



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

April 4, 2024

The Honourable Stephen Lecce  
Minister of Education  
315 Front Street West  
Toronto ON M7A 0B8

Dear Minister Lecce,

## Re: Request for Regulatory Amendments

We are writing to request recently proposed regulatory amendments approved by our Council at their March 21, 2024, meeting on the following topics:

### 1. Administrative Suspension for Non-Compliance with Sexual Abuse Prevention Program

The proposed amendment would permit the College to establish a process to administratively suspend members who fail to complete ongoing education requirements such as the Sexual Abuse Prevention Program:

#### Intent to Suspend Notice

The Registrar shall not suspend a member's certificate of qualification and registration without first giving the member two months' notice of intention to suspend.

#### Reinstatement

Members whose certificate of qualification and registration was suspended as a result of their failure to complete the SAPP before July 2, 2025 are eligible to have the suspension lifted upon successful completion of the SAPP and payment of a reinstatement fee of \$130 (as required by section 18.03 of the College bylaws for removal of a license suspension).

#### Public Register Notation

Members whose membership statuses have been designated as "Inactive Non-Practicing" for failing to complete the SAPP before July 2, 2025 will have that status indicated on the Public Register until they have completed the SAPP and paid their reinstatement fee.

### 2. Modify Technological Education Teachers Work Experience Requirements

The proposed amendment reduces the existing five-year work experience requirement for Technological Education teachers to a reduced four-year work

experience requirement. The new work experience requirement can continue to be satisfied through two pathways: 1) four years of work experience (industry experience) or 2) a combination of post-secondary education and a minimum of two years of work experience.

### **3. Remove Post-Secondary Degree Requirement from Leadership Pathway**

The proposed amendment would remove the requirement that teachers must hold “an acceptable post-secondary degree” as a prerequisite for being granted the Principal’s Qualification Program (PQP) Part 1 qualification and develop corresponding equivalency pathways to allow other PQP Part 1 requirements predicated on holding a post-secondary degree to be satisfied. This amendment responds to the historical challenge posed by the post-secondary degree requirement barring certain specialized teachers, namely technological education teachers and Indigenous language teachers from progressing to leadership positions.

### **4. Work with Ministry on Math Proficiency Test Regulatory Amendments**

Council has authorized College staff to work with Ministry staff to determine how the reintroduction of the Mathematics Proficiency Test impacts applicants and develop consequential amendments to the Teachers’ Qualifications Regulation for Council consideration.

The supporting Council briefing notes for the proposed amendments noted above can be found at Appendix “A” to this letter.

The College is committed to working with staff in the Ministry and your office to prioritize the introduction of these regulatory amendments. We look forward to hearing from you.

Sincerely,



Diana Miles  
Chair of Council



Linda Lacroix, OCT/EAO  
Registrar and Chief Executive Officer

Encl. Appendix “A”

DM/LL/SR/nw-pgt

**Ontario  
College of  
Teachers****Ordre des enseignantes  
et des enseignants  
de l'Ontario**

GC20240321-07

# Briefing Note

## Sexual Abuse Prevention Program Compliance Mechanism

### Issue

The College is requesting that Council review a proposed compliance mechanism for Ontario Certified Teachers (“OCTs”) who do not complete the Sexual Abuse Prevention Program (the “SAPP”), as required by section 47.2 of the *Ontario College of Teachers Act, 1996* (the “Act”).

The College recommends that Council request that the Minister of Education introduce regulations pursuant to paragraphs 25 and 26 of subsection 40(1) of the Act to permit the College to establish a process to administratively suspend members who fail to complete ongoing education requirements such as the SAPP. To date, no such regulations have been enacted under these provisions.

The College’s implementation plan will continue to focus on encouraging compliance through a robust outreach strategy and stakeholder support until the end of 2024. With Council’s approval, it will culminate in the administrative suspension of any remaining OCTs who have not completed the SAPP before July 2, 2025.

