

# Fair Registration Practices Report

## Teachers (2017)

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.

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### 1. Qualitative Information

#### **a) Requirements for registration, including acceptable alternatives**

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

##### **Applicant Eligibility Assessment Tool (Can I Teach In Ontario?)**

In late 2015, the College launched the Applicant Eligibility Assessment tool, which is a free online assessment tool based on the College's certification requirements and takes approximately 30 minutes to complete. The tool has gone through user testing and is designed to help internationally educated teachers make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer. Internationally educated teachers are able to input their own credential information to receive information that is tailored to their own circumstances. The tool provides background information on the certification process and directs the user to contact the College should they have any questions.

The tool was announced with a posting on the home page of the College's website and can be found here:

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

In 2016, based on user feedback, improvements were made to the assessment tool to add additional questions about methodology coursework. Improvements were made to the final assessment page for those who receive an outcome that indicates they would be unlikely to meet certification requirements. A feedback mechanism was added to the tool in 2017 and the feedback that the College has received from users has been largely positive.

## Letter to New Members Certified with Conditions

The College created a letter that is sent to new members who are certified with conditions that explains the credential assessment outcome and the reasons for their conditions. The letter also advises these new members that they can teach in the publicly funded school system while they meet their conditions. The development of this letter arose from a recommendation by the College's Registration Appeals Committee.

## Alternative Documentation Procedure

For applicants who are unable to provide documents in the format, the College offers an alternative documentation procedure. The College has no inherent testing mechanisms that the College could rely on as an indicator of an applicant's knowledge and skill. This brings an added weight to the need for official documents used 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 recognized that in some cases, the institution in question may no longer be operating because of war and/or if there is no designated custodian of records. In other cases, the applicants may fear persecution or discrimination from the institutions or foreign governments in the event they request original documentation. The College initiated this procedure in 2003 and it continues to be developed in order to meet the needs of applicants with difficulties in obtaining documents that are beyond their control. In 2017, the College introduced additional internal documents (checklists and interview forms) to standardize the review for each applicant. This has helped to increase efficiency in the review of each case and to ensure that the College obtains consistent and complete information from each applicant. In 2017, 20 applicants were offered alternative documentation options in order to complete outstanding document requirements. Of these, 45% completed their document requirements. The College also had an opportunity to share our approach to alternative documentation as a panel member in the session "Alternative Approaches to Assessing the Qualifications of Refugees" at the 2017 CLEAR Annual Conference.

## Registration Videos

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

The number of times these videos were viewed between January 1, 2017 and December 31, 2017 is indicated in brackets after the name of each video. The first video, "Applying to the College / Comment présenter une demande d'inscription à l'Ordre (3,028)", is for applicants who have not yet applied. Applicants learn about the basic requirements for certification and useful tips for completing their application.

The second video, "Evaluating your Application / Évaluation de votre demande (1,140)", 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.

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 2017, the College began development of a video for newly certified members, which provides them with information about maintaining their membership and general information about the College. The video has a focus on explaining how new members who are certified with conditions can satisfy these conditions. This video is set to be posted to the College's website in 2018.

### Outreach

The College makes presentations to Ontario community agencies, newcomer groups, and cultural or ethnic associations to explain registration requirements. In 2017, nine 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 2017, College staff made 43 faculty presentations in Ontario. The College's faculty presentations help clarify the certification requirements for students and provide information on completing the application process.

### Inactive Application Closure

In 2015, in order to better engage the applicant in the registration process, the College launched a series of e-mails to remind applicants to go back to their status page and submit outstanding documents if their application is not complete. This has helped to support applicants in the completion of their applications.

In 2015, the Membership Records Unit implemented a new incomplete applications process designed to close applications that remain with outstanding documentation for more than two years. This initiative was part of a continuous improvement assessment and also a recommendation from the Ontario Fairness Commissioner.

The process allows the College to close incomplete application files without a credential assessment decision provided that obligations of procedural fairness are met by clearly communicating with an applicant when his or her application may be closed and providing the opportunity to complete their application or obtain a determination of eligibility for certification without completion of documentation, should they request one.

### Conditions

The College conducted focus groups to review the documentation that is sent to College members who have been certified with conditions. The aim of the review was to ensure that

the information provided to these new College members was clear. Feedback from the focus groups was incorporated into the final revised communication documents.

### Registration Guides

The College also enhanced its communication materials to include more information about the changes in certification requirements related to the Enhanced Teacher Education Program. For example, in 2016, the College's Registration Guides were revised to include a chart that sets 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](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 will be launched in 2018

The "Requirements for Becoming a Primary-Junior Teacher if You Are of Aboriginal Ancestry" Registration Guide will be 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 change will take effect in 2018 and is being undertaken due to the similarity of information in the two guides.

### Credential Assessment Brochure

The College also began efforts to 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 will prevent confusion about the next steps in the licensure process. The sending of targeted information to denied applicants and members certified with conditions will begin in 2018.

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

The Applicant Eligibility Assessment tool was launched in late 2015. From January 1, 2017 to December 31, 2017, the tool was viewed by 31,226 visitors and 9,418 visitors have actually completed the assessment. A feedback mechanism was added to the tool in 2017 and the feedback that the College has received from users has been largely positive.

The new registration videos on the College website provide for greater accessibility for applicants and potential applicants that cannot visit the College to attend an information session. The number of views in the first month of the availability of the videos is described in the response to the question above [see Question 1 a) i.].

The College's faculty presentations help clarify the certification requirements for students and provide information on completing the application process.

In 2017, the College received 6,002 total applications and certified 5,552 applicants. The rise in applications and certifications from the previous year is 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.

The assessment tool embedded in the online application to make applicants aware of the impact of the Enhanced Program helped clarify the new certification requirements. It has also allowed for greater clarity on what the impact of the new requirements will be in the unique case of each applicant.

In implementing the incomplete application process in 2015 for current applications not yet at the two-year mark, the Membership Records Unit also identified a pilot group of applications (1100) that had been open for over two years (between 1997 and 2006) to initiate the closure process for these files.

