

Office of the  
*fairness*  
commissioner

Bureau du  
commissaire à  
*l'équité*



*Study of Registration Practices of the*

**ONTARIO COLLEGE OF TEACHERS, 2007**

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The Office of the Fairness Commissioner is an arm's-length agency of the Ontario government, established under the Fair Access to Regulated Professions Act, 2006. Its mandate is to ensure that certain regulated professions have registration practices that are transparent, objective, impartial and fair.

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## 1. INTRODUCTION

The Office of the Fairness Commissioner (OFC) undertook a study of registration practices of Ontario's regulated professions during the fall and winter of 2007–2008. The purpose of the study was to understand each regulated profession's 2007 registration practices and to establish baseline data and information to enable the OFC to measure progress as it fulfills its mandate under the Fair Access to Regulated Professions Act, 2006.

This report reflects the registration practices of the Ontario College of Teachers (OCT) as of December 31, 2007. Information in this report was gathered from:

- face-to-face meetings with registration staff of the regulatory body
- additional documentation provided by the regulatory body
- relevant websites
- career maps for the profession posted on the Ministry of Citizenship and Immigration's website (where applicable).

The Ontario College of Teachers also provided registration information and statistics for 2005, 2006 and 2007 through a standard spreadsheet designed by the OFC.

An analysis and summary of the findings for all of the regulated professions is contained in the OFC's *Ontario's Regulated Professions: Report on the 2007 Study of Registration Practices*.

## 2. BACKGROUND OF THE REGULATORY BODY

### A. Legislation

The Ontario College of Teachers (OCT) operates in accordance with the Ontario College of Teachers Act, 1996 and regulations made under this act.

### B. Protected Titles

The OCT is the self-regulatory body for teachers in Ontario. To teach in Ontario's publicly funded schools, a teacher must be certified by the Ontario College of Teachers.

### C. Definition of the Profession

The Education Act, 1990 defines a "teacher" as a member of the OCT.

Teachers are responsible for:

- Preparing lesson plans and teaching classes
- Encouraging students in their studies and evaluating student work and progress
- Supervising students' behaviour and maintaining classroom discipline
- Demonstrating good citizenship and respect for all groups of people
- Acting as teacher-advisers for students in Grades 7–11; for example, helping students complete their annual education plans and monitoring their school performance and progress toward their career goals.

Principals are responsible for the organization and management of individual schools, including any budget assigned to the school by the school board. They are also responsible for the quality of instruction at their school and for student discipline. One or more vice principals may also be assigned to the school to help the principal with his or her work.

#### **D. Labour Market/Economic Trends**

The following labour market information is from the *Transition to Teaching 2007* report published by the OCT.

Many education graduates found it difficult to find their first Ontario teaching job in the 2006–2007 school year. Only 41 per cent of the graduates of 2006 found regular employment by spring 2007. This low job-success rate was even worse than the 51 per cent rate experienced by new graduates the year before.

The province's English-language teacher employment market is now highly competitive. New teachers compete for jobs with large numbers of surplus teachers, many of whom are still hoping to move from occasional to regular teaching jobs one, two or even three years after graduation. Many first-year teachers say there is substantial competition for longerterm, more substantial occasional assignments. They report that they find many recently retired teachers in this job market.

A large decline in annual teacher retirements, along with substantial increases in new teachers, generated a significant imbalance in teacher supply and demand. With expansion of Ontario teacher education capacity (a 28 per cent increase since 2000), increased US border college recruitment of Ontarians to programs designed for the Ontario market (up 200 per cent) and strong growth in annual intake of teachers educated in other countries (up 175 per cent), the employment market balance at the beginning of the decade had changed to a significant oversupply of teachers.

Most of Ontario's new French-language education graduates continue to find regular employment easily and early in their careers. The *Transition to Teaching* survey of the graduating class of 2006 found that fully 96 per cent of them had teaching jobs in the 2006–2007 school year.

The OCT has certified record numbers of internationally educated teachers in recent years, but most new teachers who are not originally from Canada face unemployment or significant underemployment. Despite often substantial teaching experience in other countries, very few internationally educated teachers find jobs in Ontario school boards in today's competitive teacher employment market.

