



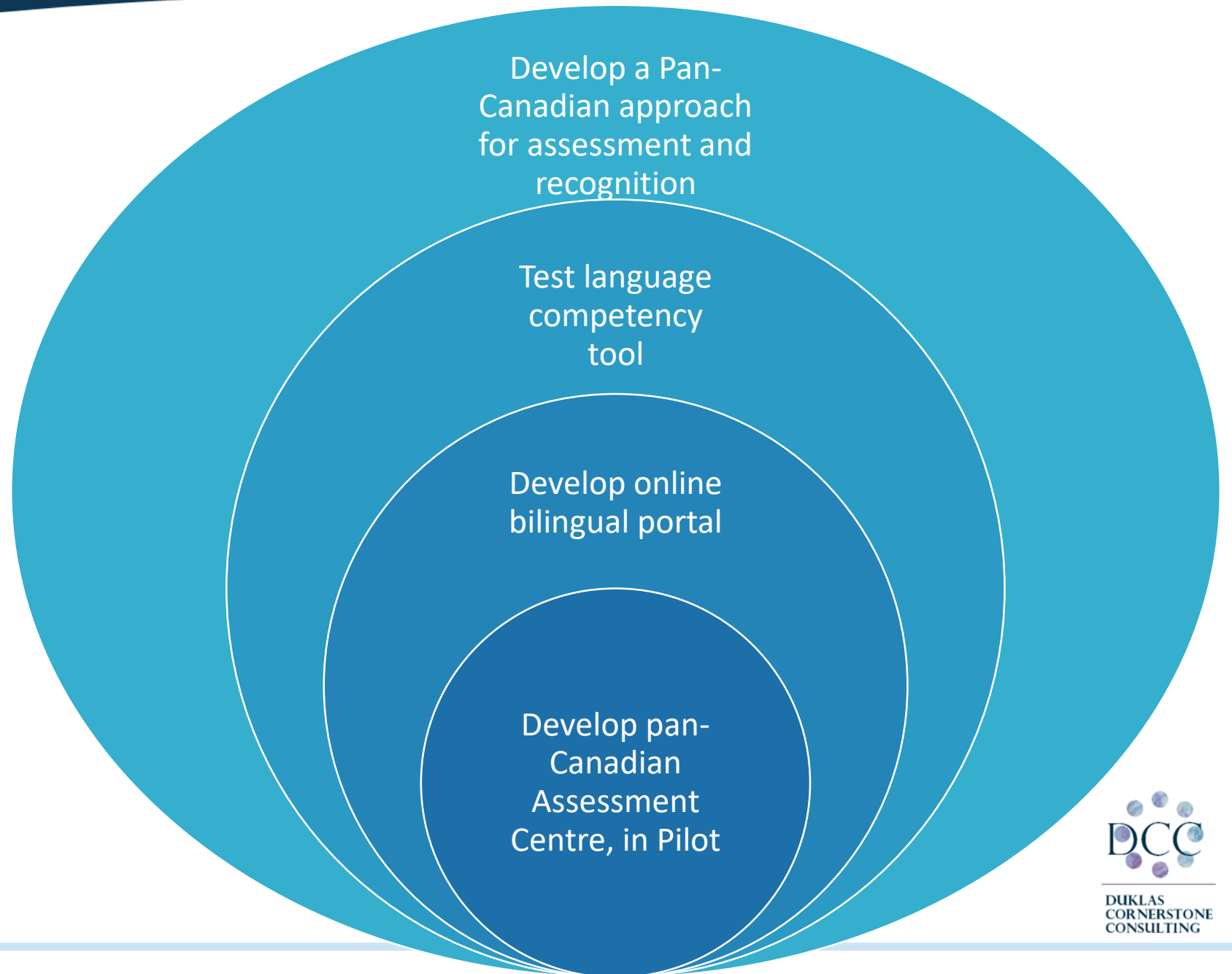
# Focusing on the Teaching Regulatory Profession

