



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

2025 Fair Registration Practices Report



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Background

Under Section 20 of the *Fair Access to Regulated Professions and Compulsory Trades Act, 2006* (FARPACTA), which is substantially similar to Section 22.7(1) of Schedule 2 of the *Regulated Health Professions Act, 1991* (RHPA),

"A regulated profession shall prepare a fair registration practices report annually or at such other times as the Fairness Commissioner may specify or at such times as may be specified in the regulations."

Section 23 of FARPACTA and Section 22.9 of Schedule 2 of the RHPA then go on to indicate that the Fairness Commissioner shall specify the form in which these reports shall be prepared, along with the required filing dates. This section also stipulates that a regulator must make these reports public.

It is pursuant to these authorities that the Office of the Fairness Commissioner (OFC) has required that each regulator complete its annual Fair Registration Practices Report (FRP). Please note that this report covers the time-period from January 1 to December 31, 2025.

The FRP:

- Collects information about the organization, applicants to the profession and current membership.

- Provides information to the public about how the organization has implemented fair registration practices during the reporting period.
- Helps the OFC to successfully undertake the education and compliance activities which include monitoring, applying a risk-informed compliance framework, assessing performance, and sharing best practices.
- Determines whether the regulator is complying with recently enacted legislative and regulatory provisions designed to reduce barriers for domestic labour mobility and internationally trained applicants.
- Identifies trends across regulated professions and regulated health colleges.

OFC Response

Organization Information

Organization name:

Ontario College of Teachers

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Registration Requirements

Applicants to the regulated professions and compulsory trades must fulfil registration requirements to practice their profession or use a professional title.

This section summarizes registration requirements for each profession or trade regulated by Ontario College of Teachers. Licensing requirements (brief description for each requirement listed):

Profession/Trade Name:

Teacher

Academic Requirement:

To teach in Ontario's publicly funded schools, a teacher must be certified by the Ontario College of Teachers (the College). To be certified, teachers must have completed a minimum three-year postsecondary degree, which must

include the equivalent of at least three years of full-time study or 90 credits or the equivalent beyond the Ontario secondary school diploma (Grade 12) or its equivalent. The degree must come from an accredited postsecondary institution acceptable to the College.¹

Additionally, teachers must have successfully completed an accredited four-semester teacher education program.

Language Requirements

The College must have proof that an applicant is able to communicate effectively in English or French.

An applicant meets the College's language proficiency requirements if they:

- Have completed a teacher education program entirely in English or French in a country listed on the College's [website](#), and the program is deemed acceptable by the College.

- Have completed a teacher education program in a country not included on the College's list but have obtained certification in another Canadian jurisdiction, where their language proficiency was assessed and met that jurisdiction's requirements at the time of certification.

An applicant must provide proof of language proficiency if they:

- Have completed a teacher education program in a country not included on the College's list.
- Have completed a teacher education program in a country not included on the list and obtained certification in another Canadian jurisdiction that did not require proof of language proficiency at the time of certification.

Additionally, applicants may submit proof of language proficiency as follows:

- If one year of postsecondary education was completed entirely in English or

¹ There are alternative certification pathways that do not require a postsecondary degree: Technological education trade experience, Indigenous ancestry, Indigenous language proficiency

French, an applicant can request the institution to send a letter to the College confirming that the language of instruction for the year was English or French when the applicant attended.

- If elementary and secondary education was completed entirely in English or French, an applicant can request the institution to send a letter directly to the College confirming that the language of instruction for the entire duration of the programs was English or French.

Applicants may also demonstrate language proficiency by passing a language proficiency test. The College has set minimum acceptable scores for several tests to determine proficiency in English and French, which can be found on the College's [website](#).

Experience Requirement

To be certified, teachers must have successfully completed an accredited four-semester teacher education program. In the Canadian postsecondary system, an

academic year is usually comprised of two semesters.

The four-semester teacher education program consists of the following:

- education foundations (i.e. the history, philosophy and psychology of education)
- teaching methods suitable for two teaching qualifications in Ontario (i.e. how to teach students in particular grades or subjects)
- practice teaching – a minimum of 80 days of practice teaching supervised by the program provider
- other areas of education to support methodology coursework, such as classroom management, how to use research data and new technology, supporting students with special learning needs and those from diverse communities.

A teacher education program must be academic, not employment-based, and completed at the postsecondary

level. It must also lead to certification or authorization to teach in the jurisdiction where an applicant has completed the program. The College will also consider programs that include academic and teacher education courses, provided they consist of a combination of three years of academic coursework and four semesters of teacher education coursework. The College determines the duration of teacher education coursework based on one academic year of study (the equivalent of two semesters) in a program.

If a program lacks the minimum 80 days (400 hours) of practice teaching, the College will accept 80 days of teaching experience as a certified teacher. If an applicant completed a teacher education program outside Canada and did not complete at least 80 days of practice teaching as part of their program, but completed at least 80 days of teaching experience, a letter from an education authority or a principal can be sent directly to the College. Information on registration

requirements is available in the College's [registration guides](#).

Additional Information on Licensing Requirements (optional)

As of February 1, 2025, successfully completing the Mathematics Proficiency Test (MPT) is a certification requirement for most applicants. Information on how the MPT requirement applies to various groups can be found on the College's [website](#).

Teacher applicants must also demonstrate that they are of good character to be able to teach in Ontario. To assess professional suitability, the College requires applicants to provide:

- a current Canadian criminal record check report
- complete responses to the Applicant Declaration questions in the online application about their suitability for registration.

The Applicant Declaration is part of the online application and provides the

College with information necessary to assess professional suitability. It includes questions about an applicant's certification/authorization to teach in other jurisdictions, previous professional disciplinary proceedings or actions and criminal background. The complete Applicant Declaration is contained in the online application.

