Other Countries – 16,940
- Multiple and/or Unspecified Jurisdiction – N/A

Total – 229,268

Q29. 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.

1. USA – 21,509
2. Australia – 4,824
3. India – 3,954
4. England – 1,074
5. Scotland – 1,055
6. New Zealand – 692
7. Jamaica – 667
8. Philippines – 344
9. Pakistan – 331
10. Wales – 269
11. Poland – 257
12. Nigeria – 202

Q30. 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 – 2,117
- Total Female – 6,506
- Total Non-binary – 35
- Gender not provided – 2
- Overall Total – 8,660

Q31. In relation to the applications, you received:

Do you collect race-based data?

In June 2023, all Ontario Certified Teachers in good standing were invited to participate in the Focus on Teaching survey. The survey includes a component that will provide the College with demographic data about Ontario Certified Teachers. The self-identification questions were thoroughly researched and aligned with Provincial data standards for the identification and monitoring of systemic racism. Survey participants were clearly informed that survey participation, including responses to the demographic questions, was completely voluntary. The College anticipates that a final report on the survey results will be released in late 2023.

Q32. Do you collect other identity-based or demographics data?

The College does not currently collect this information. However, in June 2023, all Ontario Certified Teachers in good standing were invited to participate in the Focus on Teaching survey. The survey includes a component that will provide the College with demographic data about Ontario Certified Teachers. The self-identification questions were thoroughly researched and aligned with Provincial data standards for the identification and monitoring of systemic racism. Survey participants were clearly informed that survey participation, including responses to the demographic questions, was completely voluntary. The College anticipates that a final report on the survey results will be released in late 2023.

Q33. 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, 2022: 63

Q34. Please indicate the total number of applicants from Ontario who filed an application between January 1 and December 31, 2022 for the following categories as applicable.

Number of Applicants: 6,541

Number of Applicants Licensed/Certified: 4,241

Average Time to Process Application in Weeks from First Point of Applicant Contact: 20 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 required documents have been received, certification is instantaneous.)

Q35. Please indicate the total number of applicants from Canadian provinces and territories (excluding Ontario) who filed an application between January 1 and December 31, 2022 for each of the following 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

Q36. Please indicate the total number of certificate-to-certificate (labour mobility) applicants who filed an application between January 1 and December 31, 2022 for each of the categories as applicable.

Number of applicants: 551

Number of applicants fully licensed/certified: 503

Average Time to Process Application in Weeks from First Point of Applicant Contact: 21 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: 5 weeks

Q37. Please indicate the total number of applicants from international jurisdictions (not including USA) who filed an application between January 1 and December 31, 2022 for each of the categories as applicable.

Number of applicants: 1,201

Number of applicants fully licensed/certified: 499

Average Time to Process Application in Weeks from First Point of Applicant Contact: 31 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: 30 weeks

Q38 Please indicate the total number of applicants from multiple and/or jurisdictions not specified who filed an application between January 1 and December 31, 2022 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

Q39. Please indicate the total number of applicants from accredited Canadian post-secondary institutions who filed an application between January 1 and December 31, 2022 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

Q40. Please indicate the total number of applicants who re-registered after withdrawing from the application process between January 1 and December 31, 2022 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

Q41. Please provide any additional comments you may have for questions 33-41.

The College did not close applications in 2022.

Q42. 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.

1. USA – 379
2. India – 356
3. Cameroon – 163
4. England – 71
5. Wales – 69
6. Hong Kong – 69
7. Jamaica – 52
8. France – 50
9. Philippines – 49
10. Australia – 36
11. Pakistan – 32
12. Lebanon - 30

Q43. Processing Time

As of December 31, 2022, how many full licenses/certificates did your organization issue?

7,955 in 2022.

Q44. Please indicate the total number of applicants who received full licensure/certification between January 1 and December 31, 2022, according to the following timelines.

0 – less than 3 months: 7,534

3 months – less than 6 months: 176

6 months – less than 12 months: 163

12 months – less than 18 months: 38

18 months – less than 24 months: 29

24 months and greater: 15

Q45. Age of Active Applications

As of December 31, 2022 what were the total number of active applications in your case inventory?

6,544 (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 had difficulty obtaining the required documents outside Canada. This number does not include applications that have been opened but have not been submitted.)

Q46. 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: 1,350
- 3 months – less than 6 months: 1,045
- 6 months – less than 12 months: 1,472
- 12 months – less than 18 months: 488
- 18 months – less than 24 months: 462
- 24 months and greater: 1,727

TOTAL: 6,544 (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.)

Q47. 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, 2022).

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: 0
- Other Canadian Provinces and Territories: 0
- Certificate to Certificate (Labour Mobility): 0
- USA: 0
- Other International: 0
- Multiple and/or Unspecified Jurisdictions: 0

TOTAL: 0

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.

Q48. 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, 2022). 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: 0
- Other Canadian Provinces and Territories: 0
- Certificate to Certificate (Labour Mobility): 0
- USA: 0
- Other International: 0
- Multiple and/or Unspecified Jurisdictions: 0

TOTAL: 0 – the College does not issue emergency licences.

Q49. 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, 2022). 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: 0
- Other Canadian Provinces and Territories: 0
- Certificate to Certificate (Labour Mobility): 0
- USA: 0
- Other International: 0
- Multiple and/or Unspecified Jurisdictions: 0

TOTAL: 0 – the College does not issue provisional or alternative licences

Q50. 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, 2022). 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 – 9
- Other Canadian Provinces – 3
- USA – 4
- Other Countries – 16
- Multiple and/or Unspecified Countries – 0

TOTAL – 32

Q51. State the number of reviews and appeals that your organization processed in the reporting year (January 1-December 31, 2022). 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 - 9
- Other Canadian Provinces - 3
- USA - 4
- Other Countries - 16
- Multiple and/or Unspecified Countries - 0

TOTAL - 32

Q52. State the number of reviews and appeals heard in the reporting year (January 1-December 31, 2022). 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 - 4
- Other Canadian Provinces - 0
- USA - 2
- Other Countries - 9
- Multiple and/or Unspecified Countries - 0

TOTAL - 15

Q53. 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, 2022). 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

Q54. List the top three reason for appeals (by percentage) of a registration decision

1. Terms, conditions or limitations – 47%
2. Teacher education program not satisfied – 27%
3. Language proficiency requirement not satisfied – 20%

Q55. 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%.

Q56. 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.

Q57. Please provide any additional comments you may have:



**Ontario
College of
Teachers**

Ontario's Teaching Regulator

Cette publication est également disponible en français sous le titre
Rapport sur les pratiques d'inscription équitables 2022.

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