PESC Data Summit Fall 2019

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## ■ Aims

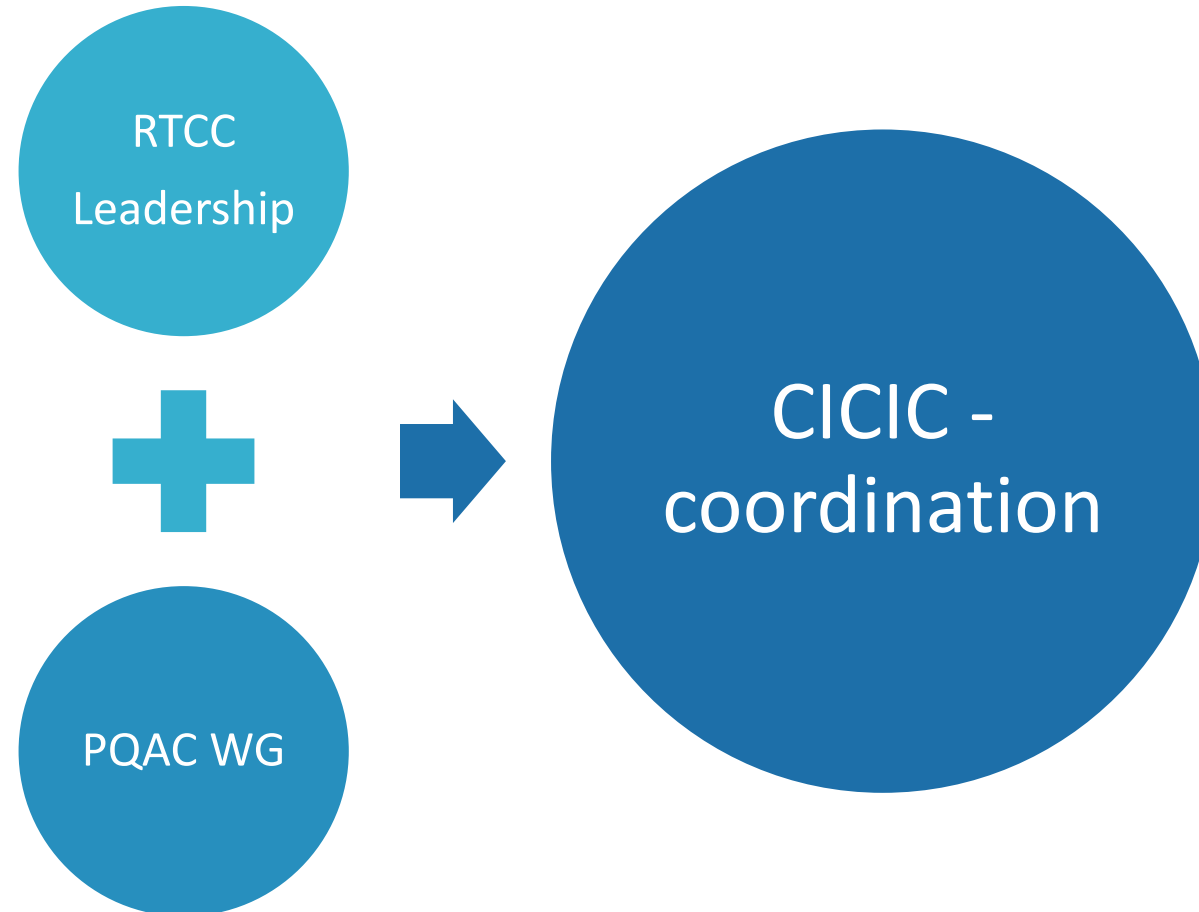
- Create a pan-Canadian hub for the intake and initial assessment of academic and professional qualifications held by Internationally Educated Teachers



## ■ Our Contribution

- Development of comparability tables for the top 12 source countries (6 French-speaking and 6 English-speaking) of Internationally Educated Teachers (IETs) in Canada and analysis of areas of similarity and difference between the provinces and territories