### **E. New Developments Within the Profession**

The OCT has made it a priority to review its registration practices, particularly as new developments in the field of education emerge. The OCT completed an extensive province-wide consultation on its registration practices and appeal process in the fall of 2007. In February and March 2008, it conducted the Prior Learning Assessment and Recognition Policy Framework Consultation across the province with stakeholders, OCT members and agencies serving internationally educated teachers.

The OCT has become an associate member of the Canadian Network of National Associations of Regulators (CNNAR). CNNAR strives to:

- Increase the understanding of the Canadian public, governments and others, of the value of self-regulation
- Facilitate collaboration at the national level among members, federal government agencies and other national and international groups
- Monitor and respond to federal legislation and policy
- Serve as an information clearing house on common issues
- Develop and share resources.

### **F. Staffing**

The OCT has 163 full-time employees.

Of these, 59 Membership Services employees are involved in the registration process. The registration appeals process involves five full-time employees who work part-time on appeals in addition to other duties.

There is a clear distinction between the roles of the Registrar and Deputy Registrar. The Registrar is responsible for the issuing of certificates and never becomes involved in the appeals process. The Deputy Registrar is responsible for the registration appeals process.

### **3. REGISTRATION PRACTICES**

#### **A. Registration Requirements and Application Process**

An “applicant” is defined as an individual who submits an application for certification and pays the application fee.

##### **i. Basic Requirements for Registration**

To teach general studies in the publicly funded school system in Ontario, an applicant must submit evidence that he or she has successfully completed both:

- a post-secondary degree (minimum three years of full-time study)
- a one-year teacher education program that includes:
  - course work in foundations of education and in teaching methodology
  - 40 days of supervised practice teaching.

To teach technological studies, an applicant must have a secondary school diploma equivalent to the Ontario secondary school graduation diploma, have successfully completed a teacher education program and provide proof of wage-earning experience and competency in the technological study area the applicant is trained to teach.

##### **ii. Classes of Registration**

Once applicants have satisfied the basic requirements for certification, the OCT issues Ontario applicants a Certificate of Qualification and out-of-province applicants an Interim Certificate of Qualification. Both certificates are licences to teach in Ontario.

### **iii. Steps in the Application Process**

#### ***Step 1 – Initial Application***

Applicants submit a completed application form, proof of identity, a criminal record check<sup>1</sup> and a copy of any teaching certificates they have received from other jurisdictions. The OCT sets up a file and prepares a letter to the applicant listing any outstanding documents. The following documents must be sent to the OCT from the official source:

- Teacher education transcript
- Academic program transcript
- Proof of language proficiency in either English or French (if required)
- Statement of professional standing. The statement must be less than a year old by the time the OCT receives it. If the applicant was trained in another jurisdiction, the statement must verify that the applicant was authorized to teach and that his or her certificate has never been suspended, cancelled or revoked.

#### ***Step 2 – Evaluation of Credentials***

Out-of-province applicants' qualifications are evaluated within four to six weeks once all the required documents have been received by the OCT. The OCT determines if the credentials meet Ontario's standards for teachers, and then either issues a certificate or identifies steps that the applicant will have to take in order to become certified. The OCT invites applicants to its offices to find out more information, including appeal processes if the individual was not eligible to be certified.

#### ***Step 3 – Certificate of Qualification and Interim Certificate of Qualification***

*Ontario Graduates:* The OCT issues a Certificate of Qualification to applicants who have completed an Ontario teacher education program. This is a licence to teach in Ontario's publicly funded schools. Members must remain in good standing with the OCT.