If a teacher education program was completed in a jurisdiction outside Ontario, a teacher applicant must also provide a teaching certificate and statement of professional standing from that jurisdiction, even if they never taught there, to demonstrate professional suitability. If an applicant is or was authorized or certified to teach in a jurisdiction outside Ontario, a teaching certificate and statement of professional standing from each applicable jurisdiction must be provided to the College.

All Ontario Certified Teachers (OCTs) and applicants for College certification

are required to successfully complete the online Sexual Abuse Prevention Program (SAPP).

Ontario applicants and internationally educated teacher (IET) applicants must successfully complete the SAPP to be considered eligible for certification. All Canadian certified teachers applying to the College under the *Ontario Labour Mobility Act* (OLMA) must successfully complete the SAPP within one year of their certification date. The program is offered online at no cost.

Third Party Assessments

Third party organizations that assess qualifications on behalf of the regulator.

Fair access legislation requires regulators to take reasonable measures to ensure that any third parties undertake assessment of qualifications in a way that is transparent, objective, impartial and fair.

Ontario College of Teachers takes the following measure(s) to ensure fair and timely assessments:

Not Applicable.

Accomplishments, Risks and Mitigations

Key accomplishments and risks pertaining to fair registration practices during the reporting period are summarized below.

Accomplishments

1. Leadership Pathways

At a special meeting on November 20, 2025, the College's Council approved regulations that eliminate a longstanding barrier to leadership positions for teachers of technological education, Indigenous languages, and teachers who are of Indigenous ancestry, who do not hold an acceptable postsecondary degree, and who have completed an accredited program of initial teacher education.

Experienced OCTs can now enroll in Part 1 of the Principal's Qualification Program (PQP). Upon completion of Part 1 of the PQP, these OCTs will be eligible to enroll in Part 2 of the PQP.

The alternate leadership pathways were developed based on feedback received in focus groups with several education partners including the Ontario Principals' Council (OPC), the Catholic Principals' Council of Ontario (CPCO), the Association des directions et des directions adjointes des écoles franco-ontariennes (ADFO), First Nations, Métis, and Inuit educators, technology education teachers and the Ontario Council for Technology Education (OCTE).

These education partners helped to bring focus to the skills and competencies required to be an administrator in today's Ontario context.

The new pathways set out relevant courses for skill and knowledge development for those who bring lived experience from other domains. This collaborative effort will help expand leadership opportunities for OCTs and increase the number of qualified leaders available for

Ontario schools while addressing a longstanding barrier affecting OCTs who were unable to pursue leadership positions because they did not meet the degree requirement for admission to Part 1 of the PQP.

2. "As of Right"

Effective January 1, 2026, amendments to the *Ontario Labour Mobility Act, 2009* enable labour mobility applicants to obtain expedited teacher certification through the Ontario College of Teachers. Teachers in good standing and already certified in other Canadian jurisdictions can now apply "As of Right" for deemed certification.

Upon the assessment and verification of minimum requirements, these applicants will be granted a Certificate of Qualification and Registration (CQR) valid for up to six months. The "As of Right" (AOR) model ensures that qualified professionals can begin teaching while they work toward

completing their full application, which includes the subsequent submission of supporting evidence such as academic transcripts. During the deemed certification period, these teachers are members of the College, subject to all professional standards, obligations, and disciplinary processes that apply to all OCTs.

Under the new AOR framework, labour mobility applicants are certified within 10 business days and continue to hold certification for six months while a full assessment of all academic documentation is completed. Their education history and specific subject qualifications are updated on the public register within 30 calendar days of the College receiving a complete application including all required documents and information to the satisfaction of the Registrar.

The College ensured full compliance with the new regulatory requirements

while advancing corresponding updates to the online application system, which was made available as of January 1, 2026, for labour mobility applicants seeking certification through this pathway. In parallel, the College developed a dedicated landing page, including comprehensive FAQs to guide applicants.

3. New Online Application

On November 10, 2025, the College launched its new online application platform which is designed to make the certification process more efficient and accessible for applicants. The redesigned system was developed in accordance with the *Accessibility for Ontarians with Disabilities Act* (AODA) and uses dynamic question flows, so applicants are only asked what is relevant to their individual circumstances. It offers a more intuitive experience, helping applicants track progress and exchange information with the College more effectively.

Some key features of the new platform include a new message centre to stay up to date with important notices about the application process, reducing reliance on email notifications. In addition, the new online application features an upgraded status page which clearly shows which documents have been received, processed, or are outstanding. It also indicates which documents an applicant can submit themselves and which must come directly from the granting institution. Lastly, the new online application uses responsive web design, enabling seamless access and automatic screen adaptation across all devices to allow for enhanced applicant experience and accessibility.

4. Alternative Documentation Policy and Parallel Processing Plan

On July 1, 2025, the *Fair Access to Regulated Professions and Compulsory Trades Act*, 2006 (FARPACTA) and its regulations were amended to require regulators to develop an Alternative

Documentation Policy and a Parallel Processing Plan with both the policy and plan due to the Office of the Fairness Commissioner (OFC) by January 1, 2026.

An Alternative Documentation Policy allows for the consideration of alternatives to documentation requirements in the certification process in exceptional circumstances. For example, consideration of alternative documentation should an applicant be unable to obtain documentation from an educational institution in a jurisdiction that is experiencing conflict. The College's approach to developing the Alternative Documentation Policy was to undertake a comprehensive review and refinement of the existing alternative documentation protocol to ensure full alignment with applicable legislative requirements and regulatory expectations.

A Parallel Processing Plan sets out how the College will support the ability of applicants to complete aspects of the application process simultaneously. In submitting its Parallel Processing Plan for OFC review, the College noted how its current registration practices already enable multiple registration processes to take place concurrently and how it permits applicants to complete multiple parts of the registration process simultaneously.

A draft version of the Alternative Documentation Policy was submitted to the OFC for review in September, and a draft of the Parallel Processing Plan was submitted in late fall. Final versions of both the policy and the plan were subsequently submitted at year-end.

