

## The Applicant Profile

The Applicant Profile is a vital part of the admission selection process. Consequently, applicants should read the questions and instructions carefully. The Profile must be submitted by the December application deadline. Do not leave preparation of this Profile until the last minute.

### How do I receive the Applicant Profile?

The Applicant Profile is prepared and submitted online via the OISE Initial Teacher Education Admissions website <[http://www.oise.utoronto.ca/ro/BEd\\_Tech\\_Admissions/Applying/Applicant\\_Profile\\_Login.html](http://www.oise.utoronto.ca/ro/BEd_Tech_Admissions/Applying/Applicant_Profile_Login.html)>. A new version of the online Applicant Profile becomes available each September at the beginning of the [application period](#) for the following academic year. Applicants can access and complete this form between late September and the December application deadline. After the application deadline applicants can continue to view their submitted Profile but cannot make changes. A pdf version of the Profile is also available through this site as a sample and can be viewed all year.

- The Applicant Profile can only be prepared and submitted online.
- **You must have an OUAC application reference number in order to submit the online Profile.** This number will be provided to you by the OUAC after you submit the basic OUAC/TEAS application. <[www.ouac.on.ca/teas](http://www.ouac.on.ca/teas)>.

### How do I complete the Applicant Profile?

Using the Applicant Profile, applicants provide a written reflection based on personal experiences that they believe have helped to prepare them for teaching. These experiences can take a wide variety of forms. What is most important is the ability to clearly articulate insights that have been gained from these experiences in terms of understanding of teaching and learning, and understanding of teachers' roles in appreciating diversity and promoting equity and social justice.

### The Applicant Profile Sections:

Note: The questions provided below are from the Applicant Profile used for 2011-2012 admission. Although these specific questions may not appear in a future Profile, they offer insight into the types of questions that we ask of our applicants.

#### Part One (Experience)

**Section A: “Describe three experiences that you believe prepared you for a career in teaching. Identify the setting for each experience and specify what you did in each experience that you believe prepared you.”**

You may use point form. (50 word limit per description).

**Section B: “Describe 1 specific interaction you had with a learner or group of learners during one of these experiences. Include what you did or said and what the learner(s) did or said. What did you learn about teaching and learning from this specific interaction? What specific action(s) will you take to apply this learning in your work in schools?”**

Use full sentences. There is a 250 word limit.

This question is an opportunity for you to show that you have learned about teaching and learning through reflecting on your experiences.

**Part Two (Equity and Social Justice)** Use full sentences. There is a 250 word limit.

**“Describe a time when you, or someone you know, was advantaged or disadvantaged based on difference. What did you learn about equity and social justice from this experience? What specific action(s) will you take to apply this learning in your work in schools?”**

This question is an opportunity for you to show that you understand that you will have a responsibility to support equity and social justice through your work with students and families.

**Part Three (Diversity)** Use full sentences. There is a 250 word limit.

**“Describe a personal experience that helped you understand that diversity of teachers and learners is an asset for learning. What did you learn about why or how diversity is an asset from this experience? What specific action(s) will you take to apply this understanding in your work in schools?”**

This question is an opportunity for you to show that you understand that the diversity of teachers and learners is an asset for learning.