*Graduates from Outside Ontario:* When an applicant who completed his or her teacher education outside of Ontario satisfies the evaluation requirements, the OCT will grant the applicant an Interim Certificate of Qualification, which is a licence to teach in Ontario's publicly funded schools. This certificate is a temporary document that lists degrees, programs of teacher education and

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<sup>1</sup> Applicants may obtain a criminal record check report from their local, regional or provincial police service in Canada. The original signed report must not be older than six months from the date the OCT receives it. The report must list all names that applicants have ever used.

qualifications. It is valid for up to six years, if applicants maintain it by paying their annual membership fee. Conditions may be placed on the certificate that applicants must satisfy before they can request a conversion to a permanent certificate. This interim certificate allows applicants to work and accumulate the equivalent of 194 days of successful teaching experience, which is required for permanent certification in Ontario.

A New Teacher Induction Program created by the Ministry of Education and delivered by school boards provides support that includes mentoring for newly certified teachers in full-time positions. Once applicants have successfully completed the New Teacher Induction Program, a notation is added to the teaching certificate. (This designation is not required for full certification.)

*Converting an Interim Certificate of Qualification to a Certificate of Qualification:* When interim certificate holders have accumulated 194 days of successful teaching experience in Ontario, and complied with any other conditions on their interim certificate, they may apply to convert their Interim Certificate of Qualification to a Certificate of Qualification. The Certificate of Qualification is issued annually as a licence to teach in Ontario, and members must remain in good standing with the OCT.

#### **iv. Process for Applicants' Request of Personal Information**

The OCT has a Request for Personal Information process that enables applicants to get a copy of their file, including third-party documents, at any stage in the application process.

## **B. Documentation Required from Internationally Trained Individuals**

### **i. Standard Documentation**

An applicant must provide the OCT with several documents, including some from the country where they completed their education, if applicable. The applicant must also arrange official translations for any document that is in a language other than English or French.

The following documents must be submitted to the OCT:

- Application form and declaration
- Photocopy of proof of identity
- Photocopy of proof of name change, if applicable
- Original Canadian criminal record check report

- Copies of teaching certificates from all jurisdictions
- Copy of Canadian employment authorization, if the applicant is not a Canadian citizen or a permanent resident of Canada.

Applicants must also contact their educational institutions and licensing authorities and ask them to send the following original documents directly to the OCT:

- Post-secondary academic records or transcripts. If applicants earned a post-secondary degree outside Canada or the United States, they should arrange for a letter to be sent to the OCT directly with the institution's seal and the signature of the Registrar. This letter should verify the applicant's name, hours of study for each course according to each term or year of study, and the name of the degree and the date it was granted.
- Teacher education academic records or transcripts. If applicants completed teacher education outside Canada or the United States, they should send the OCT an official letter with the institution's seal and the signature of the Registrar. This letter should verify the following:
  - the applicant's name
  - dates the applicant attended and completed the program
  - confirmation that degrees, diplomas or certificates were granted
  - number of hours, days or weeks, grade levels and subjects that the applicant taught in the supervised practicum
  - hours of study completed for each course according to each term or year of study
  - course description for each course within the teacher education program
  - language of instruction
  - method of delivery (in-class, distance or employment-based)
- Statement of professional standing from each jurisdiction in which he or she has been certified to teach, if applicable
- Proof of language proficiency in English or French, if applicable.

Teachers of technological studies must also submit these documents:

- Photocopy of Ontario Secondary School Diploma (Grade 12) or equivalent
- Proof of wage-earning experience
- Proof of competence.

The application will be valid for two years. If, at the end of that time, the OCT has not received all of the documents needed to evaluate the application, the process ends and the applicant will receive a notice in writing that his or her file will be closed. The applicant may also request additional time. If the applicant chooses to reapply, he or she will have to pay the application fee again and meet all requirements.

#### **ii. Options for Applicants with Unavailable/Destroyed Documents**

An applicant may be unable to obtain academic records due to political unrest. In this case, the applicant should contact the OCT's Client Services to discuss his or her situation. The applicant will be required to submit proof of attempts to obtain the required documents, as well as copies of any academic documents that he or she may have. The OCT may intervene on applicants' behalf when they provide proof that they are unable to obtain required documentation. In exceptional circumstances, the OCT will also consider alternative documents such as affidavits on a case-by-case basis.

