

Fair Registration Practices Report

Early Childhood Educators (2015)

The answers seen below were submitted to the OFC by the regulated professions.

This Fair Registration Practices Report was produced as required by:

- the Fair Access to Regulated Professions and Compulsory Trades Act (FARPACKTA) s. 20 and 23(1), for regulated professions named in Schedule 1 of FARPACKTA
- the Health Professions Procedural Code set out in Schedule 2 of the Regulated Health Professions Act (RHPA) s. 22.7 (1) and 22.9(1), for health colleges.

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1. Qualitative Information

a) Requirements for registration, including acceptable alternatives
i. Describe any improvements / changes implemented in the last year.
No changes this year
ii. Describe the impact of the improvements / changes on applicants.
No changes this year
iii. Describe the impact of the improvements / changes on your organization.
No changes this year
b) Assessment of qualifications
i. Describe any improvements / changes implemented in the last year.
No changes this year
ii. Describe the impact of the improvements / changes on applicants.
No changes this year
iii. Describe the impact of the improvements / changes on your organization.
No changes this year
c) Provision of timely decisions, responses, and reasons
i. Describe any improvements / changes implemented in the last year.
In 2015, the College underwent an external review of all of its statutory committees. The reviewer found that: <ol style="list-style-type: none">1. The College has taken considerable steps to ensure that the policies, procedures, processes and work flows developed and implemented to support the work of its statutory committees are robust and aligned with legislative and regulatory requirements.2. Processes are generally free of bias, embrace procedural fairness and demonstrate consistency in application.3. Communication to members of the College, the public and other stakeholders is comprehensive and generally appears to be in clear and plain language. The College is commended for its efforts in ensuring that all communications and services, both inside and outside the College, are accessible to members in both official languages, English and French. The reviewer's report contained a number of recommendations, which included revising the wording of the Registrar's proposal to refuse to issue a Certificate of Registration to highlight the reason for the proposal to refuse, and next steps that the applicant would be required to take in order to become eligible for registration. Those changes were implemented in September 2015.
ii. Describe the impact of the improvements / changes on applicants.

The revised wording is intended to assist applicants in understanding the reasons for the proposal to refuse, and what steps need to be taken in order to be eligible for registration.

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

No impact noted to date. The College expects that this may reduce the number of requests for review, as applicants will have a better understanding of the reasons.

d) Fees

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

No changes this year

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

No changes this year

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

No changes this year

e) Timelines

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

All decisions of the Registration Appeals Committee were issued within the mandatory timeline of 60 days following the Committee's consideration of the request for review.

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

Current practice is aimed to improve customer service for applicants and to ensure timely decisions, in accordance with the requirements of the *Early Childhood Educators Act, 2007*.

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

Current practice is aimed to improve customer service for applicants and to ensure timely decisions.

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

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

The College now interacts with the public on its social media platforms, such as YouTube and Twitter. In 2015, the College implemented a Social Media Policy. A guide has been written to explain how the College of Early Childhood Educators will interact with the public on its social media platforms.

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

Applicants have additional options for engaging with the College, such as social media.

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

The College monitors its social media platforms and responds to inquiries when appropriate. The College is committed to making its information available in both English and French.

g) Resources for applicants

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

In collaboration with Global Experience Ontario (GEO), the College revised the Career Map for Internationally Educated Early Childhood Educators and the content of the GEO webinar on how to be registered as an Early Childhood Educator in Ontario.

The updated information will be available on GEO website in spring of 2016.

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

Applicants will be able to receive up-to-date information about the ECE profession in Ontario and the steps they need to take to get certification to work as a registered early childhood educator. The information provided by GEO will assist applicants to make informed decisions about applying for registration in the College.

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

The provision of increased information for applicants online means that applicants are generally better informed when they contact the College, which allows registration staff to focus their attention on assisting individual applicants with specific registration issues.

h) Review or appeal processes

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

The Registration Appeals Committee or a Panel of the Registration Appeals Committee holds regular meetings; the frequency of meetings is determined by the number of active appeal files.

Currently, four Registration Appeals Committee members are registered Early Childhood Educators.