# Governance Framework for Work with the Teaching Regulators



# ■ Registrars for Teacher Certification Canada (RTCC)

- Established in 1999 at the request of CMEC

## **Purpose:**

- Exchange information concerning the regulation of the teaching profession throughout Canada
- Coordinate through the Registrars the implementation of the Canadian Free Trade Agreement (CFTA) for the teaching profession

## **Who:**

- Registrars for teacher certification in all provinces and territories

## **Models:**

- Usually the registrar is an official of the ministry/department of education.
- Ontario and Saskatchewan - self-regulatory bodies for the teaching profession: Ontario College of Teachers and “SPTRB”

# ■ Pan-Canadian Qualification Assessment Centre (PQAC) Working Group

- A time-limited working group tasked with supporting the Pan-Canadian Assessment Centre and Integration of Internationally Educated Teachers project, under the leadership of the Registrars for Teacher Certification Canada (RTCC).
- Senior staff with expertise in qualifications assessment and recognition procedures.

## ■ Why the Teaching Profession?

- Largest regulated profession in the country
- One of 14 target occupations in the Forum of Labour Market Ministers' A Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications

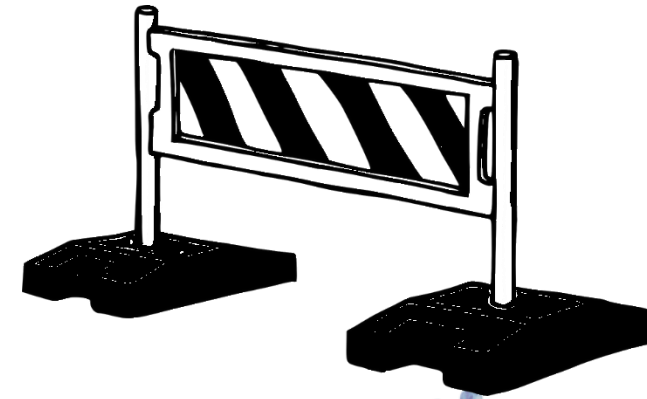
# Why Internationally Educated Teachers (IETs)?

- RTCC has made significant progress with enhancing the fairness, transparency, consistency, and timeliness of their assessment and recognition procedures.