### **C. Credential Assessment (Third Party and/or Internal)**

Once non-Ontario applicants submit their complete application package and all the required documents are received, the OCT will evaluate the courses of study to determine if the applicants' credentials meet Ontario standards for teachers. This may take four to six weeks, or even longer if further clarification of the applicant's studies is required. The OCT will notify applicants by letter about one of following outcomes:

1. The application has been accepted.
2. OCT requires more information: OCT will write to applicants for more information or clarification or write to the post-secondary institution.
3. The application has not been accepted.

The letter sent to applicants includes information about any requirements that they must fulfill. The OCT also provides an applicant with a credential brochure that offers a number of resources to help clarify these requirements. Applicants have two years to complete them. (Note: applicants are also informed that requirements for certification may change.) After two years, the assessment of qualifications is no longer valid, and applicants must reapply to the OCT and begin the registration process again.

If an application is not accepted (outcome 3, above), the applicant has the right to appeal the decision.

Applicants for membership in the OCT may not be accepted for any of the following reasons:

- They do not have the required minimum years of schooling (16 years).
- They do not meet the language proficiency requirement.
- Their degree is not from an acceptable post-secondary institution.
- Their degree is not considered equivalent to an acceptable three-year degree.
- Their teacher education program did not meet Ontario requirements.

A teacher education program may not satisfy Ontario's requirements for any of the following reasons:

- It was conducted at the secondary school level.
- It was not equivalent to one full year of study in the country of initial certification.
- It was completed by correspondence or was conducted completely by distance education.
- It did not focus on the equivalent of two consecutive divisions of the Ontario school system (Primary and Junior, Junior and Intermediate, or Intermediate and Senior).
- It included transfer credits from previously completed academic course work.

The OCT has six evaluators, none of whom are members of the profession. They receive ongoing training to carry out assessments each year. The Manager of Evaluation Services is a member of the profession.

## **D. Academic/Program Requirements**

### **i. Teachers of General Studies**

Applicants who want to become registered as teachers of general studies must meet the following academic requirements.

#### ***An Acceptable Post-secondary Degree***

The applicant's degree must be from a post-secondary institution that is accredited in the jurisdiction where the institution is located.

### ***Graduation from a Valid Teacher Education Program***

The applicant's education as a teacher must have been completed at the post-secondary level. The program must certify/authorize applicants to teach in schools operated for the public in the country, province or state where the applicant completed it. The year of study must contain the following:

- Course work in teaching methods: training in how to teach students in particular grades or subject areas
- Course work in education foundations: history, philosophy and psychology of education
- A minimum of 40 days of practice teaching supervised by the program provider. (If the amount of practice teaching in the program is inadequate, the OCT may give the applicant credit for work he or she has done as a certified teacher.)
- Course work in methodology appropriate for teaching the equivalent of two consecutive divisions of the Ontario school system: Primary and Junior divisions (Kindergarten to Grade 6), Junior and Intermediate divisions (Grades 4 to 10) or Intermediate and Senior divisions (Grades 7 to 12)
- Training in required subjects:
  - Teacher education for the Primary and Junior divisions requires training in every subject area taught in Ontario elementary schools.
  - Teacher education for the Intermediate and Senior divisions must prepare teachers to deliver the curriculum of specific subjects taught in Ontario schools.

### **ii. Teachers of Technological Studies**

Technological studies teachers are not required to have a degree. Applicants must prove that they meet the following requirements:

- They have completed a teacher education program.
- They have completed secondary school.
- They have five years of paid trade experience in the technology studies area that they were trained to teach. Proof of this experience can be provided in a number of ways: for example, letters of reference, statements from accountants and proof-of-income statements. Note that teaching experience is not considered trade experience.
- They are competent in the technological studies area they were trained to teach. A certificate of qualification in a licensed trade or letters of reference from employers will be considered as proof of competence in the trade.

The technological studies subject areas include the following:

- communication
- construction
- health and personal services
- hospitality and tourism
- manufacturing
- technological design
- transportation.

## **E. Work Experience Requirements**

### **i. Teachers of General Studies**

There is no work experience requirement for registration. However, an acceptable teacher education program must include a minimum of 40 days of supervised practice teaching. For those educated outside Ontario, the OCT will consider teaching experience after certification in another jurisdiction as a substitute for supervised practice teaching.