Risks and Mitigations

Risk 1

"As of Right"

Mitigation Measure

While applicants must be in Good Standing, there is a risk that complex disciplinary histories in other provinces may not be fully captured by the minimum document set (identity, criminal check, and out-of-province certificate). To mitigate this, the College requires a mandatory attestation and specific declarations regarding past or pending proceedings. If an applicant discloses any "terms, conditions, or limitations" on their current certificate, this triggers a manual review and assessment phase to determine their eligibility for the deemed certificate before it is granted.

Risk 2

Increase in the number of internationally educated teacher (IET) applications

Mitigation Measure

In 2025, the College experienced a 10.5 percent increase in the number of IET applications compared to 2024. The College has implemented a variety of strategies to reduce barriers for IETs while maintaining the standards of the profession. These initiatives included policy changes, process efficiencies, increased staffing resources, and the introduction of the new online application platform.

Changes to Registration Practices

During the January 1 to December 31, 2025, reporting period, the College has introduced the following changes impacting its registration processes. Changes, anticipated impacts, and risk mitigation are summarized below.

A. Registration Requirements and Practices

Registration Process:

Timelines for registration, decisions and/or responses

Changes Made: Yes.

As of Right Model

On April 16, 2025, the provincial government introduced Bill 2, *Protect Ontario Through Free Trade Within Canada Act, 2025*. It passed unanimously on June 3, 2025.

Among its mandated amendments was a change to the *Ontario Labour Mobility Act, 2009*, introducing the creation of "Deemed Certification." This provision enables qualified teachers in good standing who are certified in other Canadian jurisdictions to begin teaching in Ontario while completing the requirements for full certification. These applicants are certified within 10 business days and continue to hold certification for 6 months while a full assessment of all academic documentation is completed.

Domestic Labour Mobility Applicants - 30 Calendar Days

The passage of Bill 2 also introduced amendments to FARPACTA. This included changes to the registration decision

timelines for a domestic labour mobility applicant from 30 “business days” to 30 “calendar days” after receiving a complete application.

Registration Process:

Changes to internal review or appeal process

Changes Made: No.

Registration Process:

Assessment of qualifications, including competency-based assessments and examinations.

Changes Made: Yes.

The Government of Ontario reinitiated the Mathematics Proficiency Test (MPT) as a certification requirement for teachers in Ontario, effective February 1, 2025.

Beginning in 2024, the College implemented a comprehensive, multi-channel communication strategy to inform applicants, members, interest holders, and the public about this requirement.

In addition to these communication efforts, the College implemented a comprehensive operational strategy to establish the necessary internal processes in advance of the requirement taking effect. Coordination efforts continued with key interest holders, including the Education Quality and Accountability Office (EQAO) (including regularly scheduled meetings between the College and EQAO senior leadership), Ministry of Education, test providers, Faculties of Education, and others, to ensure a smooth implementation.

Registration Process:

Registration requirements either through regulation, bylaw or policy.

Changes Made: Yes.

The Government of Ontario reinstated the MPT as a certification requirement for teachers in Ontario, effective February 1, 2025.

Registration Process:

Documentation requirements for registration

Changes Made: No.

B. Training, policy and applicant supports

Registration Process:

Anti-racism and inclusion-based policies and practices

Changes Made: Yes.

Each one of the College's registration practices or policies are developed or reviewed with a specific inclusion lens. The College regularly reviews existing practices to remain agile and responsive to identified trends or if an inequity in our processes merits change. Furthermore, the College's 2024-2028 strategic plan identifies, as an enabler to success, a regulatory model that strives to be free from barriers to truth and reconciliation, and equity, diversity, inclusion, and access.

All College staff received an Equity Diversity and Inclusion (EDI) Foundations Training session. The session helped staff to:

- Foster a shared foundational understanding of EDI rooted in the Canadian context and in the College's mission;
- Understand EDI from the individual and the interpersonal to the structural and systemic;
- Grow critical self-awareness and in exploring ways these concepts have real implications in their respective contexts and roles at the College;
- Build capacity for further learning on EDI.

The Membership Services department completed equity, diversity, inclusion and accessibility training hosted by Greenblatt Consulting. The training was focused on disability, accessibility, accommodation, and identifying barriers to access, as well as situating accessibility policies and practices within a foundation of equity, diversity and inclusion. The learnings will

be incorporated into internal practices and into information sessions delivered by the College to applicants and members.

The College's Client Services staff participated in a Customer Service and De-escalation Training session by the Centre for Addiction and Mental Health. The main topic was applying a trauma-informed approach when dealing with challenging interactions. The principles have been integrated within the internal processes of the College's contact centre.

Omnichannel Communications System

In 2025, the College launched its Omnichannel communications system. This initiative reflects the College's commitment to inclusive, accessible, and client-centred service delivery by enhancing its capacity to respond to high volumes of telephone and email inquiries in a timely manner.

The Omnichannel system has a built-in scalability so that diverse interest holders

can engage with the College through their preferred methods.

These operational enhancements advance the College's strategic priority of responsive client service for all interest holders. The multi-phased implementation approach ensures continuity of service while enabling iterative improvements informed by data and user experience.

The Omnichannel system also introduced enhanced reporting capabilities, which will support more robust, data-driven monitoring of client interactions and satisfaction. Collectively, these efforts strengthen the College's ability to deliver inclusive, evidence-informed, and continuously improving client service.

C. System partners

Registration Process:

Steps to increase accountability of third parties.

Changes Made: No.

Registration Process:

Mutual recognition agreements.

Changes Made: No.

Registration Process:

Accreditation of educational programs.

Changes Made: No.

D. Responsiveness to changes in the regulatory environment**Registration Process:**

Steps to address labour shortages in the profession or trade

(e.g.: minister/interest holders consultations, check demand-supply gap, etc.).

Changes Made: Yes.