In 2016, the College continued the implementation plan to work to complete or close applications that remained open since before 2013. The College communicated with 1397 applicants who had applied between 2011 and 2013. Of these, 1109 files (87%) were closed automatically. Of the remaining 288, 116 requested a six-month extension and 172 completed the documentation process or requested a closure of file.

In 2017, the College communicated with 1635 applicants who applied more than 2 years ago. Of those contacted, 1277 files (78%) were closed automatically in November 2017. Of the remaining 358 files, 94 requested a six-month extension and 264 completed the documentation process or requested a closure of file. The College has completed the inactive application process in 2017 for all files open for longer than two years.

Currently, 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 at a later date.

In 2018, the College will begin a process to close applications started over 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 designed 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 the application has been opened and remains incomplete after 3 months, 6 months, 12 months and 18-months. These emails, introduced in 2015, also contain messaging about the new Enhanced Teacher Education Program. In addition to providing a reminder to submit documentation, the emails also advise the applicants of the ways in which 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 1039 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.

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

As more applicants are becoming 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. The College has established a process to determine if a member would like a Schedule Course to be listed on their certificate and recognized as an additional qualification or if they would like to use the Schedule C course to satisfy a condition related to their initial certification requirement.

In 2017, 306 members certified with conditions related to incomplete requirements completed all of their conditions required for full certification. Currently there are 1,666 members in good standing who have one or more conditions to complete.

In 2017, 158 members completed Schedule C qualifications in order to satisfy conditions related to their initial certification requirement. A total of 249 Schedule C qualifications were recognized to satisfy conditions.

The top three Schedule C Additional Qualifications to satisfy conditions in 2017 were:

- Classroom Management
- Teaching Students with Behavioural Needs
- Student Assessment and Evaluation

A review of the Schedule C Additional Qualifications (AQs) completed by Members in 2017 to satisfy conditions relates to the enhancements of the four-semester teacher education program including special education and how to teach using technology among other core elements.

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## **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 2017. All processes in place to facilitate the transition were utilized in 2017.

#### **Language Proficiency**

The College will be undertaking a comprehensive review of its Language Proficiency requirements. This review is scheduled to begin in 2018.

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

The introduction of the Enhanced Program necessitated changes to the College's certification requirements as only those applicants who met the new Enhanced Program 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" and allow the applicant to make up the duration gap with the new program. The College has made amendments to its Teachers' Qualification Regulation in order 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 necessary 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).

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

In 2017, 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.

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## **c) Provision of timely decisions, responses, and reasons**

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

#### **Appeals on Terms, Conditions or Limitations**

The Registration Appeals Committee received 28 appeals in 2017. The majority of these appeals were from applicants denied certification (18) as opposed to 10 appeals from College members certified with Terms, Conditions or Limitations (TCLs).

The following illustrates a comparison with past years:

| <b>Year</b>   | <b>Appeals received</b> | <b>-</b> | <b>Decisions Rendered</b> | <b>-</b> | <b>Denied applicants</b> | <b>-</b> | <b>TCL appeals (members)</b> |
|---------------|-------------------------|----------|---------------------------|----------|--------------------------|----------|------------------------------|
| 2015 -        | 19                      | -        | 24                        | -        | 19 (100%)                | -        | 0                            |
| 2016 -        | 60                      | -        | 35                        | -        | 13 (21%)                 | -        | 47 (78%)                     |
| <b>2017 -</b> | <b>28</b>               | <b>-</b> | <b>21</b>                 | <b>-</b> | <b>18 (64%)</b>          | <b>-</b> | <b>10 (36%)</b>              |

In 2017, there was a decrease in appeals related to variances on TCLs on College members' certificates. In 2016, the increase in the volume and the number of appeals pertaining to TCLs (47 as compared to 0 in 2015) was exceptional and can be explained by the implementation of the new ETEP in September 2015. College members may appeal to the Registration Appeals Committee for a variance on the TCLs imposed by the Registrar.

Although the number of total appeals decreased significantly in 2017 (28 compared to 60), it slightly increased compared to past years: 2015 (19 appeals), 2014 (24 appeals) and 2013 (24 appeals).

The jurisdictions of appellants in 2017 are as follows: Ontario (21%), other Canadian provinces/territories (0%) and outside of Canada (79%).

#### Membership Services

In 2017, the College interacted with College members and members of the public by phone, email and social media approximately 525 times each day. In addition, the College initiated approximately 700 telephone calls and e-mails per month to applicants who have submitted outstanding documents that are deemed unacceptable, or where further information is required.

In 2017, the College interacted with 2,721 College members and applicants in person at the welcome counter.

In 2017, the average number of days for an internationally educated teacher (IET) to be certified was 102 days and the average number of days for a labour mobility applicant to be certified was 40 days. The timeline begins when all application documents are received from applicants.

The average number of days for an IET to become certified has risen from previous years. The increased timelines for 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, increasing the assessment required on a file. In 2017, more than 90% of IETs that were eligible for certification were certified with conditions, compared to approximately 60% the previous year. Prior to ETEP, insufficient duration of a teacher education program would lead 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.

With respect to labour mobility, the average number of days for a labour mobility applicant to be certified decreased when compared to 2016. The decrease in timeline could be attributed to the decrease in applications from teachers certified in other Canadian jurisdictions. Although there was no change in the composition of jurisdictions represented in the applications processed, 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.

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

The College improved communication with applicants who are certified with Terms, Conditions or Limitations (TCLs). Those members certified with TCLs now receive more detailed information about why conditions are listed on their certificate when they are certified.

### **Letter to New Members Certified with Conditions**

The College created a letter that is sent to new members who are certified with conditions that explains the credential assessment outcome and the reasons for their conditions. The letter also advises these new members that they can teach in the publicly funded school system while they meet their conditions. The development of this letter arose from a recommendation by the College's Registration Appeals Committee.

