

Language Fluency Policy

(Approved January 8, 2020, and amended November 3, 2021, and January 11, 2023)

1 Introduction

Communication is critical for safe, competent, and professional practice as an early childhood educator (ECE). A number of risks arise, such as risks to children’s safety, quality practice, and governability as a member of the *College*,¹ when ECEs cannot communicate in English or French with reasonable fluency.

Because of these risks and the importance of communication, the College has a *language fluency requirement* for registration as a way to hold applicants accountable for demonstrating proficiency in English or French before they are granted a certificate of registration that authorizes them to practise in Ontario.

1.1 Purpose

This policy establishes the standard for the *language fluency requirement* and options by which applicants can meet it.

1.2 Application

This policy applies to all applicants for registration with the *College*.

1.3 Relevant legislation

Language fluency is established as a registration requirement by s. 5(2)4 of the *Registration Regulation*.

1.4 Definitions

The following terms and definitions are applicable to *this policy*.

Term	Definition
<i>Act</i>	<i>Early Childhood Educators Act, 2007.</i>
<i>College</i>	College of Early Childhood Educators.

¹ Italicized words or phrases are defined in Subsection 1.4 of *this policy*.

Term	Definition
<i>language fluency requirement</i>	The language fluency requirement for registration is set out in s. 5(2)4 of the Registration Regulation. s. 5(2)4 states that “The applicant must be able to speak and write either English or French with reasonable fluency.”
<i>Registrar</i>	The Registrar of the <i>College</i> , including their designate.
<i>Registration Regulation</i>	O. Reg. 221/08 regarding Registration passed under the <i>Act</i> .
<i>this policy</i>	The <i>College’s Language Fluency Policy</i> (i.e., this document).

1.5 Roles and responsibilities

The *College’s*:

- Council is responsible for approving *this policy*, including any revisions to it.
- Registration Committee is responsible for reviewing *this policy* and making recommendations to Council on proposed revisions.
- *Registrar* is responsible for overseeing the implementation of *this policy* by management and staff as designated within the *College’s* organizational structure.

2 Guiding principles

The following principles guide *this policy* and its implementation.

- **Public interest and protection** – All actions and decisions under *this policy* are made in a manner that upholds the *College’s* mandate to serve and protect the public interest.
- **Transparency** – *This policy* is available and communicated clearly to internal and external stakeholders.
- **Objectivity** – All actions and decisions are guided by *this policy* to ensure consistency in outcomes. Processes are developed and implemented in a manner that supports consistency in procedural matters.
- **Impartiality** – All groups and individuals who are involved in any aspect of developing, reviewing, revising, or implementing *this policy* remain alert for any actual or potential conflicts of interest (whether real or perceived, direct or indirect). They also take immediate and appropriate action to mitigate risk of bias and to ensure that the integrity of *this policy* is upheld.
- **Fairness** – Due process is followed. All applicants are held to the same requirements and expectations.
- **Flexibility** – There are multiple options for applicants to meet the *language fluency requirement*.

- **Diversity, inclusion and equity** – all actions are made in a manner that upholds the College’s mandate to establish and enforce standards that demonstrate a respect for diversity and culture and is consistent with the College’s Statement of Commitment to Anti-Racism.

3 Options for meeting the requirement

There are three ways that applicants can meet the *language fluency requirement* for registration. In summary the options are:

- Completion of post-secondary education in English or French.
- Completion of post-secondary education involving a specialization in Indigenous studies in Canada
- Achievement of at least the minimum scores, determined by the *College*, on a language test recognized by the *College* for the purposes of the *language fluency requirement*.

Each of these options are further described in the following subsections.

3.1 Post-secondary education in English or French

An applicant can meet the *language fluency requirement* if they successfully completed a diploma or degree program from a post-secondary institution where the language of instruction of the program was entirely in English or French.

Where an applicant completed a diploma or degree program from a post-secondary institution in Canada, the official transcript is reviewed.

Where an applicant completed a diploma or degree program from a post-secondary institution in another country, the applicant must submit the prescribed credential assessment report from a credential assessment agency identified in [the Individual Assessment of Educational Qualifications Policy](#). The report must indicate that the program was completed entirely in English or French.

3.2 Post-secondary education involving a specialization in Indigenous studies in Canada

Where an applicant completed a diploma or degree program from a post-secondary institution in Canada that involved a specialization or specific stream of Indigenous studies taught in a language indigenous to Canada, the applicant can meet the *language fluency requirement* if all other aspects of the program were completed in English or French.

Where an applicant completed a program described in this subsection, the official transcript is reviewed.

3.3 Language tests

An applicant can meet the *language fluency requirement* if they achieve at least the minimum scores required in each of speaking, listening, reading, and writing on a language test set out below.

English Tests	Minimum scores required				
	Speaking	Listening	Reading	Writing	Overall score
International English Language Testing System (IELTS) Academic	6.5	6.5	6.5	6.5	---
International English Language Testing System (IELTS) General	6.5	6.5	6.5	6.5	--
Internet-based Test of English as a Foreign Language (IBT TOEFL)	20	20	20	20	88 ²
Canadian English Language Proficiency Index Program (CELPIP)	8	8	8	8	---
French Tests	Minimum scores required				
	Speaking	Listening	Reading	Writing	Overall score
Test d'Évaluation de Français (TEF)	B1	B1	B1	B1	--
Test d'Évaluation de Français (TEF) - Canada	B1	B1	B1	B1	--
Diplôme d'Études en Langue Française (DELF)	--	--	--	--	B1
Diplôme Approfondi de Langue Française (DALF)	--	--	--	--	C1
Test de Connaissance de Français (TCF)	B1	B1	B1	B1	--

² To achieve the overall score of 88, applicants must score higher than 20 in one or more of speaking, listening, reading, and writing.

For the test option the applicant must:

- Achieve the minimum scores in each area in a single sitting. Combined scores from multiple sittings of the same test, or from different tests, are not accepted.
- Arrange to have the results sent directly by the testing centre to the *College*.
- Ensure that test scores are not more than two years old from the date an application is submitted.

Applicants are responsible for finding an appropriate test centre and paying any fees for taking the test.

3.4 Discretion by the *Registrar*

The *Registrar* has the discretion to vary from the options and associated criteria in *this policy* when determining whether an applicant satisfies the *language fluency requirement*.