### **ii. Teachers of Technological Studies**

Applicants who are applying to teach technological studies must have five years of related wage-earning, business or industrial experience in the area(s) of technological studies covered by the teacher education program.

Note:

- A maximum of three years of post-secondary education in a trade may be substituted for up to three of the five years of required work experience.
- At least 16 months of the required work experience must be continuous employment.
- Teaching experience may not be substituted for the required work experience.

## **F. Examinations**

There are no entry-to-practice examinations.

## G. Language Requirements

There are four ways to satisfy the language requirement for registration, described in the following four sub-sections.

### i. Teacher Education Completed in English

Applicants who have completed a teacher education program in English in one of the following countries satisfy the requirement for English and do not have to send proof of language proficiency:

Anguilla	Cayman Islands	St. Vincent
Antigua and Barbuda	Dominica	Seychelles
Australia	Ghana	Sierra Leone
Bahamas	Grenada	Trinidad and Tobago
Barbados	Guyana	Turks and Caicos Islands
Belize	Jamaica	United Kingdom
Benin	Montserrat	Uganda
Bermuda	Nigeria	United States
Botswana	New Zealand	US Virgin Islands
British Virgin Islands	Republic of Ireland	Zambia
Cameroon	Saint Kitts and Nevis	Zimbabwe
Canada	St. Lucia	

### ii. Teacher Education Completed in French

Applicants who have completed a teacher education program in French in one of the following countries satisfy the requirement for French and do not have to send proof of language proficiency:

Benin	France	Luxembourg
Canada	French Guyana	Mali
Cameroon	Guadeloupe	Monaco
Congo — Democratic Republic	Guinea	Seychelles
Congo — Republic	Haiti	Senegal
	Ivory Coast	

### **iii. Completion of English or French Education in Another Country**

If an applicant completed any one of the following three parts of his or her education in English or French in a country other than those specified in sections i and ii above, then that satisfies the requirement for English or French:

- elementary education
- secondary *and* post-secondary education
- teacher education

The applicant must arrange for the educational institution to send a letter directly to the OCT confirming that the language of instruction was English or French at the time the applicant attended the institution.

### **iv. Achievement of Acceptable Test Scores on a Language Proficiency Test**

Applicants may also demonstrate language fluency by submitting acceptable scores from one of the following three tests. Applicants are responsible for the cost of the language proficiency test. Test costs may vary.

#### ***Test of English as a Foreign Language, Internet-based Test (TOEFL iBT)***

This is a single integrated Internet-only test provided by the Education Testing Service (ETS). The OCT requires an overall score of 103 on this test, with scores of at least 23 in listening, 24 in reading, 28 in writing and 28 in speaking.

#### ***International English Language Testing System (IELTS) (academic test only)***

The OCT requires proof of an overall score of at least 7 on the IELTS (academic test only), with scores of at least 6.5 in reading and listening and scores of at least 7 in writing and speaking.

#### ***Test pour étudiants et stagiaires au Canada (TESTCan)***

The OCT requires minimum scores of 5 in writing, 5 in reading, 5 in listening and 4.5 in speaking.

## H. Fees<sup>2</sup>

Fee	
Evaluation fee (non-refundable) <sup>3</sup>	\$222
Registration fee (non-refundable)	\$123
Annual membership fee (paid after the application has been completed)	\$104
Fee for an appeal	\$99

## I. Third Parties

Name of Third Party	Relationship to Regulatory Body
Ontario district school boards, school authorities and private schools	Provide required teaching experience.
Ontario faculties of education	Offer a variety of additional qualification courses.
Teach in Ontario	Provides employment preparation resources to internationally trained teachers.
Education Testing Service (ETS)	Administers English language proficiency test.
International English Language Testing System (IELTS)	Administers English language proficiency test.
TESTCan	Administers French language proficiency test.

<sup>2</sup> All fees shown include applicable taxes.

<sup>3</sup> Ontario graduates do not pay the evaluation fee, because they are from accredited schools.