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### Background

In 2021, the provincial government amended the Act requiring all OCTs and new applicants for certification to

complete a sexual abuse prevention program. The Ontario College of Teachers partnered with the Canadian Centre for Child Protection (C3P) to develop an online program, the SAPP, which launched in January 2022. The SAPP consists of a series of video modules, each with a distinct focus on subjects that include how to recognize when a student may be disclosing that they have been abused and how healthy relationships with trusted adults can help individuals who have experienced abuse successfully recover. In addition, C3P offers a range of accommodations to help facilitate the completion of the SAPP.

The College and C3P work directly with members to provide accommodations as needed. For example, C3P offers a written format to complete the SAPP instead of the video-based module and offers access to a support telephone line should members require it.

The SAPP has garnered extensive support from school boards and stakeholders and is gaining traction in various provinces across Canada. This pivotal training underscores the College's unwavering commitment to serve the public interest by assuring student safety and wellbeing.

As of February 1, 2024, 95.8% of OCTs in good standing (220,438) had completed the SAPP; 4.1% of OCTs (9,515) have not completed the SAPP and are in an

“Incomplete” status; and 0.1% of OCTs (233) are labour mobility applicants who have a year post-licensure to complete the SAPP. Of the OCTs who have not completed the SAPP, 3,283 members had their 2023 Annual Membership Fee (“AMF”) paid through their school board or independent schools, while 6,232 members paid their AMF directly to the College.

In June 2023, the College sent communications by email to members who had not yet completed the SAPP and published an article in its monthly member newsletter, *Your College and You*, that noted the possibility of professional misconduct for non-compliance with the requirement to complete the SAPP. This messaging marked a significant escalation in communications about possible consequences for non-completion. At the time, the College actively explored various compliance mechanisms and disciplinary actions, initially considering professional conduct as an option. However, there has been a subsequent shift away from the prospect of pursuing professional misconduct. The communications in June 2023 resulted in an increased call volume to the College's Client Services staff, and SAPP completions in June were more than double those in May 2023. Notably, establishing a compliance mechanism with a corresponding communication strategy is essential to ensure that OCTs comply with their professional obligation to complete the SAPP successfully.

While O. Reg. 176/10 (Teachers' Qualifications) provided OCTs with an opportunity to seek an extension of time to complete the SAPP, the extension period ended on September 15, 2023, and there is currently no provision for an exemption from the SAPP. Therefore, any OCT who has not complied with their professional obligation to complete the

SAPP now has a notation on their public register profile that reads: “Sexual Abuse Prevention Program / Incomplete.”

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### Legislative Context

- Pursuant to section 47.2 of the Act, it is a requirement that the College establish and maintain a SAPP, which must include “education requirements for members.”
- O. Reg. 176/10 Teachers' Qualifications has been amended to make it mandatory for all OCTs to complete the SAPP.
- Subsection 40(1) of the Act permits Council to make regulations “establishing processes and criteria for suspending certificates of members who fail to meet ongoing education requirements” (para. 25) and “establishing processes and criteria for removing the suspension of certificates where the suspension was a result of failure to meet ongoing education requirements” (para. 26). These powers are intended to allow the College to establish a process to administratively suspend OCTs who fail to complete programs such as the SAPP and to remove these suspension(s) once an OCT has satisfied the requirement.

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### Best Practices in the Regulatory Sector

Many other Ontario professional self-regulators administratively suspend their members who fail to comply with their Continuing Professional Development (“CPD”) regulatory requirements. These include the Law Society of Ontario, the College of Early Childhood Educators, the College of Physicians and Surgeons of Ontario, the Chartered Professional Accountants of Ontario, the Professional

Engineers Ontario, and the Professional Geoscientists of Ontario. The College of Early Childhood Educators has the SAPP built into their CPD requirements and administratively suspends members who do not successfully complete the program.

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### Stakeholder Consultation

In September 2023, the College provided school boards with a list of their OCT employees who had not completed the SAPP. Following this initiative, the College reached out to school boards for assistance in identifying possible reasons why their employees had not yet completed the SAPP. Eleven school boards (representing 15% of school boards in Ontario) responded and the sampling of reasons included:

- The OCT was on parental or medical leave;
- There were technical issues that prevented the OCT from completing the SAPP;
- The OCT or a family member were themselves a victim of sexual abuse and found the SAPP triggering;
- The OCT was not aware of their requirement to complete the program;
- The OCT forgot to complete the SAPP; and
- The OCT was incapacitated.

