

# **REGISTRAR'S REPORT TO COUNCIL**

**September 15, 2022**

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## INTRODUCTION

I am pleased to present the College's third quarterly report to you in 2022. The report is organized around the College's three strategic priorities and provides statistics and activity for the second quarter of 2022 (April 1-June 30, 2022).

The report also includes updates on recent regulatory and legislative activity, and the College's responses thereto.

## HIGHLIGHTS OF THIS REPORT

### Legislation and Regulations

- As of July 31, 2022, 109,311 members had completed the Sexual Abuse Prevention Program (SAPP). In accordance with section 47.2 of the *Ontario College of Teachers Act, 1996* (the Act), the College introduced a mandatory SAPP on January 3, 2022. By law, all current members of the College must complete the SAPP by September 15, 2022 and all new applicants for membership must complete the SAPP in order to be certified. Many Boards have reserved time during Professional Activity days in late-August and early-September to allow their teachers to complete the SAPP on time. If a member does not complete the SAPP or request an extension before September 15, 2022, an 'Incomplete' notation will be posted to their public register page.

The College continues to promote the availability of the SAPP training via the member e-newsletter, *Your College and You* (YCAY). Reminder emails were sent to members and applicants who have yet to complete the program, encouraging them to do so by the September 15, 2022 deadline.

- On June 16, 2022, Council approved proposed amendments to two regulations made under the Act: the Accreditation of Teacher Education Regulation (O. Reg. 347/02) and the General Regulation (O. Reg. 563/21). These amendments would transfer the authority to review and determine if existing Additional Qualification programs continue to qualify for accreditation from the Accreditation Committee to the Standards of Practice and Education Committee. A copy of the College's June 27, 2022 letter to the Minister requesting these changes is included in the September 15, 2022 Council meeting package.

### Service Delays

- Throughout the second quarter of 2022, the College has implemented a number of improvements in operations and processes. We continue to identify and plan for further developments designed to improve service to applicants and members. A number of enhancements have already been made to improve the client experience. For example, the account password reset function was clarified, making it more user-friendly for members and applicants. Also, estimated wait time notifications were added to the phone system for clients waiting in queue. In addition, the Client Services unit continues to liaise with Centre Franco and provide assistance to internationally educated teachers who are seeking teaching positions in French-language schools.

- In Evaluation Services, work has begun on the development of three policy documents regarding degree equivalence, language proficiency and acceptable teaching experience. The goal is to have these guides completed and implemented in the third quarter of 2022. Developing the department's policy library provides additional tools and resources to help staff assess credentials, and make licensure decisions and recommendations on a more timely basis.
- The Membership Records unit is working on a number of initiatives, including automation of the processes to issue a temporary certificate and also to convert a temporary certificate to a Certificate of Qualification and Registration. In addition to these system enhancements, the Membership Records unit also took steps to improve procedures for required application documents. This included approving a new policy to accept digital Criminal Record Checks uploaded by the applicant directly to the application. This will be fully implemented in August 2022. Work is also underway to update document requirements by identifying other secure means of obtaining and authenticating official academic documents from institutions that are not able to send full academic transcripts directly to the College.
- The College has been working steadily to restore service levels to normal volumes, including analyzing the types of questions received through social media. Many of the questions sent to the College can be addressed by each individual member and/or applicant via self-serve options. As such, the College's website and social media properties have been updated to guide members and applicants to these self-serve resources.

## **COLLEGE STRATEGIC PRIORITIES**

### **1. Strengthen transparency and accountability**

- The College's social media audience continued to grow steadily in the second quarter of 2022 across all platforms (Twitter, Facebook, LinkedIn, Instagram, Pinterest and YouTube). Compared to the first quarter of 2022, our total number of followers increased by 1,050 to 56,351 (1.9 per cent).
- The College's Digital Media team continues to respond to inquiries received via social media, collaborating with internal stakeholders as needed. Compared to the first quarter of 2022, the number of inquiries decreased slightly by 83 (3.4 per cent) for a total of 2,462 inquiries, primarily from Facebook and Twitter.

We believe the slight decrease in inquiries is likely driven by increased Client Services staffing and capacity to address inquiries by phone and email.

- In the second quarter of 2022, our official publication for members, YCAY, had open rates of 52 per cent (English) and 46 per cent (French), which is higher than the education industry's open rate of 23.4 per cent.

The open rate measures the number of subscribers who open the email to view it, while the click rate measures the number of clicks a particular story receives. In education,

the industry click rate is 4.4 per cent. Our membership click rate for YCAY in Q1 of 2022 was roughly 30 per cent (EN) and 26 per cent (FR).