## **J. Typical Length of the Registration Process**

Once the OCT has received all the required documentation, the registration process takes four to six weeks. The time that it takes for applicants' documents to reach the OCT depends on where the documents are coming from.

## **K. Accredited Programs**

The OCT only accredits programs in Ontario. Applicants who completed programs outside Ontario must go through the OCT's credential assessment process.

The following institutions in Ontario offer teacher education programs accredited by the OCT.

- Brock University, St. Catharines
- Charles Sturt University, Burlington
- Lakehead University, Thunder Bay
- Laurentian University, Sudbury (offers English and French programs)
- Niagara University (Ontario campus), Toronto and Markham
- Nipissing University, North Bay
- OISE/University of Toronto, Toronto
- Queen's University, Kingston
- Redeemer University College, Ancaster
- State University of New York (SUNY) College at Potsdam (Ontario campus), Ottawa
- Trent University, Peterborough
- Tyndale University College, Toronto
- University of Ontario Institute of Technology, Oshawa
- University of Ottawa, Ottawa (offers English and French programs)
- University of Western Ontario, London
- University of Windsor, Windsor
- Wilfrid Laurier University, Waterloo
- York University, Toronto

## **L. Internal Review/Appeal Process**

When an evaluation of an application has been completed:

- If the application is moving toward refusal, the Evaluation Services Unit Review Committee (an internal staff committee) provides a further internal review of the application.
- If the application is moving toward certification, the senior evaluator provides the internal review.

If the Evaluation Services Unit Review Committee recommends refusal of an application, the Registrar reviews the file, and decides whether to support the recommendation.

If the Registrar denies certification, the applicant may appeal. Information about the appeals process is available on the OCT's website. The basic steps are discussed below.

### **i. Initiating an Appeal**

To initiate an appeal of the Registrar's decision to deny certification, the applicant submits a written request to the Registration Appeals Committee.

The applicant's physical file and the appeal process and administration are taken over by the Policy Unit in Corporate and Council Services under the direction of the Deputy Registrar. This unit supports the work of the Registration Appeals Committee.

The functions of the Registration Appeals Committee are clearly defined in the Ontario College of Teachers Act, 1996, and the OCT communicates with the applicant at every stage.

The Registration Appeals Committee is a statutory committee of the governing council. It is composed of three elected members who are certified teachers in Ontario, and two appointed members (not members of the profession) appointed by the government. All five are members of the OCT council.

### **ii. Responding to the Request for Appeal**

Within 10 days of receiving the applicant's request for an appeal, the OCT sends the applicant an appeals package, which includes copies of the documents the Registrar used to determine the denial of certification. At this point, the applicant may provide further written submissions.

Copies of the applicant's file are sent to the committee members before the appeal meeting. During the meeting, the Director of Membership Services makes a presentation on the documents that supported the recommendation of the Evaluation Services Unit and the Registrar's decision. The Policy Unit's Policy Analyst presents any additional information provided by the applicant.

### **iii. Notifying the Applicant of the Appeal Decision**

All decisions are provided in writing to the applicant. In most cases, a decision is rendered within 120 days from the date of appeal.

## **4. BRIDGING PROGRAMS**

The Teach in Ontario program is in its fourth year, and includes OCT, teachers federations and immigrant-serving agencies. This program had three initial objectives:

- To ensure more information is available to applicants
- To provide language upgrading
- To offer a six-week program through local agencies.

The program is now focusing less on supporting applicants in obtaining licensure and more on helping them obtain teaching employment in Ontario.

The program now includes a segment on classroom observation. It is also piloting a new orientation program for teaching in Ontario, to support job readiness for new teachers.

## **5. MUTUAL RECOGNITION AGREEMENTS**

Since 1999 there has been a mutual recognition agreement (MRA) in principle between all the Canadian provinces. The MRA is scheduled to be signed by the end of 2008 and to be in force in April 2009.