The external review of the College's statutory committees contained a number of recommendations in relation to the Registration Appeals Committee:

- *The College should ensure that it makes clear in all communication pertaining to the Registration Appeals Committee process that requests filed with the Committee are "requests for a review" and that appeals of any decisions, once made, must be made elsewhere.* This recommendation has been implemented in 2015. Information provided to applicants in letters and via the website has been updated to better describe the nature of the review conducted by the Registration Appeals Committee.
- *The College should investigate ways in which the process of seeking a review by the Registration Appeals Committee when the applicant submits new information could be streamlined to benefit the applicant.* This investigation is underway and will be fully implemented in 2016.
- *The College could consider the impact of introducing a nominal fee for requesting a registration review- not as a deterrent but to make the applicant's decision to trigger a review a thoughtful one. Those interviewed consider that even a nominal fee (\$75.00 is a suggested amount) is likely to result in applicants who are thoughtful and engaged in the review process and follow through with the provision of additional information, leading to greater chances of a successful outcome.* This recommendation will be implemented in 2016. An amendment to the College's fees by-law was passed in October 2015, and the new fee will be effective January 1, 2016.

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

Current practice is aimed to improve customer service for applicants and to ensure timely approval of the written decisions.

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

Current practice is aimed to improve customer service for applicants and to ensure timely approval of the written decisions.

i) Access to applicant records

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

No changes this year

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

No changes this year

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

No changes this year

j) Training and resources for registration staff, Council, and committee members

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

Training for Staff:

- AODA training
- Discrimination-free services/workplace training
- Assessment 101 online course for academic assessors - provided by Canadian Information Centre for International Credentials (CICIC) in collaboration with the University of Manitoba
- Member Retention and Engagement workshop - Canadian Society of Association Executives (CSAE)
- Managing Small Projects training course – provided by CTC Train Canada

- High Performance Organization Panel and Round Table workshop - provided by CSAE
- Boosting Member Engagement and Retention workshop - provided by CSAE
- Manners Maketh Good Governance – Mock Board Meeting workshop- provided by CSAE
- How to Inform Your Board in Five Minutes or Less webinar - provided by CSAE
- Leading Yourself and Others Through Change webinar - provided by CSAE
- Association Membership Services training course - provided by CSAE
- Association Operations I Operations Support training course – provided by CSAE
- Openness and Transparency in Professional Regulation: How Much is Too Much - Council on Licensure , Enforcement and Regulation (CLEAR) Toronto Regional Seminar
- Relational Regulation: New Approach webinar – provided by CLEAR
- Various business writing courses – provided by Essential Business English Academy
- OFC Learning Day
- Visits with other regulators

Training for Council:

- College By-laws Briefing – provided by WeirFoulds LLP
- Strategic Planning – provided by Electrical Safety Authority
- Hot Trends in Regulation – provided by Steinecke Maciura LeBlanc
- Understanding the College's Financial Statements & Budget – provided by College of Early Childhood Educators (CECE)

Training for Registration Committee:

Consistent with previous years

Training for Registration Appeals Committee:

Consistent with previous years

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

Current practice is aimed to provide exemplary customer service for applicants and members.

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

As a result of a commitment to continuous learning and training, College staff are able to find new and innovative ways to improve the registration process.

k) Mutual recognition agreements

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

No changes this year

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

No changes this year

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

No changes this year

l) Other (include as many items as applicable)

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

As part of its commitment to providing quality customer service, the College conducted its annual Career Transition Survey to learn more about the new members' experiences with regard to applying for membership, finding employment in the sector, transition into the workforce and levels of professional satisfaction.

The College conducted an annual review of its application guides and forms to ensure readability and comprehension.

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

Based on member feedback, the College determines specific areas for improvement and future consideration.

The College strives to communicate information to applicants in a clear and concise manner to ensure it is easy to understand.

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

The College regards data-based decision-making as an essential element of continuous quality improvement, which helps to assess the efficiency and effectiveness of its current processes.

The information gathered through the survey will help provide the profession and stakeholders with insight on how to recruit and retain competent early childhood educators.