The College will communicate the implementation of administrative suspensions for SAPP non-compliance to stakeholders, including school boards, the Ontario Teachers' Federation (OTF) and its affiliates, and principal and superintendent associations. This engagement will inform critical staffing considerations and garner support in effectively communicating the imperative for OCTs to complete the SAPP.

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### Policy Considerations / Analysis

The College is committed to ensuring all OCTs complete the SAPP. At the heart of the College's public interest mandate is the protection of the vulnerable student population. The SAPP stands as a pivotal initiative advancing this objective, encompassing essential topics such as understanding child sexual abuse, delineating boundaries, addressing sexual misconduct, and reporting inappropriate behaviour.

Available in both English and French, the SAPP is accessible free of charge and can be completed within approximately three hours. OCTs seeking assistance in completing the SAPP can request accommodations by contacting C3P. Exemptions from completing the SAPP are not permitted by law.

Upon the recommendation of legal counsel, the College is proposing the enactment of regulations pursuant to subsection 40(1) at paragraphs 25 and 26 of the Act, which would administratively suspend all members who fail to complete the SAPP before July 2, 2025.

Pursuant to subsection 24(2) of the Act, the College is required to give OCTs at least two months' notice of the intention to suspend their certificate of qualification and registration. Commencing on January 2, 2025 and coinciding with the onset of the AMF renewal period, OCTs who have yet to complete the SAPP will receive notice that the College intends to issue a suspension notice on May 2, 2025. Recognizing the heightened engagement of OCTs with the College during the AMF cycle, the College views this as an opportune period for proactive communication. The College will then administratively suspend all OCTs who have not completed the SAPP before July 2, 2025. This strategic timeline

balances the SAPP requirement with school staffing and operational issues.

Financial risks to the College are associated with the administrative suspension of OCTs who have not completed the SAPP. Following the completion of the SAPP, OCTs will need to pay a reinstatement fee to return to good standing.

A robust communication strategy will reduce the College's financial risk. Significantly, the College's consistent and frequent messaging about the SAPP to OCTs has yielded positive results, evidenced by a decrease in the number of SAPP "Incompletes" over time. In September 2023, the College reported 10,529 OCTs as "Incomplete," compared to the 9,515 OCTs recorded as "Incomplete" as of February 2024. Notably, other regulators with administrative suspension measures have observed an increase in the completion rate when an intent to suspend notice is communicated to the membership.

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### Communications Profile

Since early 2021, the College has engaged in frequent communications to OCTs and stakeholders about the mandatory legal requirement of the SAPP completion. Further, it was extensively communicated that the Act did not provide for any exemptions from completing the SAPP.

From 2021 through 2023, the College proactively communicated with applicants and OCTs about their obligation to complete the SAPP. This involved the distribution of emails and the utilization of diverse digital and direct channels. These channels included the online Frequently Asked Questions (FAQs) area and other pages on the College's website, press releases, memos to employers and affiliates, features in *Your College and You*,

articles in the former *Professionally Speaking/Pour parler profession* College magazine, and faculty presentations. This multifaceted communication strategy broadly informed applicants, OCTs and stakeholders of the legislated requirement to complete the SAPP.

In 2023, messaging around non-completion was escalated to inform OCTs and stakeholders that possible consequences for non-compliance with the SAPP requirement were likely forthcoming.

With Council's approval of the regulatory proposals outlined below, the College will begin a frequent and varied, large-scale communications campaign directed at stakeholders and non-compliant OCTs about potential administrative suspensions. For instance, the College will communicate directly with OCTs who have yet to complete the SAPP to ensure they have the necessary information to comply with this professional obligation.

The College will communicate with OCTs through various channels, including:

- *Your College and You*
- College website
  - Updated FAQs
  - Homepage news item
  - SAPP page
- New pop-up in OCT accounts for "Incompletes"
- Email notices and direct mail
- Automated phone calls.