## **6. APPLICANTS' INTERACTIONS WITH REGULATORY BODY**

### **A. Nature and Frequency of Communication**

The OCT's contact with applicants is individualized and can be daily in some cases. Contact methods include outgoing communication, letters, call centre contact, e-mail, telephone and an information counter for walk-in inquiries.

On a typical day, the information counter services 60 to 80 visitors, most of whom are internationally educated teachers asking for a review of their documentation. Of all calls received by the call centre, 50 to 60 per cent are from internationally trained individuals.

The OCT also hosts monthly sessions on the following:

- how to apply
- help for those unable to obtain documents
- next steps after an application is denied
- understanding a certificate.

## **B. Backlogs**

There is no backlog in the registration process. It takes only 10 days to set up a file, the OCT certifies applicants year-round, and there are no cyclical increases in applications from internationally trained applicants.

## **C. Complaints Regarding the Registration Process**

The first point of contact for a dissatisfied applicant is the call centre. Issues that cannot be resolved at that point are escalated to the Director of Membership Services, then the Deputy Registrar or Registrar. Applicants can request an in-person meeting and can contact the OCT in writing or by phone.

## **7. CHANGES SINCE THE 2005 SURVEY**

The Ministry of Citizenship and Immigration conducted a survey in 2005 to collect information about occupational regulatory bodies in Ontario.

In 2007 the OCT implemented a policy change regarding teacher education programs that have been delivered in part via distance education. The OCT will recognize up to 60 per cent of a program completed via distance education, and requires that two additional basic qualification courses be completed in-classroom. The OCT has contacted applicants who were refused under the previous policy up to two years earlier, to enable them to reopen their files.

The OCT has recently reviewed registration practices for compliance with the Fair Access to Regulated Professions Act, 2006.

## 8. REGISTRATION INFORMATION AND STATISTICS

Definitions used in these tables:

**Alternative class of licence:** a class of licence that enables its holder to practise with limitations; additional registration requirements must be met in order to be fully licensed. Alternative classes of licence granted by the Ontario College of Teachers are specified under the tables below.

**Applicant:** a person who has applied to start the process for entry to the profession.

**Applicant actively pursuing licensing:** an applicant whose application is still in progress.

**Inactive applicant:** an applicant who had no contact with the Ontario College of Teachers within the year specified. The OCT does not track this information.

**Member:** a person who is currently able to teach in Ontario's publicly funded schools.

### Languages in which application information materials were available

Language	2005	2006	2007
English	Yes	Yes	Yes
French	Yes	Yes	Yes
Other(s)			

### Countries where internationally educated applicants were initially trained in teaching

Applications Received <sup>1</sup>	2005	2006	2007
Largest number	Australia	Australia	Australia
Second-largest number	India	India	India
Third-largest number	Scotland	New Zealand	New Zealand
Fourth-largest number	New Zealand	England	Scotland
Fifth-largest number	England	Scotland	England

<sup>1</sup> Does not include the United States.

### Staff employed by the Ontario College of Teachers

Number of Staff	2005	2006	2007
Involved in registration process	53	53	59
Involved in appeals process	5	0	5

### Jurisdiction<sup>1</sup> where members were initially trained in teaching (before they were certified by the Ontario College of Teachers to teach in publicly funded schools in Ontario)

Members	Ontario	Other Canadian Provinces	USA	Other International	TOTAL <sup>2</sup>
Total members	70,712	4,593	10,330	9,964	212,739
Non-practising members <sup>3</sup>	6,180	802	304	407	161,171

<sup>1</sup> “Jurisdiction” reflects the country where the member was originally educated to teach — even if he or she completed a teacher education program in Ontario.

<sup>2</sup> All numbers in the **total** column include members whose original teacher training occurred in an unknown jurisdiction.