Continued Collaboration with First Nations, Métis and Inuit Partners

The College maintained regular engagement with Indigenous institutes involved in their own approval processes to become degree-granting institutions offering Indigenous language and/or teacher education programs and engaged with the Indigenous Advanced Education & Skills Council to identify the potential for efficiencies between the credential approval and accreditation processes.

The College is actively working with Indigenous institutes to support the preparation of applications for initial

accreditation of programs of professional education.

Indigenous languages teacher certification pathway

Following the College's in-person and virtual sharing circle sessions with Indigenous community partners, held in 2024 to develop a new pathway to teacher certification for First Nations, Métis and Inuit language speakers, the College and Ministry of Education continued to work with community partners in making progress in developing the new Indigenous Languages Certification Pathway.

The draft framework visualizes the process by which Indigenous languages speakers will be able to obtain certification to teach Indigenous languages through a model where candidates will be recommended by their respective community committee or endorsement circle.

A major milestone was achieved in 2025, with the College having completed a draft conceptual framework based on First Nations, Métis and Inuit community partners' feedback.

As a result of this progress and in the fall of 2025, the Ministry of Education and the College presented the draft framework at various First Nations, Métis, and Inuit community partners meetings to discuss technical aspects of the proposal. Once a proposed community-supported framework and pathway have been finalized and endorsed by First Nations, Métis, and Inuit community partners, they will be shared with the College's Council for consideration.

If approved, the Ministry of Education and the College will begin legislative drafting based on the approved framework to establish into law the new Indigenous Languages Certification Pathway.

2025 Focus on Teaching survey

The 2025 *Focus on Teaching* survey is the third year in which the College collected large-scale data from members to better understand the evolving professional experiences of OCTs.

The College renewed its partnership with Forum Research Inc. ("Forum") for development and distribution of the 2025 *Focus on Teaching* survey. Consultations were conducted with key education system leaders such as the federation and affiliates, district school board associations, the Ministry of Education and the Ministry of Colleges, Universities, Research Excellence and Security.

These sessions were facilitated by TCI Management Consultants, in collaboration with Forum.

OCTs also directly contributed to the development of the survey through focus groups. The College hosted more than 15 focus groups that gave OCTs the opportunity to refine survey questions and

calibrate average survey completion times.

The focus groups were facilitated by Gray & Associates and Amorell & Co. Inc.

The 2025 survey launched on August 18, and closed on October 20. Participation in the survey was voluntary and open to all OCTs in good standing. Of the 229,836 members who received the survey, 36,749 responded, resulting in a 16 percent participation rate. Most respondents (93 percent) completed the English version, reflecting the broader language profile of College membership. Building on survey refinements developed through consultation with educators, system leaders, and sector partners, the 2025 survey included 31 items that inquired about teacher training, their application of equitable practice, experiences in professional practice, career motivation, demographic identity, and future plans.

A report of survey findings will be published on the College's website in early summer 2026.

Accreditation

Pre-Service

In 2025, the Accreditation Committee granted general accreditation to 15 programs of initial teacher education.

Of the 15 programs accredited in 2025, two were multi-session consecutive programs. This type of program allows teacher candidates who have completed the regulatory requirements of the first session of their program to seek employment in schools on a transitional certificate as an Ontario Certified Teacher while completing the remaining sessions of their initial teacher education program.

Decisions were also rendered regarding program change applications. One application was submitted to add French as a Second Language as a general education subject in the intermediate division, and one pertained to a primary/junior program for persons of First Nation, Métis or Inuit ancestry.

Accreditation

In-Service

The College's Standards of Practice and Education unit continued to work with additional qualification course providers to increase the number of providers delivering accredited technological education courses and the number of courses offered. In 2025, La Cité became the seventh provider of technological education courses and expanded its offerings to include Grade 11/12 *Tourisme et hôtellerie* and Grade 11/12 *Technologie des transports*, addressing the sector needs for additional courses at the senior level and in French language.

There has been a five-year upward trend in the number of technological education qualifications earned by OCTs, and interest in technological education qualifications continues to increase.

French-Language Sector Needs

The College continued to support initiatives to help increase the supply

of French-language teachers, including working diligently on the initial and general accreditation of French-language teacher education programs, as well as the accreditation of French as a Second Language offerings in English-language teacher education programs. In 2025, the Accreditation Committee rendered three decisions regarding the accreditation renewal of programs with areas of study in the primary/junior divisions with a focus on teaching French as a Second Language (Tyndale University, Queen's University and York University). The Accreditation Committee also granted initial accreditation to a French-language concurrent program with areas of study in the primary/junior, junior/intermediate and intermediate/senior divisions (Université de l'Ontario français).

Language Proficiency Scores Review Project

The College last conducted a comprehensive review of its accepted language proficiency tests and minimum

score requirements more than a decade ago. Since then, there has been a significant increase in applications from internationally educated teachers. The College has also started accepting several additional tests, including all tests accepted federally for immigration purposes, to streamline access for applicants.

Given these developments, and to inform the implementation of requirements that remain fair, appropriate, and aligned with the needs of Ontario's classrooms, the College collaborated with IntelliEval, a research and consulting group affiliated with the Ontario Institute for Studies in Education (OISE) at the University of Toronto's Centre for Smart Learning and Development, to complete a new, evidence-based review of the requirements and minimum acceptable scores. The review process incorporated input from teachers and school leaders across the province through both English- and French-language expert panels,

ensuring that the requirements reflect real-world classroom expectations.

The College is developing an implementation plan for recommendations stemming from the review. This plan will prioritize updates that support the reduction of barriers to certification and foster an alignment of expectations among Canadian jurisdictions.

Membership and Application Data

The Office of the Fairness Commissioner collects membership and application data from regulators through annual Fair Registration Practices Reports, which are also made available to the public. Information is collected for the purpose of discerning statistical changes and trends related to a regulator’s membership, application volumes, licensure/certification results, and appeals year over year.