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## **d) Fees**

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

Fees for registration are detailed in College registration guides, on the web site, and in presentation materials. Fees associated with the registration process are reviewed annually as

part of the College's budget process and are approved by Council. Registration guides, presentation materials, and the College's web site are updated accordingly.

In 2017, there were no changes in application fees or annual membership fees.

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

N/A

<p>N/ A</p>¶

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

N/A

<p>N/ A</p>¶

**e) Timelines**

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

In 2017, the average number of days for an internationally educated teacher (IET) to be certified was 102 days and the average number of days for a labour mobility applicant to be certified was 40 days.

The average number of days for an IET to become certified has risen from previous years. The increased timelines for 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, increasing the assessment required on a file. In 2017, more than 90% of IETs that were eligible for certification were certified with conditions, compared to approximately 60% the previous year. Prior to ETEP, insufficient duration of a teacher education program would lead 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.

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

Please see response to Question 1. e) i above

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

Please see response to Question 1. e) i above

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

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

In 2017, the College began work to change the online application as well as all communication materials to be inclusive of applicants and members who do not identify as male or female. Those individuals will have the option to indicate a gender category of “X” on the application. The College will review and change its communication materials to reflect gender-neutral language, where possible. These efforts are being undertaken to ensure that the College’s registration and business practices are fair, inclusive and respect the dignity of every applicant and member.

The College has also begun work to amend its bylaws to allow for a member to request that a different or former name appear on the public register if the name that appears on the public register is inconsistent with the gender identity of the member. The College’s bylaws currently only allow a member to make such a request for personal safety reasons. This change is in accordance with human rights legislation and the College’s commitment to inclusivity and will also be reflected in an upcoming version of the Registration Guides and on the website.

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

N/A

<p>N/ A</p>¶

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

N/A

<p>N/ A</p>¶

**g) Resources for applicants**

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

Applicant Eligibility Assessment Tool (Can I Teach In Ontario?)

In late 2015, the College launched the Applicant Eligibility Assessment tool, which is a free online assessment tool related to certification requirements. The tool has gone through user

testing and is designed to help internationally educated teachers make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer. Internationally educated teachers are able to input their own credential information into the tool to receive information that is tailored to their circumstances. The tool also provides background information on the certification process and directs the user to contact the College should they have any questions.

The tool was announced with a posting on the home page of the College's website and can be found here:

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In 2016, based on user feedback, improvements were made to the assessment tool to add additional questions about methodology coursework. Improvements were made to the final assessment page for those who receive an outcome that indicates they would be unlikely to meet certification requirements. A feedback mechanism was added to the tool in 2017 and the feedback that the College has received from users has been largely positive.

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

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In 2017, the College began development of a video for newly certified members, which provides them with information about maintaining their membership and general information about the College. The video has a focus on explaining how new members who are certified with conditions can satisfy these conditions. This video is set to be posted to the College's website in 2018.

#### Enhanced Teacher Education Program

As a result of the introduction of the Enhanced Teacher Education Program (Enhanced Program), the College updated information about the registration process to potential applicants, namely print resources, online through the College web site, and through information sessions. The particulars of the updates are provided below:

### Registration Guides

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

[http://www.oct.ca/-/media/PDF/Requirements%20General%20Education%20Teacher/EN/general\\_education\\_teacher\\_e.pdf](http://www.oct.ca/-/media/PDF/Requirements%20General%20Education%20Teacher/EN/general_education_teacher_e.pdf)

In 2017, the College revised the Registration Guides to provide updated information on the Enhanced Teacher Education Program, particularly the requirements of multi-session programs.

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 change will take effect in 2018 and is being 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 the College's certification procedures.

The Credential Assessment Brochure was made available on the public website in the Resources section. The URL for this section is as follows:

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

In 2017, the College also began efforts to 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 will prevent confusion about the next steps in the licensure process. The sending of targeted information to denied applicants and members certified with conditions will begin in 2018.

### Documentation for Members Certified with Terms, Conditions or Limitations

In 2017, the College continued the implementation of the certification changes related to the Enhanced Teacher Education Program, which began on September 1, 2015. As part of the implementation process, the College focused on improved communication with applicants who are certified with Terms, Conditions and Limitations (TCLs). College members certified

with TCLs now receive more detailed information about why conditions are listed on their certificate when they are certified.

The College created a letter that is sent to new members who are certified with conditions that explains the credential assessment outcome and the reasons for their conditions. The letter also advises these new members that they can teach in the publicly funded school system while they meet their conditions. The development of this letter arose from a recommendation by the College's Registration Appeals Committee.

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

N/A

<p>N/ A</p>¶¶

#### **h) Review or appeal processes**

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

The College makes its best efforts in each case to ensure a review by the Registration Appeals Committee and the release of the committee's decision is within 120 days of the 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, such as:

- increase in the volume of appeals – when a significant increase occurs, the committee faces several challenges in all steps of the appeal process namely, preparing and distributing the appeals documents and writing decisions within the targeted timelines, as well as scheduling additional meetings;
- requests for extensions by the appellants, changes in regulation or legislation;
- extension of the timelines when the committee requests more detail or additional documents;
- administrative delays are encountered when 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).

In 2017, 28 applicants initiated an appeal of a registration decision and an additional 11 cases were held over from 2016. Of these 39 cases, 21 decisions were rendered, 3 appeals were withdrawn by the appellants, 2 appeals did not fall within the Registration Appeals Committee's mandate and 13 appeals were carried over to 2018.

Of the 21 cases in which the Committee rendered a decision in 2017, 16 of these appeals (76%) exceeded the best efforts of 120 day timeline. The timelines were still improved in comparison with previous years:

- in 2014 and 2015: 100% of all decisions rendered exceeded the best efforts of 120 day timeline;
- in 2016: despite the significant increase of appeals received (60 compared to 19 in 2015) the timelines were still improved in comparison with 2015. Of all decisions rendered in 2016, 85% exceeded the best efforts of 120 day timeline.