The College continues to monitor and report on its performance and customer satisfaction levels to ensure it is delivering a high quality service to all its customers.

Describe any registration-related improvements/changes to your enabling legislation and/or regulations in the last year

The Ontario government introduced the *Child Care Modernization Act, 2014* (Bill 10) to the Ontario legislature on July 10, 2014. Bill 10 included amendments to the *Early Childhood Educators Act, 2007* (the Act) as required as part of the mandatory five-year review of the Act.

On August 31, 2015, the amendments to the Act were proclaimed. The following changes were made with respect to the registration process:

- A member may apply to the Registrar for the removal of terms, conditions or limitations (section 25(5))
- The Registrar must give a notice of proposal if the Registrar proposes to refuse to remove a term, condition or limitation (section 27(1)3).
- The Registration Appeals Committee has the additional authority to **vary** terms, conditions or limitations in the Registrar's proposal. The Committee formerly only had the authority to remove terms, conditions or limitations in the Registrar's proposal (section 28(7)3).
- A former member is now entitled to have an administrative suspension removed once they have paid fees and penalties (section 30(3)). The Registration Regulation was amended to be consistent with this change.
- The Registrar may revoke a Certificate of Registration if it has been administratively suspended for a period of three years (section 30(4)). The Registration Regulation was amended to be consistent with this change.

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2. Quantitative Information

a) Languages

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

Language	Yes/No
English	Yes
French	Yes

Other (please specify)

Additional comments:

b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	152
Female	5283
None of the above	0

Additional comments:

c) Gender of members

Indicate the number of members in each category as applicable. Select the option that best corresponds to the terminology used by your organization.

Gender	Number of Members
Male	823
Female	47295
None of the above	0

Additional comments:

d) Jurisdiction where applicants obtained their initial education

Indicate the number of applicants by the jurisdiction where they obtained their initial education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
5137	96	27	Albania 1	66	5435

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Argentina 2		
			Australia 7		
			Bangladesh 2		
			Brazil 2		
			Chile 1		
			China 2		
			France 3		
			Germany 2		
			Guyana 1		
			Hong Kong 1		
			Hungary 1		
			India 23		
			Iran 2		
			Ireland 4		
			Israel 2		
			Jamaica 4		
			Jordan 1		
			Kyrgyzstan 1		
			Lebanon 1		
			Mauritius 1		
			Mexico 1		
			Nepal 1		
			Nigeria 1		
			Pakistan 1		
			Peru 2		
			Philippines 10		
			Poland 4		
			Portugal 1		
			Romania 2		
			Russia 1		
			Singapore 1		
			S. Africa 1		
			Ukraine 1		
			U.K. 15		
			United States Minor Outlying I 0		
			Uruguay 1		
			Venezuela 2		
			Total 109		

¹ Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

Additional comments:

Individuals who applied on the basis of their equivalency certificate from AECCEO/Aféseo or under the Agreement on Internal Trade are listed under the "Unknown" category as they are admitted based on the credential held. Underlying training is not evaluated by the College.

e) Jurisdiction where applicants who became registered members obtained their initial education

Indicate the number of applicants who became registered members in the reporting year by the jurisdiction where they obtained their initial education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Argentina 1		
			Australia 1		
			Brazil 1		
			Chile 1		
			China 2		
			France 5		
			Hong Kong 1		
			India 4		
			Ireland 3		
			Israel 1		
5061	37	6		63	5217

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Jamaica 4		
			Korea, Republic Of 2		
			Lebanon 1		
			Peru 1		
			Poland 1		
			Philippines 1		
			Portugal 3		
			Serbia 2		
			Taiwan, Province Of China 1		
			U.K. 11		
			Venezuela 3		
			Total 50		

¹ Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

Additional comments:

Individuals who applied on the basis of their equivalency certificate from AECEO/Aféseo or under the Agreement on Internal Trade are listed under the "Unknown" category, as they are admitted based on the credential held. Underlying training is not evaluated by the College.