Language  
proficiency

Recognition

Volume



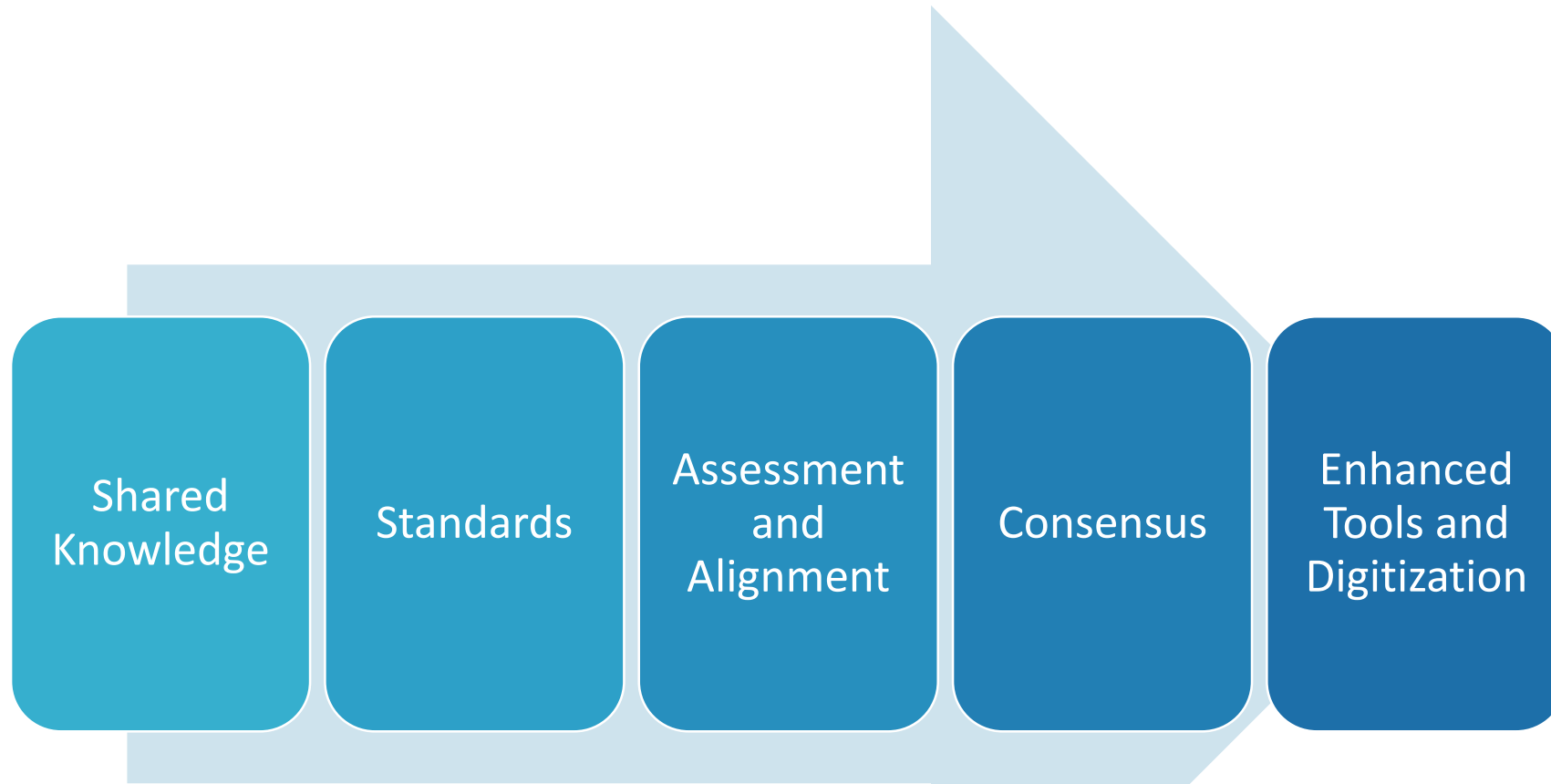
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## ■ Project Components

- Development of a detailed business case for the centre's operations
- Analysis of the assessment outcomes of similar IET qualifications across all provinces and territories
- Language proficiency assessment
- Development of the centre's processes and materials

## ■ Project Benefits



Efficiency  
+  
Access



## ■ Opportunities

Digitization

Automation

Connectivity

Portability

# Mobility

# ■ Lisbon Recognition Convention

Encourages adoption of:

- quality assurance and access practices informed by concepts such as substantial difference and a focus on learning outcomes.
- Basic principles: right to access qualifications assessment
- Canada wide and institutional responsibilities:
  - Provide coherent, transparent and reliable information (about education system and assessment procedures)
  - Specify decision timing beforehand (calculated from the time all necessary information in the case has been provided)
  - Recognize qualifications unless a substantial difference is shown.
  - If recognition is withheld, state the reasons for the refusal.
  - Provide information regarding possible measures the applicant may take in order to obtain recognition at a later stage.
- Student role: provide adequate information

# ■ Consult Additional Sources



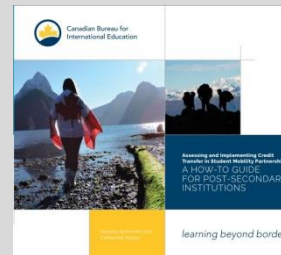
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**EAR-HEI Consortium**  
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**CBIE. 2017.**  
*Assessing and Implementing Credit Transfer in Student Mobility Partnerships.*

■

# Thank you!

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