In 2015, improvements to internal processes had a direct impact in reducing timelines (i.e. decision writer and editor, shorter administrative timelines to prepare the appeal packages, enhanced internal tracking processes to ensure that deadlines are respected).

The following changes were implemented in the fall of 2016:

- 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;

- internal meetings were held with the College's Membership Services Department and the College's Policy and Research Unit to identify the appeal process steps where improvements could be made to assist the committee in meeting the 120-day timeline in legislation;
- in the fall of 2016, the College's Policy and Research Unit implemented a paperless process by distributing materials electronically. This change streamlined the handling of each appeal file, reducing paper volume significantly and improving human resource efficiency;
- in 2016, the committee considered reducing administrative timelines in the appeal process, and reducing the number of days in which the appellant could provide written materials. The committee maintained the current 45 day timeframe.

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 mainly automated (i.e. selection of documents, preparation of the package index as well as automated page numbering).

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

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

The College anticipates that these changes will lead to improvements and reduce timelines in 2018.

<p style="margin-

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

N/A

<p>N/ A</p>¶¶

## **i) Access to applicant records**



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

No changes this year.

<p>No changes t

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

N/A

<p>N/ A</p>¶

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

N/A

<p>N/ A</p>¶

**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 Registrar of the College has the sole responsibility for making final registration decisions. As Chief Executive Officer of the College, he/she undergoes continuous training and his/her 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 that focus in part on registration decisions and credential assessment.

Over the course of the past year, the College Registrar has identified for the College's Council changes to be made to both by-laws and regulations to reflect the current practices in credential assessment for internationally educated teachers. These amendments were successfully reflected in the relevant by-law or legislation or are currently under development and included prior certification for previously certified teachers in other jurisdictions and the inclusion of additional credentials for teachers of technological education.

In June of 2017, the Registrar joined the College's Director of Membership Services and the Manager of Membership Records at the NAFSA Association of International Educators annual conference which focuses on credential assessment and support to internationally educated professionals.

The Registrar continues to be part of the international forum of teaching councils. The bi-annual IFTRA (International Forum of Teacher Regulatory Authorities) 2018 conference will be held in New Zealand. Over the course of 2017, 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 continues to speak directly to registrants during his visits to the Ontario Faculties of Education to introduce the College and to explain registration practices. These opportunities frequently include discussions about the requirements for certification, alternatives to evidence of credentials and timelines for assessment.

In late 2017, 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 which combines the development of a pan-Canadian credential assessment agency as well as the assessment of language competency using a standard tool. The combined project proposal has been developed and submitted to Employment and Social Development Canada to advance these two projects. The Registrar will continue to chair the language competency assessment component of the project.

#### Registration Appeals Committee

The College's Fair Registration Practices Regulation requires that the College ensure training in how to assess applications for a certificate, including training in special considerations that apply in the assessment of such applications and the process for applying those considerations is provided to members of the Registration Appeals Committee and individuals who are on the roster of eligible panelists for the committee.

During their mandate, the current members of the Registration Appeals Committee participated in the following training sessions:

- College legislative framework;
- Committee's mandate;
- Committee processes;
- Guiding principles, Deliberations and Decision writing;
- Overview of the Membership Services Department-Records and Evaluation process;
- Evaluating credentials with the implementation of the ETEP;
- Suitability and discrimination issues;
- Human rights and discrimination issues, professional suitability requirement, frivolous and vexatious reviews;
- Appeals on terms, conditions or limitations (TCL's).

#### 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 have 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 analysis of country-specific education systems, institutions, credentials, patterns of education, and any unique considerations, as well as 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 valuable to practitioners in the field of credential assessment. Participation in formal training sessions usually occurs at least once a month.

In 2017, Membership Services training included, but was not limited to:

#### **World Education Services (WES)**

- Webinar - Education in Colombia
- Webinar - Education in the U.S.
- Webinar - Education in Lebanon
- Webinar - Education in South Africa
- Webinar - Sri Lankan Education System
- Webinar - Nigerian Education System
- Webinar - Australia and New Zealand Education System
- Credential Assessment Lab (Graduate Admissions)

#### **Education Credential Evaluators (ECE)**

- Webinar - Credential Evaluation: Fraud and Authenticity
- Webinar - Credential Evaluation: Dual Degrees, Transnational Education, and Non-verifiable Documents
- Webinar - Iraq Country Module

#### **University of Toronto School of Graduate Studies**

- International Credentials Workshop (Mexico, Brazil, and Colombia)

#### **The Association for International Credential Evaluation Professionals (TAICEP)**

- Webinar – Using the Internet for Verification of Academic Documents

#### **Ontario Regulators for Access Consortium (ORAC)**

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

#### **American Association of Collegiate Registrars and Admissions Officers (AACRAO)**

- Two-Day Intensive Foreign Credential Evaluation Workshop

#### **Canadian Network of Agencies for Regulation (CNAR)**

- Annual Conference

#### **Canadian Association for Prior Learning Assessment (CAPLA)**

- Annual Conference

#### **Employment and Social Development Canada (ESDC) and Immigration, Refugee and Citizenship Canada (IRCC)**

- Emerging and Best Practices to Eliminate Barriers to Foreign Qualifications Recognition Conference

<p style="margin-

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

In the OFC's specific report to the College, the College was cited as having several commendable practices in the area of transparency, the work to make information openly available. Specific examples included the redesigned 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 explains the registration process

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

<p style="margin-

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

See response to Question 1. j) ii

<p>See response

#### **k) Mutual recognition agreements**

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

No changes this year.

<p>No changes t

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

N/A

<p>N/ A</p>¶

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

N/A

<p>N/ A</p>¶

**1) Other (include as many items as applicable)**

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

No changes this year.

<p>No changes t

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

N/A

<p>N/ A</p>¶

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

N/A

<p>N/ A</p>¶

**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 the 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 recently made similar amendments to the TQR to allow for the certification of internationally educated teachers who previously held certification in another jurisdiction.