A. Membership Profile

Total Number of Members: 231,399
Class of License/Registration: Full/
General/Independent Practice
Total Number of Members: 231,399
Total Number of Internationally
Educated Members: 40,437

Gender

Male: 56,772
Female: 174,317
X (includes trans, non-binary, and two-spirit people): 309
Other/Not Collected: 1

Jurisdiction of Initial Training

Ontario: 181,832

Other Provinces and Territories: 9,130

United States: 21,167

Other International: 19,270

Multiple Jurisdictions: N/A

Other/Not Collected: N/A

Country of Initial Training

Afghanistan	2
Albania	136
Algeria	42
Anguilla	1
Antigua and Barbuda	2
Argentina	33
Armenia	15
Australia	4,643
Austria	1
Azerbaijan	5
Bahamas	9
Bangladesh	37
Barbados	9
Belarus	32
Belize	1
Belgium	20
Benin	2
Bhutan	1
Bosnia And Herzegovina	3
Botswana	3
Brazil	59
British Virgin Islands	1
Burkina Faso	4
Burundi	21
Brunei Darussalam	1

Bulgaria	45	Finland	4
Cameroon	647	France	105
Canada	190,962	French Guiana	1
Cayman Islands	3	Gaza Strip	1
Chile	14	Germany	16
China	71	Ghana	79
Colombia	28	Greece	19
Comoros	1	Grenada	8
Congo - Democratic Republic	17	Guam	1
Congo - Republic	1	Guatemala	1
Costa Rica	3	Guyana	101
Croatia	17	Haiti	14
Cuba	15	Holland	1
Czech Republic	20	Hong Kong	311
Czechoslovakia	6	Hungary	45
Denmark	1	India	5,046
Djibouti	2	Indonesia	1
Dominica	5	Iran	61
Dominican Republic	2	Iraq	9
Ecuador	3	Ireland	68
Egypt	131	Israel	49
El Salvador	4	Italy	8
England	1,056	Ivory Coast	55
Eritrea	1	Jamaica	739
Estonia	2	Japan	6
Ethiopia	17	Jordan	13

Kazakhstan	4	Nigeria	299
Kenya	31	Northern Ireland	7
Korea, Republic (South)	50	Norway	4
Kuwait	4	Panama	1
Kyrgyzstan	1	Palestine	4
Latvia	6	Pakistan	388
Lebanon	161	Peru	13
Lithuania	9	Philippines	488
Macau	1	Poland	222
Macedonia	13	Portugal	18
Madagascar	1	Qatar	1
Malawi	1	Republic of Kosovo	1
Mali	3	Romania	143
Malta	16	Russian Federation	89
Martinique	1	Rwanda	8
Moldova Republic Of	16	Saint Lucia	14
Malaysia	4	Saudi Arabia	1
Mauritius	116	Scotland	1,030
Mexico	10	Senegal	12
Morocco	37	Serbia	8
Myanmar	1	Sierra Leone	2
Namibia	2	Singapore	25
Nepal	18	Slovakia	19
Netherlands	19	Slovenia	1
New Zealand	845	Somalia	6
Nicaragua	3	St. Vincent and The Grenadines	6

South Africa	165	Yugoslavia	55
Spain	15	Zambia	1
Sri Lanka	37	Zimbabwe	18
Sudan	3	Zaire	8
Swaziland	3	Grand Total	231,399
Switzerland	5		
Sweden	8	Official language of preference	
Syrian Arab Rep.	7	English: 216,695	
Taiwan	11	French: 14,704	
Tanzania	3		
Thailand	7	Racial identity	
Togo	1	Not collected: 231,399	
Trinidad & Tobago	126		
Tunisia	13	B. Data Notes	
Turkey	49	The College's <i>Focus on Teaching</i> survey	
Turkmenistan	1	is a voluntary survey distributed to	
Uganda	11	all OCT members. The 2025 survey	
Ukraine	165	report is currently being finalized and	
United Arab Emirates	15	is expected to be published on the	
United States	21,167	College's website in early summer	
Uruguay	2	2026. The 2025 data is therefore not yet	
USSR	9	available for inclusion in the FRP report.	
Uzbekistan	5		
Venezuela	9	The College will share this information	
Vietnam	3	with the OFC once it becomes available	
Wales	375		

and will update the formal version of the FRP report accordingly upon publication.

C. Applicant Profile

Profession Name: Teacher

Total Number of Applicants: 9,923

Gender

Male: 2,549

Female: 7,339

X (includes trans, non-binary, and two-spirit people): 34

Other/Not Collected: 1

Jurisdiction of Initial Training

Ontario 6,164

Other Provinces and Territories 387

United States 535

Other International 2,837

Country of Initial Training

Afghanistan 2

Albania 4

Algeria 40

Australia 22

Argentina 3

Armenia 3

Azerbaijan 4

Bahamas 1

Barbados 3

Belarus 1

Belgium 6

Benin 6

Bangladesh 5

Bhutan 1

Brazil 23

Burkina Faso 12

Burundi 5

Cambodia 1

Cameroon 508

Canada 6,551

Chile 3

China 43

Colombia 12

Cuba 1

Democratic Republic of the Congo 4

Djibouti 1

Dominican Republic 1

Ecuador 1

Egypt 10

Eritrea 1

Ethiopia 6

France	33	Nepal	5
Ghana	82	Netherlands	1
Germany	1	New Zealand	83
Guinea	1	Nigeria	145
Guyana	3	Other Countries	164
Haiti	11	Palestine State	2
Honduras	1	Pakistan	71
Hong Kong	58	Peru	1
India	910	Philippines	120
Iran	31	Portugal	2
Iraq	1	Qatar	1
Ireland	9	Romania	6
Israel	5	Russia	3
Italy	1	Rwanda	4
Jamaica	73	Saint Lucia	1
Jordan	2	Senegal	5
Kenya	14	Serbia	1
Kuwait	1	Singapore	1
Kyrgyzstan	1	South Africa	13
Lebanon	31	South Korea	27
Mali	1	Spain	2
Mauritania	1	Sri Lanka	9
Mauritius	20	Syria	4
Mexico	2	Taiwan	4
Morocco	33	Thailand	1
Namibia	2	Togo	4

Trinidad and Tobago	10
Tunisia	22
Turkiye	21
Uganda	6
Ukraine	20
United Arab Emirates	9
United States of America	535
Uzbekistan	3
Vietnam	1
Zimbabwe	4
Grand Total	9,923

Official Language of Preference

English	8,591
French	1,332

Racial Identity

Not collected.