Communications will be tailored to OCTs employed in the education sector and to those employed outside of public education. The College will communicate to school boards and private schools who employ OCTs that any members they employ who have not completed the SAPP before July 2, 2025 will no longer be in good standing as of that date, and will provide school boards and private schools

who employ OCTs with a list of names of these members. Given the teacher shortage and past outreach to boards, the College expects the cooperation of boards and private schools to ensure the compliance of their employees. The College will also send similar communications to teachers' federations and other organizations that support the interests of OCTs.

In addition, C3P is developing an educational video that will provide a comprehensive overview of the SAPP's content, emphasizing its vital role in student protection. The video's content will address concerns that the SAPP may be triggering for OCTs who themselves are survivors of sexual abuse, or who are otherwise concerned about the emotional impact of the SAPP. The link to the video will be included in communications sent out to all OCTs who have not yet completed the SAPP.

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## Recommendation

It is recommended that Council approve the following motion:

**That Council recommend to the Minister of Education that new regulations be enacted pursuant to paragraphs 25 and 26 of subsection 40(1) of the *Ontario College of Teachers Act* to permit the College to establish a process to administratively suspend members who fail to complete the Sexual Abuse Prevention Program (the "SAPP") before July 2, 2025. The specified parameters of these regulations will include:**

1. **Intent to Suspend Notice**  
The Registrar shall not suspend a member's certificate of qualification and registration without first giving the member two months' notice of intention to suspend.

2. **Reinstatement**  
OCTs whose certificate of qualification and registration was suspended as a result of their failure to complete the SAPP before July 2, 2025 are eligible to have the suspension lifted upon successful completion of the SAPP and payment of a reinstatement fee of \$130 (as required by section 18.03 of the College bylaws for removal of a license suspension).
3. **Public Register Notation**  
OCTs whose membership has been administratively suspended for failing to complete the SAPP before July 2, 2025 will have a status indicating the administrative suspension on the Public Register until they have completed the SAPP.

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## Next Steps

Should Council approve this recommendation, College staff will work with staff at the Ministry of Education to draft the necessary regulatory amendments for Council's consideration.

Prepared by:

Policy and Governance Unit

Date:

March 2024



# Briefing Note

## Proposed Regulatory Amendments – Technological Education

### Issue

The College is requesting that Ontario Regulation 176/10 (Teachers' Qualifications) be amended to reduce the work experience requirement for Technological Education (Tech Ed) teachers from five years to four years. The new reduced work experience requirement can be satisfied through one of two ways: 1) four years of work experience, or 2) a combination of post-secondary education and a minimum of two years of work experience.

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### Background

In response to the province's identified need for qualified Tech Ed teachers, the College initiated a review of the qualification requirements for those teachers. The College explored possible changes to the Teachers' Qualifications Regulation to align with current technological education standards, while also facilitating access and reducing barriers to the profession for potential candidates with significant work experience.

In February 2023, a College staff working group began developing proposed changes to the technological education qualification requirements. To inform this work, the working group administered a survey and received responses from more than 60 education stakeholders.

Stakeholder groups included education administrators from the Council of Ontario Directors of Education and the Ontario Principals' Council, the Ontario Teachers' Federation and its affiliates, the Ontario Council for Technology Education, Tech Ed school board leads, school boards, Faculties of Education, and technological education additional qualification providers.

### Survey Responses

The College's survey of education stakeholders requested feedback on a proposal that would reduce the work experience requirement or Tech Ed teachers from five years to three years.

Most school board Tech Ed leads, members' organizations such as Ontario Teachers' Federation and Ontario Council for Technology Education, and some Faculties of Education indicated that this proposal would have a negative or neutral impact on technological education in Ontario. Responses provided included:

- Tech Ed teachers would lack the necessary experience to ensure student safety and quality of learning – the value of the minimum two years of work experience was emphasized;
- The perception of undervaluing the importance of Tech Ed teachers was raised as a concern; and



- The proposal would not increase the number of Tech Ed teachers in Ontario.

By contrast, the Council of Directors of Education and several Faculties of Education indicated that this proposal would have a positive impact on technological education in Ontario, indicating that:

- The number of Tech Ed candidates and teachers in Ontario would increase;
- Additional opportunities would arise for Tech Ed candidates and teachers to meet the work experience/post-secondary criteria as a component of their academic program;
- No appreciable difference in the quality-of-service delivery was anticipated; and
- No specific safety concerns were raised.