In 2017, the College began 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 seeks to amend the TQR and 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.

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### 2. Quantitative Information

#### a) Languages

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

| Language               | Yes/No                               |
|------------------------|--------------------------------------|
| English                | Yes <input type="text" value="yes"/> |
| French                 | Yes <input type="text" value="yes"/> |
| Other (please specify) |                                      |

Additional comments:

#### b) Gender of applicants

Indicate the number of applicants in each category as applicable.

| Gender            | Number of Applicants |
|-------------------|----------------------|
| Male              | 1420                 |
| Female            | 4581                 |
| None of the above | 1                    |

Additional comments:

The 1 applicant who does not identify as Male or Female is in the X gender category.

<p>The 1 applica

### 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 |
|-------------------|-------------------|
| Male              | 60683             |
| Female            | 175019            |
| None of the above | 3                 |

### Additional comments:

The 3 Members who do not identify as Male or Female are in the X gender category.

<p>The 3 Membe

### d) Jurisdiction where applicants obtained their initial education

Indicate the number of applicants by the jurisdiction where they obtained their initial education<sup>1</sup> in the profession or trade.

| Ontario | Other Canadian Provinces | USA | Other International   | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
| 4651    | 365                      | 238 | Albania<br>4<br>Algeria<br>8<br>Australia<br>40<br>Austria<br>1<br>Azerbaijan | 0       | 6002  |

| Ontario | Other Canadian Provinces | USA | Other International   | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
|         |                          |     | <div>2</div> <div>Bahamas</div> <div>1</div> <div>Bangladesh</div> <div>2</div> <div>Belarus</div> <div>1</div> <div>Belgium</div> <div>6</div> <div>Benin</div> <div>1</div> <div>Brazil</div> <div>6</div> <div>Bulgaria</div> <div>2</div> <div>Burundi</div> <div>2</div> <div>Cameroon</div> <div>7</div> <div>Chile</div> <div>1</div> <div>China</div> |         |       |



| Ontario | Other Canadian Provinces | USA | Other International  | Unknown | Total |
|---------|--------------------------|-----|--|---------|-------|
|         |                          |     | 10<br>Colombia<br>5<br>Congo, The Democratic Republic Of<br>The<br>5<br>Côte D'ivoire<br>7<br>Djibouti<br>2<br>Dominican Republic<br>1<br>Egypt<br>10<br>El Salvador<br>1<br>Ethiopia<br>2<br>France<br>13<br>French Guiana<br>1 |         |       |

| Ontario | Other Canadian Provinces | USA | Other International   | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
|         |                          |     | <div><div>French Polynesia</div><div>French Polynesia</div><div>1</div></div> <div><div>Germany</div><div>Germany</div><div>1</div></div> <div><div>Ghana</div><div>Ghana</div><div>4</div></div> <div><div>Greece</div><div>Greece</div><div>3</div></div> <div><div>Guyana</div><div>Guyana</div><div>3</div></div> <div><div>Haiti</div><div>Haiti</div><div>1</div></div> <div><div>Hong Kong</div><div>Hong Kong</div><div>19</div></div> <div><div>Iceland</div><div>Iceland</div><div>1</div></div> <div><div>India</div><div>India</div><div>218</div></div> <div><div>Iran</div><div>Iran</div><div>10</div></div> <div><div>Ireland</div><div>Ireland</div><div>4</div></div> |         |       |

| Ontario | Other Canadian Provinces | USA | Other International   | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
|         |                          |     | <div>Israel</div> <div>2</div> <div>Italy</div> <div>1</div> <div>Jamaica</div> <div>60</div> <div>Jordan</div> <div>2</div> <div>Kuwait</div> <div>1</div> <div>Lebanon</div> <div>6</div> <div>Malaysia</div> <div>2</div> <div>Malta</div> <div>2</div> <div>Mauritius</div> <div>5</div> <div>Morocco</div> <div>5</div> <div>New Zealand</div> <div>39</div> |         |       |

| Ontario | Other Canadian Provinces | USA | Other International  | Unknown | Total |
|---------|--------------------------|-----|--|---------|-------|
|         |                          |     | <div>Nigeria</div> <div>14</div> <div>Pakistan</div> <div>27</div> <div>Peru</div> <div>1</div> <div>Philippines</div> <div>22</div> <div>Poland</div> <div>3</div> <div>Portugal</div> <div>3</div> <div>Romania</div> <div>3</div> <div>Russia</div> <div>7</div> <div>Rwanda</div> <div>2</div> <div>Saint Lucia</div> <div>2</div> <div>Scotland</div> <div>17</div> |         |       |

| Ontario | Other Canadian Provinces | USA | Other International   | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
|         |                          |     | <div>Senegal<div>Senegal</div></div> <div>3</div> <div>Serbia<div>Serbia</div></div> <div>1</div> <div>Sierra Leone<div>Sierra Leone</div></div> <div>1</div> <div>Singapore<div>Singapore</div></div> <div>1</div> <div>S. Africa<div>S. Africa</div></div> <div>16</div> <div>Sri Lanka<div>Sri Lanka</div></div> <div>1</div> <div>Saint Vincent And The Grenadines<div>Saint Vincent And The Grenadines</div></div> <div>2</div> <div>Sudan<div>Sudan</div></div> <div>1</div> <div>Syrian Arab Republic<div>Syrian Arab Republic</div></div> <div>4</div> <div>Trinidad<div>Trinidad</div></div> <div>3</div> <div>Tunisia<div>Tunisia</div></div> |         |       |

| Ontario | Other Canadian Provinces | USA | Other International   | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
|         |                          |     | 1<br>Turkey <input type="text" value="Turkey"/><br>5<br>Uganda <input type="text" value="Uganda"/><br>3<br>Ukraine <input type="text" value="Ukraine"/><br>6<br>United Arab Emirates <input type="text" value="United Arab Emirates"/><br>1<br>U.K. <input type="text" value="U.K."/><br>67<br>Total<br>748 |         |       |