Number of Applicants	9,923
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D. Data Notes

This data set looks at the total number of applicants who filed an application for membership. This applicant group does not include reapplicants.

E. Application Decisions

The table below summarizes the outcome of registration decisions

finalized in 2025. Some applications may have been received in the previous year.

Jurisdiction of initial training	Successful	Unsuccessful	Withdrawn
Ontario	6,792	0	0
Other Provinces and Territories	371	0	0
United States	451	7	0
Other International	1,902	183	0

Applications with decisions pending

The table below summarizes the inventory of applications in progress

as of December 31, 2025. Again, some of these applications may have been received in the previous year.

Jurisdiction of initial training	Incomplete	Complete	Total
Ontario	2,297	0	2,297
Other Provinces and Territories	212	23	235
United States	272	26	298
Other International	3,640	246	3,886

F. New Registrants

For the 2025 reporting year, the breakdown of new registrants by class of registration is provided below:

G. Data Notes

Not applicable.

Class of registration: Full/General/
Independent Practice

Total new registrants: 8,532

Number of internationally educated
registrants: 2,136

H. Reviews and Appeals

Applicants for registration may appeal a registration decision. An **internal review or appeal** involves formal

reconsideration of a registration decision further to an application and submissions by the applicant.

Jurisdiction of initial training	Number of internal reviews and appeals processed	Number of decisions changed following internal review or appeal
Ontario	5	0
Other Provinces and Territories	1	0
United States	3	0
Other International	21	1

An **external review or appeal** involves review of a registration decision by an external appeal tribunal or court, such

as the Health Professions Review and Appeal Board or Divisional Court.

Jurisdiction of initial training	Number of applicants who sought external review or appeal	Number of decisions changed following external review or appeal
Ontario	0	0
Other Provinces and Territories	0	0
United States	0	0
Other International	0	0

Issues raised in reviews and appeals can point to challenges in the registration process. The table below

summarizes top issues or reasons that applicants raised during these appeal proceedings.

Issue or reason raised	Number of appeals
1. Terms, Conditions or Limitations	13
2. Denied – Teacher Education Program	8
3. Denied – Academic Degree Requirement Not Satisfied	3

Internationally trained applicants face additional challenges in the registration process. The table below summarizes

top reasons for not registering internationally trained individuals.

Reason for not registering	Number of internationally trained applicants
1. Professional	141
2. Language Proficiency	16
3. Academic	14

I. Data Notes

Not applicable.

Do you collect race-based data?
No.

The College’s *Focus on Teaching* survey is a voluntary survey distributed to all Ontario Certified Teachers. It reflects a limited sample of the membership; the 2025 survey had a 16 percent participation rate. The 2025 report is currently being finalized and is expected to be published on the College’s website in early summer 2026. The 2025 data is therefore not yet available for inclusion in the FRP report.

data, participation is voluntary, and the survey is designed to ensure anonymity, safeguarding the privacy of respondents. The College does not currently collect racial identity data directly, and self-identification responses are not linked to membership data.

While the College’s *Focus on Teaching* survey collects members’ racial identity

New Legislative and Regulatory Requirements

In 2024, the government introduced legislative and regulatory amendments to FARPACTA that create four new legal obligations that come into effect on January 1st, 2026. These obligations relate to:

- Assessment of Qualifications
- Third Party Accountability
- Alternative Documentation Policies
- Parallel Processing Plans

The following are steps that Ontario College of Teachers has taken during the reporting period to meet these legal obligations.

A. Assessment of Qualifications

These provisions outline specific steps that a regulated profession must take to ensure that its assessment of applicant qualifications is done in a way that is transparent, objective, impartial and fair. They require regulators to:

- a. Provide clear and accurate information regarding the assessment of qualifications, including information about assessment criteria, methods, timelines and costs.
- b. Ensure that assessment approaches are competency-based, non-duplicative and unbiased.
- c. Make examinations and other types of assessments available at least three times per year where there is sufficient demand.
- d. Communicate assessment decisions in writing, within 10 business days after an assessment decision is made, with reasons for the decision and details of competency gaps in cases of negative decisions.
- e. Provide a process for applicants to request an appeal or review of an assessment decision.

The following are steps that the College has taken to date to meet this new legal obligation.

a. The College has enhanced the accessibility, clarity, and completeness of information available to applicants regarding the assessment of qualifications. This includes:

- Updating publicly available registration guides and web content to clearly outline:
 - Assessment criteria (e.g., academic qualifications, teacher education requirements, language proficiency, and professional suitability);
 - Assessment methods and processes;
 - Expected timelines, including legislated service standards; and
 - Applicable fees.
- Implementing plain-language revisions to ensure materials are accessible to a diverse applicant pool, including internationally educated teachers (IETs).
- Introducing targeted guidance for the various applicant groups, especially around newly legislated

provisions that impact registration requirements, ensuring clarity across all entry routes.

b. The College takes a holistic, evidence-informed approach to the assessment of all applications according to the requirements outlined in Ontario's *Teachers' Qualifications Regulation* 176/10. This approach is grounded in evaluating an applicant's education and experience across multiple sources of evidence, ensuring that assessment processes are fair, non-duplicative, and free from bias. The College's evaluation practices are consistent with international law, guiding principles and best practices developed by the community of credential assessors. This includes the Convention on the Recognition of Qualifications concerning Higher Education in the European Region, 1997 (Lisbon Convention) and its revised recommendations and the Canadian Information Centre for International Credentials Quality Assurance Framework for the

Assessment of International Academic Credentials (QAF). The QAF provides an overview of fundamental assessment principles including that an assessment is performed without discrimination and that assessors must be free from conflicts of interest.