<sup>3</sup> Members with a status of “retired” or “suspended — non-payment of fees” as of December 31, 2007

### Applicants processed by the Ontario College of Teachers in 2005

<b>Jurisdiction<sup>1</sup> where members were initially trained in teaching (before they were granted use of the protected title or professional designation in Ontario)</b>					
<b>In 2005 (Jan. 1 to Dec. 31)</b>	<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>TOTAL<sup>2</sup></b>
New applications received	8,580	565	1,825	1,921	12,929
Applicants actively pursuing licensing	9,671	1,118	2,601	4,200	17,838
Inactive applicants	N/A	N/A	N/A	N/A	N/A
Applicants who met all requirements and were authorized to become members but did not become members	0	54	18	23	95
Applicants who became members	8,110	563	1,654	1,568	11,996
Applicants who were authorized to receive an alternative class of licence <sup>3</sup> but were not issued a licence	0	N/A	N/A	N/A	N/A
Applicants who were issued an alternative class of licence <sup>3</sup>	104	563	1,654	1,568	3,917

<sup>1</sup> “Jurisdiction” reflects the country where the member was originally educated to teach — even if he or she completed a teacher education program in Ontario.

<sup>2</sup> All numbers in the **total** column include applicants whose original teacher training occurred in an unknown jurisdiction.

<sup>3</sup> Certificate of Qualification (Limited), Certificate of Qualification (Limited, Restricted), Interim Certificate of Qualification and Interim Certificate of Qualification (Limited). The interim certificates are temporary licences.

### Applicants processed by the Ontario College of Teachers in 2006

<b>Jurisdiction<sup>1</sup> where members were initially trained in teaching (before they were granted use of the protected title or professional designation in Ontario)</b>					
<b>In 2006 (Jan. 1 to Dec. 31)</b>	<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>TOTAL<sup>2</sup></b>
New applications received	9,213	545	1,967	1,967	13,720
Applicants actively pursuing licensing	10,765	1,085	2,899	4,263	19,277
Inactive applicants	N/A	N/A	N/A	N/A	N/A
Applicants who met all requirements and were authorized to become members but did not become members	0	39	39	30	108
Applicants who became members	8,435	460	1,893	1,466	12,356
Applicants who were authorized to receive an alternative class of licence <sup>3</sup> but were not issued a licence	0	N/A	N/A	N/A	0
Applicants who were issued an alternative class of licence <sup>3</sup>	171	460	1,893	1,466	4,063

<sup>1</sup> “Jurisdiction” reflects the country where the member was originally educated to teach — even if he or she completed a teacher education program in Ontario.

<sup>2</sup> All numbers in the **total** column include applicants whose original teacher training occurred in an unknown jurisdiction.

<sup>3</sup> Certificate of Qualification (Limited), Certificate of Qualification (Limited, Restricted), Interim Certificate of Qualification and Interim Certificate of Qualification (Limited). The interim certificates are temporary licences.

### Applicants processed by the Ontario College of Teachers in 2007

<b>Jurisdiction<sup>1</sup> where members were initially trained in teaching (before they were granted use of the protected title or professional designation in Ontario)</b>					
<b>In 2007 (Jan. 1 to Dec. 31)</b>	<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>TOTAL<sup>2</sup></b>
New applications received	8,072	490	1,794	1,908	12,801
Applicants actively pursuing licensing	10,397	1,111	2,803	4,563	19,659
Inactive applicants	N/A	N/A	N/A	N/A	N/A
Applicants who met all requirements and were authorized to become members but did not become members	0	106	166	238	515
Applicants who became members	8,626	489	1,754	1,440	12,404
Applicants who were authorized to receive an alternative class of licence <sup>3</sup> but were not issued a licence	0	N/A	N/A	N/A	0
Applicants who were issued an alternative class of licence <sup>3</sup>	155	489	1,754	1,440	3,878

<sup>1</sup> “Jurisdiction” reflects the country where the member was originally educated to teach — even if he or she completed a teacher education program in Ontario.

<sup>2</sup> All numbers in the **total** column include applicants whose original teacher training occurred in an unknown jurisdiction.

<sup>3</sup> Certificate of Qualification (Limited), Certificate of Qualification (Limited, Restricted), Interim Certificate of Qualification and Interim Certificate of Qualification (Limited). The interim certificates are temporary licences.

## 9. SOURCES

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Representatives of the Ontario College of Teachers met with staff of the Office of the Fairness Commissioner on January 11, 2008, to provide further information for this study.

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