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## Recommendation

Given the diverging and compelling views shared by stakeholders, the College has modified its initial proposal by recommending a reduction in the total work experience requirement to four years rather than three years. The current minimum two-year work experience requirement, if used in combination with post-secondary education, would also be maintained.

The College is therefore recommending that Council request that the Minister of Education make the following amendments to the Teachers' Qualifications Regulation:

**1(3) For the purposes of this Regulation, an applicant for a general, transitional, multi-session transitional or temporary certificate of qualification and registration holds technological qualifications if,**

**(a) he or she holds a secondary school graduation diploma or has qualifications that the College considers to be equivalent to holding such a diploma;**

**(b) he or she has five four years of work experience, including business or industrial experience, or a combination of post-secondary education and work experience acceptable to the College that totaled five four years and that included**

**(i) at least two years of work experience, including business or industrial experience, at least four months of which were continuous, and**

**(ii) post-secondary education acceptable to the College consisting of,**

**(A) a program leading to an acceptable post-secondary degree or an acceptable certificate, diploma or advanced diploma, or**

**(B) an apprenticeship program acceptable to the College; and**

**(c) in the work experience referred to in clause (b), he or she demonstrated competency, based on an assessment of technical skills and knowledge, related to a technological education subject listed in Schedule B.**

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## Next Steps

If Council approves this recommendation, College staff will work with the Ministry of Education to draft regulations for Council's approval at a subsequent Council meeting.

Once the draft regulations have been approved, the College will communicate in writing with all stakeholders the

implications of the regulatory amendments and work with them to ensure that the regulations are correctly interpreted and applied. Specifically, the College will work with Faculties of Education to support them as they make necessary changes to their prerequisites for admission into technological education programs.

**Prepared by:**

Policy and Governance Unit

**Date:**

February 2024



# Briefing Note

## Proposed Regulatory Amendment – Leadership Pathways

### Issue

The College is requesting that Ontario Regulation 176/10 (Teachers' Qualifications Regulation) be amended to remove the requirement that teachers must hold "an acceptable post-secondary degree" as a prerequisite for being granted the Principal's Qualification Program (PQP) Part 1 qualification, and to develop corresponding equivalency pathways to allow other PQP Part 1 requirements predicated on holding a post-secondary degree to be satisfied.

### Background

Responding to the need in the education system for a diversified pool of qualified leaders in education, in fall 2021, the College initiated a review of qualification requirements for principal candidates.

The primary pathway to an administrative position (e.g., a principal or vice-principal) in the public education system is by obtaining both the PQP Part 1 and Part 2 qualifications. The current requirements for being granted the PQP Part 1 qualification include:

- holding a post-secondary degree;
- completing an initial teacher education program;
- completing an accredited PQP Part 1 program;

- having five years of successful teaching experience verified by a supervisory official;
- holding specialist qualifications and/or graduate post-secondary credits; and
- holding qualifications in grades 9 and 10 in a technological education subject (Schedule B) or in the intermediate division in a general education subject (Schedule A), and two additional qualifications (Primary division, Junior division, and either Senior division in a general education subject (Schedule A) or grades 11 and 12 technological education subject listed in Schedule B).

In order to obtain the PQP Part 2 qualification, a teacher must complete the necessary accredited PQP Part 2 program and complete a leadership practicum. A comprehensive list of requirements for PQP Parts 1 and 2 is set out in an Appendix to this Briefing Note.

### Issue

A historical challenge posed by the post-secondary degree requirement noted above is that certain specialized teachers licensed under sections 11 of the Regulation are not required to hold a post-secondary degree, namely technological education teachers, Indigenous language teachers and teachers who have entered the profession via the completion of a

teacher education program designed specifically to prepare teachers who are of First Nation, Métis or Inuit ancestry. Despite possessing unique experiences and skills that are needed in the current education system, and holding the qualifications necessary for entry into the profession through specialized pathways, these teachers face a barrier to leadership. In fact, various principals' associations highlighted the importance of removing this barrier.