<sup>1</sup> 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 education<sup>1</sup> in the profession or trade.

| Ontario | Other Canadian Provinces | USA | Other International | Unknown | Total |
|---------|--------------------------|-----|---------------------|---------|-------|
|         |                          |     |                     |         |       |

| Ontario | Other Canadian Provinces | USA | Other International               | Unknown | Total |
|---------|--------------------------|-----|-----------------------------------|---------|-------|
|         |                          |     | Albania<br>4                      |         |       |
|         |                          |     | Algeria<br>1                      |         |       |
|         |                          |     | Armenia<br>1                      |         |       |
|         |                          |     | Australia<br>60                   |         |       |
|         |                          |     | Bangladesh<br>1                   |         |       |
| 4388    | 395                      | 238 | Belarus<br>1                      | 0       | 5552  |
|         |                          |     | Bosnia And Herzegovina<br>1       |         |       |
|         |                          |     | Brazil<br>3                       |         |       |
|         |                          |     | Burkina Faso<br>1                 |         |       |
|         |                          |     | Cameroon<br>2                     |         |       |
|         |                          |     | Congo, The Democratic Republic Of |         |       |

| Ontario | Other Canadian Provinces | USA | Other International  | Unknown | Total |
|---------|--------------------------|-----|--|---------|-------|
|         |                          |     | <div><div>The Congo, The Dem</div><div>2</div></div> <div><div>Côte D'ivoire Côte D'ivoire</div><div>6</div></div> <div><div>Cuba Cuba</div><div>4</div></div> <div><div>Egypt Egypt</div><div>6</div></div> <div><div>Ethiopia Ethiopia</div><div>1</div></div> <div><div>France France</div><div>4</div></div> <div><div>Ghana Ghana</div><div>2</div></div> <div><div>Greece Greece</div><div>2</div></div> <div><div>Guyana Guyana</div><div>4</div></div> <div><div>Hong Kong Hong Kong</div><div>7</div></div> <div><div>India India</div><div>162</div></div> |         |       |



| Ontario | Other Canadian Provinces | USA | Other International  | Unknown | Total |
|---------|--------------------------|-----|--|---------|-------|
|         |                          |     | <div>IranIran</div> <div>2</div> <div>IrelandIreland</div> <div>2</div> <div>IsraelIsrael</div> <div>2</div> <div>ItalyItaly</div> <div>1</div> <div>JamaicaJamaica</div> <div>42</div> <div>KenyaKenya</div> <div>1</div> <div>Korea, Republic OfKorea, Republic Of</div> <div>1</div> <div>LebanonLebanon</div> <div>11</div> <div>MalawiMalawi</div> <div>1</div> <div>MauritiusMauritius</div> <div>8</div> <div>Moldova, Republic OfMoldova, Republic Of</div> <div>1</div> |         |       |

| Ontario | Other Canadian Provinces | USA | Other International | Unknown | Total |
|---------|--------------------------|-----|---------------------|---------|-------|
|         |                          |     | Morocco<br>1        |         |       |
|         |                          |     | Nepal<br>1          |         |       |
|         |                          |     | New Zealand<br>27   |         |       |
|         |                          |     | Nigeria<br>8        |         |       |
|         |                          |     | Pakistan<br>21      |         |       |
|         |                          |     | Peru<br>1           |         |       |
|         |                          |     | Philippines<br>20   |         |       |
|         |                          |     | Poland<br>3         |         |       |
|         |                          |     | Romania<br>4        |         |       |
|         |                          |     | Russia<br>3         |         |       |
|         |                          |     | Rwanda<br>1         |         |       |

| Ontario | Other Canadian Provinces | USA | Other International   | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
|         |                          |     | <div>Saint Lucia<div>Saint Lucia</div></div> <div>1</div> <div>Scotland<div>Scotland</div></div> <div>23</div> <div>Senegal<div>Senegal</div></div> <div>2</div> <div>Slovakia<div>Slovakia</div></div> <div>1</div> <div>S. Africa<div>S. Africa</div></div> <div>2</div> <div>Sri Lanka<div>Sri Lanka</div></div> <div>1</div> <div>Switzerland<div>Switzerland</div></div> <div>1</div> <div>Trinidad<div>Trinidad</div></div> <div>1</div> <div>Ukraine<div>Ukraine</div></div> <div>6</div> <div>U.K.<div>U.K.</div></div> <div>55</div> <div>Venezuela<div>Venezuela</div></div> <div>1</div> |         |       |

| Ontario | Other Canadian Provinces | USA | Other International | Unknown | Total |
|---------|--------------------------|-----|---------------------|---------|-------|
|         |                          |     | Total<br>531        |         |       |

<sup>1</sup> 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 education<sup>1</sup> in the profession or trade.

| Ontario | Other Canadian Provinces | USA   | Other International  | Unknown | Total  |
|---------|--------------------------|-------|--|---------|--------|
| 185482  | 11649                    | 21963 | Australia <input type="text" value="Australia"/><br>5057<br>Afghanistan <input type="text" value="Afghanistan"/><br>5<br>Albania <input type="text" value="Albania"/><br>142<br>Algeria <input type="text" value="Algeria"/><br>15<br>Antigua And Barbuda <input type="text" value="Antigua And Barb"/><br>1<br>Argentina <input type="text" value="Argentina"/> | 124     | 235705 |

| Ontario | Other Canadian Provinces | USA | Other International  | Unknown | Total |
|---------|--------------------------|-----|--|---------|-------|
|         |                          |     | 34<br>Armenia<br>15<br>Austria<br>2<br>Azerbaijan<br>6<br>Bahamas<br>3<br>Bangladesh<br>32<br>Barbados<br>8<br>Belarus<br>36<br>Belgium<br>16<br>Belize<br>1<br>Bolivia<br>1<br>Bosnia And Herzegovina |         |       |