- In a previous Registrar’s Report, we noted that the open rate for YCAY had doubled, with the increase in the rate attributed to the addition of discipline summaries (i.e., the ‘Blue Pages’) to the YCAY e-newsletter. This assertion is supported by comparing the open rates and additional content between 2021 and the first quarter of 2022. Open rates for January, February and March 2022 have been consistent at 61 per cent, 69 per cent and 60 per cent, respectively, which is essentially double the open rate over the same period in 2021. Throughout 2021 and 2022, YCAY’s content has remained generally consistent, with the only major change being the addition of the discipline summaries in January 2022.
- The template for our public audience e-newsletter, *The Standard*, has been updated with improved *Accessibility for Ontarians with Disabilities Act (AODA)* compliance and to align with the recent redesign of YCAY. The new template will debut with the newsletter’s upcoming fall edition.
- The Communications unit works collaboratively with internal stakeholders to ensure College documents posted to the College website meet accessibility guidelines. Per AODA, all content on the College’s website is required to be made accessible to individuals with disabilities. We also ensure the videos uploaded to the College’s YouTube channel meet these criteria.
- Correspondence reminding members of the deadline to pay their annual membership fee was distributed by email and mail (if applicable, i.e. when emails bounce back) in February. Reminders were also included in the January, February, March and April editions of YCAY. The deadline to pay the fee was initially set for April 15, 2022, but was extended to May 2, 2022 to provide members with more time to pay following a brief technical issue with the payment system. Those who did not pay by the deadline were issued notices of their change in status to Inactive/Non-Practising.
- The College has created a brochure for newly certified Ontario Certified Teachers (OCTs). The quick reference brochure, *Tips for New OCTs*, is provided as part of the new members’ package and includes important information on:
  - The OCT designation, including how to use it
  - College resources and services, including the Margaret Wilson Library and the E-Services section of our website
  - Ongoing professional learning and advice, including how to find Additional Qualification (AQ) courses and our professional advisories
  - Ethical Standards, Standards of Practice and the Professional Learning Framework
  - How to access the Members’ Area via our website and our mobile app.

The brochure, which replaces the *Essential Advice for the Teaching Profession* booklet, gives quick access to more information on our website (via QR codes) and was designed based on feedback from new members indicating they wanted information quickly and in short snippets.

- The document *OCT Your Professional Designation* has been updated to reflect the legislation that entrenched the OCT professional designation in law. The brochure is shared online for all members and in print for new members.
- In Q2, we consolidated the applicant and member versions of YCAY into one e-newsletter. The original reason for the two versions of the newsletters was to establish a relationship with future OCTs and to provide each audience with information that would only be relevant to them. Over the last two years, however, there has been a steady increase in the overlap of information between the two versions. There has also been less applicant-specific news available.

By consolidating the two versions, we:

- provide applicants with a sense of what to expect from their professional regulator once they become members
- keep OCTs updated on developments and trends in teacher education
- save on time and resources.

When needed, news that is pertinent to applicants or members only is easily identifiable and differentiated via graphic design. The first consolidated issue was distributed in June 2022.

- Communications uses every media inquiry as an opportunity to inform the public of the College's work. For example, Investigations & Hearings-related inquiries enable us to talk to reporters about criminal proceedings notations on the public register and our role in protecting the public interest. Highlights from this past quarter include our influence on reporting by CBC London, CBC Ottawa and in the York Region News.

Occasionally, media may misunderstand the College's role and how the disciplinary process works. In May, the Toronto Star mistakenly published an article stating that members suspended for sexual misconduct have their status changed to Inactive/Non-Practising, however that applies to those members who have retired or have not paid their annual membership fee.

There is longstanding sensitivity by membership around which term is best used to describe those who have not paid their fees. Over the years, members who were not practising have indicated they do not want to be confused with those who cannot teach because they have been found guilty of professional misconduct (previously referred to as 'Suspended, Non-Payment of Fees' vs. 'Suspended').

The Inactive/Non-Practising status was partly created to differentiate members who are retired or suspended for non-payment of fees from members who were suspended for misconduct. The newspaper story as written was a disservice to the public by threatening that distinction and leading inactive members to believe they shared a status with individuals who were found guilty of sexual offences.

The College filed a complaint with the public editor and a correction was issued to the story, while the story itself was updated. It is also important to note that corrections are rare.

We also received interest from outlets outside of Ontario, from both CBC Manitoba and Le Devoir, over our disciplinary role as neither Manitoba nor Quebec have a regulatory body for teachers. Following both inquiries, the College was positioned as a regulatory leader, where information regarding our history, mandate and responsibilities was shared.