In February 2023, a College staff working group began developing a series of proposed regulatory amendments to the Teachers' Qualifications Regulation. To inform this work, the working group administered a survey and received responses from more than 80 education stakeholders, including education administrators. The following proposed amendments are based on survey responses from the Council of Ontario Directors of Education, Ontario Principals' Council, Ontario Teachers' Federation and its affiliates, school boards, Faculties of Education, education administrators including independent school administrators, and technological education additional qualification course providers.

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### Proposed Amendment

The proposed removal of the requirement that teachers must hold "an acceptable post-secondary degree" as a prerequisite for being granted the PQP Part 1 qualification had strong support among respondents, who noted that the removal of this requirement would lead to increased equity, visibility, variety of experience, and legitimacy, among other benefits.

A few respondents indicated that the risks associated with adopting the proposal included the degradation of the role of

school administrators and a negative impact on student learning outcomes. The working group noted, however, that possessing an undergraduate degree is not the sole requirement for a PQP. Other educational requirements, such as completion of the corresponding PQP leadership program, will be maintained as will the requirement for verified successful classroom experience, which are both critical indicators and supports for a teacher's ability to succeed as an administrator.

Granting the PQP Part 1 qualification also requires the possession of other qualifications, such as an additional teaching division and a combination of post-graduate credits and/or specialist qualifications. Equivalencies for these qualifications will be required as teachers without post-secondary degrees are not currently eligible to pursue these divisional and/or specialist qualifications. Equivalency pathways would be based on completion of leadership and content courses from Schedule C of the Teachers' Qualifications Regulation that would provide for necessary learning about assessment, student transitions, leadership skills, and other content beneficial for aspiring administrators.

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### Recommendation

In view of the stakeholder feedback received, the College is recommending that Council request that the Minister of Education make the following amendment to the Teachers' Qualifications Regulation:

**Removal of the post-secondary degree requirement to be granted the PQP Part 1 qualification.** This would include the creation of equivalency pathways for divisional qualifications, specialist qualifications and graduate post-secondary credit requirements.

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## **Next Steps**

If Council approves this recommendation, College staff will work with Ministry of Education staff to develop amendments for Council's approval at a future Council meeting.

**Prepared by:**

Policy and Governance Unit

**Date:**

March 2024

## APPENDIX

### Part 1 principal's qualification

**32.** (1) The Registrar shall record on a candidate's general certificate of qualification and registration an entry for the part 1 principal's qualification if the Registrar has satisfactory evidence that the candidate has successfully completed an accredited program leading to the qualification, or a program the Registrar considers to be equivalent, and that at the time he or she was admitted to the program,

- (a) the candidate held an acceptable post-secondary degree or qualifications the Registrar considers to be equivalent to such a degree;
- (b) the candidate had an entry on his or her general certificate of qualification and registration for qualification in grades 9 and 10 in a technological education subject listed in Schedule B or in the intermediate division in a general education subject listed in Schedule A, and entries for qualification in any two of,
  - (i) the primary division,
  - (ii) the junior division, and
  - (iii) either grades 11 and 12 in a technological education subject listed in Schedule B or the senior division in a general education subject listed in Schedule A;
- (c) the candidate had at least five school years of successful classroom teaching experience in a school providing elementary or secondary education, verified by the appropriate supervisory officer or the appropriate supervisory official; and
- (d) the candidate had any one of,
  - (i) two specialist or honour specialist qualifications,
  - (ii) one specialist or honour specialist qualification and successful completion of at least one-half the number of graduate post-secondary credits required to qualify for a master's degree granted by an institution identified in clause (a) or (b) of the definition of "acceptable post-secondary degree" in subsection 1 (1),
  - (iii) master's degree for which the candidate was required to complete at least 30 graduate post-secondary credits or their equivalent, or a doctorate, where the master's degree or doctorate was granted by an institution identified in clause (a) or (b) of the definition of "acceptable post-secondary degree" in subsection 1 (1), or
  - (iv) successful completion of at least 30 graduate post-secondary credits or their equivalent, completed at an institution identified in clause (a) or (b) of the definition of "acceptable post-secondary degree" in subsection 1 (1). O. Reg. 176/10, s. 32 (1).