The College's assessment approaches:

- Continue to implement the College's existing Alternative Documentation Protocol, which enables applicants, particularly IETs, to demonstrate qualifications and experience through varied forms of evidence, mitigating systemic barriers.
- Ensure non-duplication of assessments by recognizing prior learning, credentials, certifications, and teaching experience.
- Continue bias mitigation measures, including:
 - Standardized assessment criteria and decision-making frameworks;
 - Staff training to support unbiased and fair assessment; and

- Ongoing review of assessment tools and outcomes to identify and address potential systemic barriers.

c. Required assessments (more than the noted three times per year) are offered with sufficient frequency to meet applicant demand:

- The Mathematics Proficiency Test (MPT) is administered by the Education Quality and Accountability Office multiple times throughout the year.
- The Sexual Abuse Prevention Program (SAPP) developed by the Canadian Centre for Child Protection is available online on a continuous, on-demand basis, allowing applicants to complete the requirement at their convenience.

d. The College has implemented processes to ensure timely, transparent, and comprehensive communication of assessment decisions.

The College's new online application platform is designed to make the

certification process more efficient and accessible for applicants. The redesigned system was developed in accordance with the *Accessibility for Ontarians with Disabilities Act* (AODA) and uses dynamic question flows, so applicants are only asked what is relevant to their individual circumstances. It offers a more intuitive experience, helping applicants track progress and exchange information with the College more effectively. Some key features of the new platform include a new message centre to stay up to date with important notices about the application process, reducing reliance on email notifications. In addition, the new online application features an upgraded status page which clearly shows which documents have been received, processed, or are outstanding. It also indicates which documents an applicant can submit themselves and which must come directly from the granting institution.

Lastly, the new online application uses responsive web design, enabling seamless access and automatic screen adaptation across all devices to allow for enhanced applicant experience and accessibility.

In addition:

- Decision letters clearly outline:
 - The outcome of the assessment;
 - The rationale for the decision; and
 - Specific details regarding any identified outstanding requirements, where applicable.
 - Communications are designed to support applicant understanding and next steps, including pathways to meet outstanding requirements.
- e. The College maintains an accessible process for the review of assessment decisions. Applicants are informed of their right to request a review or appeal of a registration decision. The Registration Appeals Committee is an objective and impartial body made up of Ontario Certified Teachers and members of the public. Clear guidance is provided to applicants

on how to initiate a review, including applicable timelines, as outlined on the College's website and in the Registration Appeals Committee Guide. The College continues to monitor and refine its review processes to ensure accessibility, fairness, and timely resolution.

B. Third Party Accountability

These provisions specify the reasonable measures that a regulated profession must take to ensure that third party assessments of qualifications are undertaken in a way that is transparent, objective, impartial and fair. They require regulators to:

- a. Provide information to applicants on the role of the third party.
- b. Establish a process to address complaints by applicants about their experiences with third party assessment providers and inform applicants about the complaints process.
- c. Enter into an agreement with the third party that specifies:

- The assessment criteria and methods that the third party is required to use in assessments and the minimum exam scores for a pass.
- How frequently exams and other types of assessments are offered and, wherever feasible, indicating that applicants will have access to exams and other types of assessments at least three times in a calendar year.
- The timelines for completing each step of the assessment process and the knowledge and expertise requirements for assessors.

The following are steps that Ontario College of Teachers has taken to date to meet this new legal obligation.

Not applicable.

C. Alternative Documentation

These provisions require that each regulator have an alternative documentation policy and submit it for review and approval by the Fairness Commissioner. The policy must provide

for the regulator to accept reasonable alternatives to the documentation that is normally required if such documentation cannot be obtained for reasons beyond an applicant's control.

The Ontario College of Teachers submitted a policy to the OFC by January 1, 2026.

Yes.

D. Parallel Processing Plans

These provisions require that each regulator develop a parallel processing plan and submit it for review and approval by the Fairness Commissioner. The policy must permit applicants who experience a delay in one part of the registration process to proceed with other parts of the registration process wherever possible.

The Ontario College of Teachers submitted a plan to the OFC by January 1, 2026.

Yes.

Registration Timelines

Profession: **Teacher**

A. Domestic Labour Mobility Applicants

Section 9.1 (4) of FARPACTA prescribes that regulators must make a registration decision within 30 calendar days from the time that they receive a complete application "and everything required by the regulated profession in respect of the application."

Prior to July 1, 2025, the corresponding time limit was 30 business days.

The College requires the following documentation before beginning to count the 30-day registration time-period.

This would be the starting point of the registration process for the purpose the data summarized below.

- Completed application form
- Letter of standing / good character
- Criminal record check
- Other (please specify)

Proof of identity, language proficiency

tests scores (if applicable), teaching certificates from all other jurisdictions in which the teacher is certified, professional education transcript, academic transcript.

January 1 to June 30, 2025

For domestic labour mobility applications received between January 1, 2025 and June 30, 2025, registration timelines and outcomes are summarized below:

Registration decisions	30 business days or less	More than 30 business days or decision pending
Full registration granted	212	0
Alternative registration granted	0	0
No registration granted	0	0

July 1 to December 31, 2025

For domestic labour mobility applications received between July 1, 2025 and November 30, 2025, and decisions

made to December 31 (one month later), registration timelines and outcomes are summarized below.

Registration decisions	30 calendar days or less	More than 30 calendar days or decision pending
Full registration granted	88	0
Alternative registration granted	0	0
No registration granted	0	0

B. Internationally Trained Individuals (ITIs)

Sections 5 and 6 of Ontario Regulation 261/22 made under FARPACTA set out two separate standards to measure how efficiently a regulated profession is processing applications that it receives from ITIs.