f) Jurisdiction where members were initially trained

Indicate the total number of registered members by jurisdiction where they obtained their initial education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Argentina 1		
			Australia 9		
			Belarus 2		
			Brazil 4		
			Chile 3		
			China 5		
			Colombia 2		
			Czech Republic 1		
			Denmark 1		
			Ecuador 2		
			Egypt 1		
			El Salvador 1		
			France 12		
			Guyana 3		
			Hong Kong 2		
			India 17		
			Iran 1		
			Ireland 3		
45721	371	25	Israel 2	1830	48118
			Jamaica 7		
			Japan 2		
			Kenya 0		
			Korea, Republic Of 5		
			Lebanon 3		
			Mexico 2		
			Moldova, Republic Of 1		
			New Zealand 3		
			Nigeria 1		
			Norway 1		
			Pakistan 2		
			Palestinian Territory, Occupied 1		
			Peru 2		
			Philippines 4		
			Poland 1		
			Portugal 3		
			Romania 1		
			Serbia 7		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			S. Africa 2 Syrian Arab Republic 1 Taiwan, Province Of China 1 Turkey 0 Ukraine 1 U.K. 41 Uruguay 1 Venezuela 6 Total 171		

¹ Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

Additional comments:

In previous years, the College has reported the total number of certificates issued. Effective in the 2015 report, the College is reporting number of members in good standing (those who are currently able to use the professional designation).

Individuals who applied on the basis of their equivalency certificate from AECEO/Aféseo or under the Agreement on Internal Trade are listed under the "Unknown" category, as they are admitted based on the credential held. Underlying training is not evaluated by the College.

g) Applications processed

Indicate the number of applications your organization processed in the reporting year:

Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)

from January 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	5137	143	27	109	19	5435
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	5639	150	39	170	79	6077
Inactive applicants (applicants who had no contact with your organization in the reporting year)	194	21	9	41	4	269
Applicants who met all requirements and were authorized to become members but did not become members	0	0	0	0	0	0
Applicants who became FULLY registered members	5061	37	6	50	63	5217
Applicants who were authorized to receive an alternative class of licence³ but were not issued a licence	0	0	0	0	0	0
Applicants who were issued an alternative class of licence³	0	0	0	0	0	0

¹ An alternative class of licence enables its holder to practice with limitations, but additional requirements must be met in order for the member to be fully licensed.

Additional comments:

Individuals who applied on the basis of their equivalency certificate from AECEO/Aféseo or under the Agreement on Internal Trade are listed under the "Unknown" category, as they are admitted based on the credential held. Underlying training is not evaluated by the College.

h) Classes of certificate/license

Indicate and provide a description of the classes of certificate/license offered by your organization.

You must specify and describe at least one class of certificate/license (on line a) in order for this step to be complete.

#	Certification	Description
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a)	General	Description (a) The General class is prescribed as a class of certificates of registration. O. Reg. 221/08, s. 2.
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Additional comments:

i) Reviews and appeals processed

State the number of reviews and appeals your organization processed in the reporting year (use only whole numbers; do not enter commas or decimals).

Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)

from January 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applications that were subject to an internal review or that were referred to a statutory committee of your governing council, such as a Registration Committee	0	0	0	0	0	0
Applicants who initiated an appeal of a registration decision	24	16	5	9	0	54
Appeals heard	34	10	3	15	0	62
Registration decisions changed following an appeal	0	0	0	1	0	1

Additional comments:

The Registration Appeals Committee considered 62 requests for a review of the Registrar's proposal to refuse to issue a certificate.

There was one application to Divisional Court in relation to a decision of the Registration Appeals Committee filed in 2015.

j) Paid staff

In the table below, enter the number of paid staff employed by your organization in the categories shown, on December 31 of the reporting year.

When providing information for each of the categories in this section, you may want to use decimals if you count your staff using half units. For example, one full-time employee and one part-time employee might be equivalent to 1.5 employees.

You can enter decimals to the tenths position only. For example, you can enter 1.5 or 7.5 but not 1.55 or 7.52.

Category	Staff
Total staff employed by the regulatory body	50
Staff involved in appeals process	2.5
Staff involved in registration process	23

Additional comments:

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3. Submission

I hereby certify that:

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

Title:
Registrar & CEO

Date:
2016/02/25

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