(1.1) An entry on a candidate's general certificate of qualification and registration indicating that he or she has qualifications in three subjects listed in Schedule F is deemed to be equivalent to one specialist or honour specialist qualification for the purposes of subclause (1) (d) (i). O. Reg. 176/10, s. 49 (4).

(2) To fulfil a requirement in subclause (1) (d) (ii), (iii) or (iv) relating to the completion of graduate post-secondary credits or their equivalent, the credits or their equivalent must have been completed by the candidate in addition to any credits that he or she was required to complete to be granted a general certificate of qualification and registration.

### **Part 2 principal's qualification**

**33.** (1) The Registrar shall record on a candidate's general certificate of qualification and registration an entry for the part 2 principal's qualification if the Registrar has satisfactory evidence that the candidate has successfully completed an accredited program leading to the qualification, or a program the Registrar considers to be equivalent, and a leadership practicum acceptable to the Registrar, and that at the time he or she was admitted to the program,

- (a) the candidate's general certificate of qualification and registration had an entry for the part 1 principal's qualification; or
- (b) the candidate held or was deemed to hold,
  - (i) an interim or permanent Elementary School Principal's Certificate,
  - (ii) an interim or permanent Secondary School Principal's Certificate, Type B,
  - (iii) an interim or permanent Vocational School Principal's Certificate,
  - (iv) an interim Secondary School Principal's Certificate, or
  - (v) an interim Secondary School Principal's Certificate, Type A. O. Reg. 176/10, s. 33 (1).

(2) A person holds principal's qualifications if the person's general certificate of qualification and registration indicates the part 2 principal's qualification. O. Reg. 176/10, s. 33 (2).



# Briefing Note

## Math Proficiency Test – Consequential Amendments

### Issue

As a result of an Ontario Court of Appeal decision released on November 28, 2023, the Government of Ontario will reinstate the Math Proficiency Test (the “MPT”) as a requirement for certification with the Ontario College of Teachers. However, since the introduction of the MPT through O. Reg. 271/19 (the “MPT Regulation”) in 2019, many provisions of the regulation are now out-of-date and require changes.

As a result of these impending changes to the MPT Regulation, the College requires Council authorization to begin working with Ministry of Education staff to determine required consequential amendments to O. Reg. 176/10 (the “Teachers’ Qualifications Regulation”).

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### Background

When legislated in 2019, the MPT was announced by the Minister of Education as a critical component of the government’s math strategy, with the ultimate goal of strengthening student achievement in math. Hence, in August 2019, the *Ontario College of Teachers Act* (the “Act”) was amended to introduce the MPT as a certification requirement (with a March 2020 effective date) and a supporting MPT Regulation was introduced. This MPT Regulation included operational details required to launch the MPT, including how the test was to be administered, who was required to pass the test, and conditions for Ontario

applicants to pass the MPT by the end of 2021.

The original MPT Regulation was deemed unconstitutional by the Ontario Divisional Court in December 2021, and the Divisional Court’s decision was subsequently set aside by the Ontario Court of Appeal in November 2023. Due to the passage of time because of these legal processes, the MPT Regulation in its current state is inoperable because it includes a timeline that is now out-of-date.

The Ministry of Education has announced a proposal to amend the MPT regulation to introduce new timelines and operational details. This proposal is currently under development and the Ministry has invited feedback from stakeholders and the public. The proposal calls for the MPT to be relaunched at the beginning of the 2025 calendar year and for the Education Quality and Accountability Office (the “EQAO”) to develop the MPT and also serve as test administrator.

The Ministry is consulting with the College, EQAO and other stakeholders to establish the new requirements and timelines for the MPT.

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### Recommendation

In light of the Ministry of Education’s impending reintroduction of the MPT, it is requested that Council approve the following motion:



**That Council write to the Minister of Education to request that Ministry of Education staff work with College staff to determine how the reintroduction of the MPT impacts applicants, and develop consequential amendments to the Teachers' Qualifications Regulation for Council consideration.**

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### **Next Steps**

If Council approves the proposed motion, College staff will work with staff at the Ministry of Education to develop amendments to the Teachers' Qualifications Regulation that will be brought forward to a future Council meeting for consideration.

**Prepared by:**

Policy and Governance Unit

**Date:**

March 2025