| Ontario | Other Canadian Provinces | USA | Other International   | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
|         |                          |     | <div>Bosnia And Herzegovina</div> <div>4</div> <div>Botswana</div> <div>2</div> <div>Brazil</div> <div>27</div> <div>Brunei Darussalam</div> <div>1</div> <div>Bulgaria</div> <div>53</div> <div>Burkina Faso</div> <div>4</div> <div>Burundi</div> <div>17</div> <div>Cameroon</div> <div>19</div> <div>Chile</div> <div>16</div> <div>China</div> <div>52</div> <div>Colombia</div> <div>21</div> |         |       |

| Ontario | Other Canadian Provinces | USA | Other International  | Unknown | Total |
|---------|--------------------------|-----|--|---------|-------|
|         |                          |     | Comoros<br>1<br>Comoros  |         |       |
|         |                          |     | Congo, The Democratic Republic Of<br>The<br>13<br>Congo, The Dem |         |       |
|         |                          |     | Congo<br>2<br>Congo  |         |       |
|         |                          |     | Costa Rica<br>1<br>Costa Rica                                    |         |       |
|         |                          |     | Côte D'ivoire<br>14<br>Côte D'ivoire                             |         |       |
|         |                          |     | Croatia<br>21<br>Croatia   |         |       |
|         |                          |     | Cuba<br>16<br>Cuba   |         |       |
|         |                          |     | Czech Republic<br>29<br>Czech Republic                           |         |       |
|         |                          |     | Djibouti<br>1<br>Djibouti  |         |       |
|         |                          |     | Dominica<br>6<br>Dominica  |         |       |
|         |                          |     | Dominican Republic<br>Dominican Repu                             |         |       |

| Ontario | Other Canadian Provinces | USA | Other International          | Unknown | Total |
|---------|--------------------------|-----|------------------------------|---------|-------|
|         |                          |     | 1<br>EcuadorEcuador          |         |       |
|         |                          |     | 2<br>EgyptEgypt              |         |       |
|         |                          |     | 99<br>El SalvadorEl Salvador |         |       |
|         |                          |     | 5<br>EritreaEritrea          |         |       |
|         |                          |     | 1<br>EstoniaEstonia          |         |       |
|         |                          |     | 3<br>EthiopiaEthiopia        |         |       |
|         |                          |     | 15<br>FijiFiji               |         |       |
|         |                          |     | 1<br>FinlandFinland          |         |       |
|         |                          |     | 6<br>FranceFrance            |         |       |
|         |                          |     | 64<br>GeorgiaGeorgia         |         |       |
|         |                          |     | 1<br>GermanyGermany          |         |       |



| Ontario | Other Canadian Provinces | USA | Other International  | Unknown | Total |
|---------|--------------------------|-----|--|---------|-------|
|         |                          |     | 16<br>Ghana<br>52<br>Greece<br>16<br>Grenada<br>11<br>Guatemala<br>3<br>Guyana<br>135<br>Haiti<br>12<br>Hong Kong<br>163<br>Hungary<br>69<br>India<br>3567<br>Indonesia<br>1<br>Iran |         |       |

| Ontario | Other Canadian Provinces | USA | Other International   | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
|         |                          |     | 52<br>Iraq<br>9<br>Ireland<br>80<br>Israel<br>59<br>Italy<br>13<br>Jamaica<br>595<br>Japan<br>7<br>Jordan<br>12<br>Kazakhstan<br>5<br>Kenya<br>28<br>Korea, Republic Of<br>17<br>Kuwait |         |       |

| Ontario | Other Canadian Provinces | USA | Other International                                       | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
|         |                          |     | 2<br>Lao People's Democratic Republic<br>Lao People's Der |         |       |
|         |                          |     | 1<br>Latvia   |         |       |
|         |                          |     | 7<br>Lebanon  |         |       |
|         |                          |     | 116<br>Liberia  |         |       |
|         |                          |     | 1<br>Lithuania  |         |       |
|         |                          |     | 10<br>Macedonia, The Former Yugoslav Republic Of          |         |       |
|         |                          |     | 16<br>Malawi  |         |       |
|         |                          |     | 1<br>Malaysia   |         |       |
|         |                          |     | 3<br>Mali   |         |       |
|         |                          |     | 2<br>Malta  |         |       |
|         |                          |     | 13  |         |       |

| Ontario | Other Canadian Provinces | USA | Other International        | Unknown | Total |
|---------|--------------------------|-----|----------------------------|---------|-------|
|         |                          |     | Mauritius<br>75            |         |       |
|         |                          |     | Mexico<br>9                |         |       |
|         |                          |     | Moldova, Republic Of<br>11 |         |       |
|         |                          |     | Morocco<br>23              |         |       |
|         |                          |     | Myanmar<br>1               |         |       |
|         |                          |     | Namibia<br>1               |         |       |
|         |                          |     | Nepal<br>11                |         |       |
|         |                          |     | Netherlands<br>22          |         |       |
|         |                          |     | New Zealand<br>551         |         |       |
|         |                          |     | Nicaragua<br>5             |         |       |
|         |                          |     | Nigeria<br>191             |         |       |

| Ontario | Other Canadian Provinces | USA | Other International  | Unknown | Total |
|---------|--------------------------|-----|--|---------|-------|
|         |                          |     | <div>NiueNiue1</div> <div>NorwayNorway4</div> <div>PakistanPakistan349</div> <div>Palestinian Territory, OccupiedPalestinian Territ3</div> <div>PanamaPanama1</div> <div>PeruPeru15</div> <div>PhilippinesPhilippines363</div> <div>PolandPoland385</div> <div>PortugalPortugal14</div> <div>RomaniaRomania226</div> <div>RussiaRussia</div> |         |       |

| Ontario | Other Canadian Provinces | USA | Other International   | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
|         |                          |     | 118<br>Rwanda<br>4<br>Saint Kitts And Nevis<br>1<br>Saint Lucia<br>10<br>Saint Vincent And The Grenadines<br>5<br>Scotland<br>1067<br>Senegal<br>6<br>Serbia<br>6<br>Sierra Leone<br>3<br>Singapore<br>20<br>Slovakia<br>26 |         |       |