- **Three-month decision standard:** Under Section 5, a regulator must make registration decisions for an ITI within three months following receipt of

everything that it requires in respect of an application for registration, in at least 90 percent of all cases. Prior to July 1, 2025, the corresponding time limit was six months.

- **One-year reporting standard:** Under Section 6, regulated professions must report on their ability to register ITIs, who are eligible for registration without condition, from the earlier of the date that:
 - a. the regulated profession receives everything it requires in respect of the individual's application for the registration, or:
 - b. any third party that assess the individual's qualification on behalf of the regulated profession, receives everything it requires for this purpose.

Section 6 of the regulation further stipulates that the regulator's annual Fair Registration Practices Report must include data on a regulator's compliance with the decision time standard, and its ability to meet the one-year reporting standard and,

where the regulator has been unable to meet this one-year standard, the steps that the regulator is taking to meet this standard.

i. Decision Standard

The College requires the following documentation before beginning to count the decision time standard for internationally trained individuals.

- Completed application form
- Letter of standing / good character
- Other (please specify)
Proof of identity, criminal record check, language proficiency tests scores (if applicable), teaching certificates from any other jurisdictions in which the teacher is certified, professional education transcript, academic transcript, Sexual Abuse Prevention Program completion

July 1, 2024 to June 30, 2025

For applications from internationally trained individuals received between July 1, 2024 and June 30, 2025, and decisions

made to December 31 (six months later), registration timelines and outcomes are summarized below.

Registration decisions	6 months or less	More than 6 months or decision pending
Full registration granted	1,132	0
Alternative registration granted	0	0
No registration granted	66	0
Total applications received	1,198	

Average time in weeks to communicate a registration decision following receipt of everything required by the regulator in respect of an application for registration. **Approximately 4.4 weeks based on a 5-business day week.**

July 1, 2025 onwards

The new **three-month registration decision time standard**, which came

into force on July 1, 2025, requires that each regulated profession communicate its registration decisions to ITIs within three months of receiving complete applications, in at least 90 percent of all cases.

The College has taken or is taking the following steps to comply with communicating registration decisions to ITIs within three months of receiving complete applications.

Yes. In December 2023, amendments made by the Minister of Education to Subsection 3(3) of the Fair Registration Practices Regulation of the *Ontario College of Teachers Act, 1996* took effect. These amendments mandated that registration decisions be rendered to internationally educated teacher (IET) applicants within 60 business days from the date an application package is complete (i.e., all required documents have been received and confirmed as acceptable to the satisfaction of the

Registrar), a significant reduction from the previous timeline of 120 calendar days.

ii. One-year reporting standard

A regulator's ability to meet the one-year reporting standard is particularly important since this statistic incorporates the time required to complete third-party (TP) assessments. Often, the TP assessment stage consumes the largest portion of an ITI's licensure journey. This section of the report addresses the role of a TP in the regulator's registration process, data sharing mechanisms, and data on actual times in relation to the one-year reporting standard.

Third party assessment is the first point of contact for applicants in the registration process:

No.

Name and assessment function of the third party is below:

Not applicable.

Data sharing

The College has negotiated a mechanism for this third party to record and communicate the date on which the third party received everything that it requires for the purpose of assessing the ITIs qualifications (starting point for the one-year clock)

No.

This data sharing mechanism and the measures used by the regulator to track actual times from this date to communication of a registration decision are described below: against the one-year reporting standard is below:

For ITI applications that the College received between January 1, 2024, and December 31, 2024, and registration decisions issued up until December 31, 2025, registration timelines and outcomes are summarized below.

Please note: The end date of December 31, 2024, is to allow for a one-year time

period to communicate registration decisions.

Registration decisions	Decision made in one year or less	Decision made in more than one year or decision pending
Full registration granted	1,638	0
Alternative registration granted	0	0
No registration granted	104	0
Total applications received	1,742	

The College has taken / is taking the following steps to meet the one-year reporting standard.

Not applicable.

Glossary of Terms

Applicant: An individual who has applied for membership in a regulated profession or compulsory trade, with the associated rights to practice their profession / trade or use a professional title.

Domestic labour mobility: Applications subject to the Canadian Free Trade Agreement, which stipulates that a certificate issued by one province or territory should be recognized by all others unless there is an exception due to public health, safety and security reasons.

Internationally educated/trained: An individual whose initial professional education was not from a Canadian educational institution, or who is applying

for trade certification based on experience gained outside Canada. This category includes individuals with education / training in the U.S.A. and other countries. It also includes individuals who completed their initial professional education outside Canada and later addressed gaps with courses or a bridging program based in Canada.

Jurisdiction of initial training: For professions, the jurisdiction in which an applicant obtained their initial professional education used in full or partial fulfilment of registration requirements. For trades, the jurisdiction of initial trade experience listed on a Trades Equivalency Assessment (TEA) application.

Member: An individual who has satisfied the conditions for registration in their profession/trade and has been granted the right to practice and/or the right to use a professional designation or title. Members may hold a full license to engage in independent practice, or they may hold an alternate class of registration.

Racial identity: Voluntary self-report data of racial identity as a social description. Follows categories identified in the [Ontario Anti-Racism Directorate Data](#).

Registration requirements: The entry-to-practice requirements that an applicant must meet to be granted full membership in a regulated profession or trade, with the associated right to practice or right to use a professional title.

- **Academic requirement:** The formal education, or equivalent, that is required for licensing or certification in a particular regulated profession or trade.

- **Experience requirement:** The experiential training or work experience that is required for licensing or certification in a particular regulated profession or trade.
- **Language requirement:** The level of language proficiency that is required for licensing or certification in a particular regulated profession or trade, and the language proficiency tests accepted in fulfillment of this requirement.

Third party service provider: An external organization that assesses applicant qualifications on behalf of the regulator.



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**Ontario
College of
Teachers**

Ontario's Teaching Regulator

Cette publication est également disponible en français sous le titre
Rapport sur les pratiques d'inscription équitables 2025.

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