



Ontario's Teaching Regulator  
L'organisme de réglementation  
de l'enseignement en Ontario

## Memo

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**Date:** September 9, 2022  
**To:** Council of the Ontario College of Teachers  
**From:** Chantal Bélisle, Interim Registrar and Chief Executive Officer  
**Subject:** Executive Summary – College Proposal to Expedite Certification

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The Ontario College of Teachers recognizes the immense pressure on the education sector created by the lack of a stable supply of certified teachers. This extraordinary situation is occurring in many jurisdictions and across numerous professions.

As noted in the College's August 23, 2022, letter to Deputy Minister of Education, Nancy Naylor, the Chair of Council and I met with the Minister of Education, the Honourable Stephen Lecce, on August 15, 2022, to receive his request on how the College could expedite teacher certification as one strategy in addressing the complex issue of a teacher shortage in Ontario.

To address the request, the College established an Emergency Task Force to develop a proposal on expedited certification. The proposal outlines how the College can expedite certification and support the steps taken by education partners across the province while ensuring that the standards of the profession are maintained.

As Ontario's teaching regulator, the College exists to protect the public interest and the province's more than two million students. The College conducts all aspects of the certification process grounded in regulation and accreditation – and, unlike most regulators, without relying on an entry-to-practice exam. As a result, teachers' knowledge and skills are strictly measured based on the formal education that applicants have successfully completed. It is within this context that the Emergency Task Force is working towards recommendations that are uniquely tailored to the College.

The Emergency Task Force proposal will address four primary goals:

- expedite certification process
- provide timely, service-oriented applicant experience
- remove barriers to certification
- expand teacher supply.

To achieve these goals, the Emergency Task Force has generated several recommendations for consideration that fall under the following seven areas of focus:

1. **Building on the Temporary Certificate program** by issuing more than 500 new Temporary Certificates to a new group of teacher candidates based on data obtained in previous years.
2. **Introducing alternative certification pathways** for teaching professionals to ensure equitable and fair access to the labour market.
3. **Improving applicant experience** by reducing service times and providing real-time solutions during business hours.
4. **Re-imagining professional requirements for certification** by adding flexibility to initial teacher education program requirements to expedite candidate availability to the sector.
5. **Removing procedural barriers** by streamlining assessment procedures to reduce decision timelines and annual denials to enable applicants to join the labour market more expeditiously.
6. **Leveraging stakeholder support** by equipping them with accurate and current information.
7. **Mobilizing information technology** by integrating smart technologies options to streamline processes.

The first four focus areas would require supporting regulatory amendments.

The College is actively advancing these goals to streamline the certification process. Each proposed recommendation within these areas of focus will directly address one or many goals:

	<b>Expedite certification process</b>	<b>Timely, service-oriented applicant experience</b>	<b>Remove barriers to certification</b>	<b>Expand teacher supply</b>
Building on the Temporary Certificate program	X			X
Introducing alternative certification pathways			X	X
Improving applicant experience	X	X	X	X
Re-imagining professional requirements for certification	X		X	X
Removing procedural barriers	X		X	X
Leveraging stakeholder support	X	X	X	X
Mobilizing information technology	X	X	X	

The results from the analysis of recommendations for Council's consideration will be vetted to enable the College to adhere to its primary mandate to protect and serve the public interest and consider the proportional impact on internal operations and stakeholders against the intended outcome.

Finally, as acknowledged in Deputy Minister Naylor's letter dated August 8, 2022, the teacher supply and demand pressure is a "multifaceted issue that cuts across many organizations." Ontario's education system is a collaborative space and addressing the current shortage of teachers requires a collective solution. The College is committed to working with all stakeholders to support alleviating the teacher shortage while maintaining the standards of the profession. Each recommendation put forward will identify stakeholders' respective responsibilities and dependencies.

The College looks forward to sharing its proposal on recommendations regarding expedited certification and collaborating with partners to develop solutions to the teacher shortage while maintaining a focus on actions that strengthen our mandate of student protection and teacher excellence.