| Ontario | Other Canadian Provinces | USA | Other International   | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
|         |                          |     | <div><div>Slovenia</div><div>Slovenia</div><div>1</div></div> <div><div>Somalia</div><div>Somalia</div><div>8</div></div> <div><div>S. Africa</div><div>S. Africa</div><div>177</div></div> <div><div>Spain</div><div>Spain</div><div>12</div></div> <div><div>Sri Lanka</div><div>Sri Lanka</div><div>41</div></div> <div><div>Sudan</div><div>Sudan</div><div>2</div></div> <div><div>Swaziland</div><div>Swaziland</div><div>3</div></div> <div><div>Sweden</div><div>Sweden</div><div>8</div></div> <div><div>Switzerland</div><div>Switzerlnd</div><div>7</div></div> <div><div>Syrian Arab Republic</div><div>Syrian Arab Repu</div><div>1</div></div> <div><div>Taiwan, Province Of China</div><div>Taiwan, Province</div></div> |         |       |

| Ontario | Other Canadian Provinces | USA | Other International                                    | Unknown | Total |
|---------|--------------------------|-----|--|---------|-------|
|         |                          |     | 15<br>Tanzania, United Republic Of<br>Tanzania, United |         |       |
|         |                          |     | 2<br>Thailand  |         |       |
|         |                          |     | 4<br>Trinidad  |         |       |
|         |                          |     | 127<br>Tunisia   |         |       |
|         |                          |     | 3<br>Turkey  |         |       |
|         |                          |     | 19<br>Uganda   |         |       |
|         |                          |     | 6<br>Ukraine   |         |       |
|         |                          |     | 178<br>U.K.  |         |       |
|         |                          |     | 1315<br>Uruguay  |         |       |
|         |                          |     | 2<br>Uzbekistan  |         |       |
|         |                          |     | 5  |         |       |



| Ontario | Other Canadian Provinces | USA | Other International   | Unknown | Total |
|---------|--------------------------|-----|---|---------|-------|
|         |                          |     | Venezuela <input type="text" value="Venezuela"/><br>7<br>Viet Nam <input type="text" value="Viet Nam"/><br>5<br>Zaire <input type="text" value="Zaire"/><br>10<br>Zambia <input type="text" value="Zambia"/><br>1<br>Zimbabwe <input type="text" value="Zimbabwe"/><br>15<br>Total<br>16487 |         |       |

<sup>1</sup> 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 <sup>st</sup> to December 31 <sup>st</sup> of the reporting year   | Ontario | Other Canadian Provinces | USA | Other International | Unknown | Total |

| 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 <sup>st</sup> to December 31 <sup>st</sup> of the reporting year   | Ontario | Other Canadian Provinces | USA | Other International | Unknown | Total |
| New applications received   | 4651    | 365                      | 238 | 748                 | 0       | 6002  |
| Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)   | 6252    | 665                      | 424 | 1692                | 0       | 9033  |
| 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  | 37      | 41                       | 9   | 37                  | 0       | 124   |
| Applicants who became FULLY registered members  | 4388    | 395                      | 238 | 531                 | 0       | 5552  |
| Applicants who were authorized to receive an alternative class of licence <sup>3</sup> but were not issued a licence  | 0       | 0                        | 0   | 0                   | 0       | 0     |

| 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 <sup>st</sup> to December 31 <sup>st</sup> of the reporting year   | Ontario | Other Canadian Provinces | USA | Other International | Unknown | Total |
| <b>Applicants who were issued an alternative class of licence<sup>3</sup></b>   | 37      | 0                        | 0   | 0                   | 0       | 37    |

<sup>1</sup> 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. The applicant will be advised that he/she has 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.

<p>&ldquo;Active

## 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              | <p><b>Description (a)</b></p> <p>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.</p> <p>&lt;p&gt;A Certificate c</p>   |
| b) | Transitional Certificate of Qualification and Registration | <p><b>Description (b)</b></p> <p>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.</p> <p>Currently, the College has accredited programs leading to this certificate for:</p> <ul style="list-style-type: none"><li>• people of native ancestry preparing to teach in the Primary and Junior divisions</li><li>• teacher candidates preparing to teach technological education, a Native language or in the French-language school system</li></ul> <p>The transitional certificate is converted to a Certificate of Qualification and Registration when the teacher education program has been completed.</p> <p>&lt;p&gt;A Transitional</p> |

**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 <sup>st</sup> to December 31 <sup>st</sup> 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   | 6       | 0                        | 3   | 19                  | 0       | 28    |
| Appeals heard   | 8       | 0                        | 1   | 12                  | 0       | 21    |
| Registration decisions changed following an appeal  | 1       | 0                        | 0   | 1                   | 0       | 2     |

**Additional comments:**

In 2017, 28 applicants initiated an appeal of a registration decision and 11 cases were held over from 2016. Of these 39 cases, 21 decisions were rendered, 3 cases were withdrawn, 2 were non-jurisdiction and 13 cases were carried over to 2018.

8 of the 21 appeals heard (decision rendered) in 2017 had oral presentations.

3 of the 21 appeals heard (decision rendered) in 2017 had French panels.

Of the 21 appeals heard (decision rendered) in 2017, 9 were from 2016.

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

<p>In 2017, 28 a

#### **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.

| <b>Category</b>                                    | <b>Staff</b> |
|--|--------------|
| <b>Total staff employed by the regulatory body</b> | 177.5        |
| <b>Staff involved in appeals process</b>           | 5            |
| <b>Staff involved in registration process</b>      | 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.

<p>"Staff involve

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### **3. Submission**

#### **Submission**

**I hereby certify that:**

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

Charlie Morrison

Charlie Morrison

**Title:**

Manager - Policy and Research Unit

Manager - Policy

**Date:**

2018/03/01

2018/03/01

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