On occasion, we will receive interest from alternative media outlets. We received two such inquiries in Q2 regarding a high-profile case. The standard practice for these outlets is to not provide comment.

- The College continues to promote applications for its 2022 scholarship program on social media and via YCAY. Applications will be accepted until August 31, 2022.
- All AQ guidelines in development in 2022 have been adapted to conform to the new AQ guideline template. This approach is informed by Standards of Practice and Education Committee discussion and Ministry of Education (EDU) feedback. Committee members identified concern about the lack of subject specificity and EDU pointed to performative repetition of equity statements in guidelines developed on the old template. The adaptation of 137 guidelines means that all guidelines posted from this point forward will conform to a guideline template that committee members have lauded for its clarity and emphasis on accountability for foundational concepts, such as anti-oppression.
- Staff have also begun an internal review of AQ guidelines specifically named in the *Right to Read* inquiry report. This review will be informed by a series of provincial focus groups held in English and French in June. They provided an opportunity for students, parents, principals, literacy teachers, teacher educators and teacher candidates to inform the College response to the four report recommendations (49, 54, 55 and 89) that address the work of the College.
- As of June 30, 2022, single-member panels of the Investigation Committee adopted 32 Complaint Resolution (CR) agreements (between members and the College). The average number of Memoranda of Agreement adopted in 2022 (5.3/month) is higher than the 2021 average (3.6/month) and close to the 2020 average (5.0/month).

CR panel meetings are conducted electronically and take place in either English or French, as required. Due to the governance transition in early 2022, there were no CR panels between January 1 and March 7, 2022.

Memoranda of Agreement adopted by the Investigation Committee (CR) between April 1 and June 30 of each year:

2022	23
2021	23
2020	29
2019	19
2018	25

- Staff assess every complaint for possible suitability for the CR program. From April 1 to June 30, 2022, 90 complaints were assessed, and CR was offered in 30 matters (33 per cent). Resolving lower end matters through CR frees up Investigations' time and

resources for more serious complaints. Although CR outcomes are not made public, the Member, employer(s) and complainant each receive a copy of the Investigation Committee's Decision and Reasons, thus ensuring transparency. CR also allows the College to resolve complaints more expeditiously, in line with the College's commitment to be both nimble and accountable to members whose conduct has been impugned.

- The College's Intake Team has taken the initiative to contact employers in cases of employer reports of allegations of sexual abuse involving students to provide victims with resources and contacts for the College's Therapy and Counselling Program.
- Between April 1 and June 30, 2022, Internal Resolution (IR) staff assessed 29 referrals to the Discipline Committee for suitability for carriage by in-house prosecution counsel (7 in 2021). Of those 29 matters, 7 (4 in 2021) were retained for internal prosecution (24.1 per cent).
- In addition to having carriage of files internally, the Professional Conduct unit continues to provide prosecution, penalty and scheduling instructions to the College's two external legal teams. Staff address novel issues as they arise and help implement legislative changes (e.g., posting members' criminal charges and convictions to the public register; recovery of therapy and counselling costs, etc.).
- The Tribunals unit, whose staff provide direct support to the Discipline and Fitness to Practise Committees, has continued to make improvements to the discipline process to better reflect public expectations. The volume of hearings held and the number of concluded matters in the first half of 2022 is consistent with the output from the first half of 2021, which was a year in which these committees had the highest output on record at the College.

The unit has maintained its focus on reducing hearings timelines and implementing process efficiencies to this end. For instance, file closure processes have been revised to ensure that hearings files are closed on a weekly instead of monthly basis. Tribunals' staff also continue to work with a third-party provider to automate and streamline certain aspects of the scheduling process, particularly in relation to the panel composition.

## **2. Manage risk more strategically**

- As part of our ongoing efforts to mitigate risk, the College has made all of its investigation case studies available to members via a dedicated archive page on oct.ca.

*What would you do?* – fictitious cases written based on facts from real ones where details are altered to respect confidentiality – raise awareness and considerations about teacher conduct, focusing on what is appropriate. They also illustrate the importance of using professional judgment.

Previously, the case studies ran in the Governing Ourselves ('Blue Pages') section of the now decommissioned *Professionally Speaking* magazine and in YCAY. The case studies now run exclusively in YCAY.

The case studies, along with summaries of discipline decisions, are the most read articles among our membership.



- OCTs and applicants have been notified of the availability of a one-time, one-year SAPP deadline extension. Available upon request, this extension request was made available on August 15, one month before the official deadline on September 15, 2022.

The program is an important one for the profession, which is why designated College staff have also taken the program. Completion of the program provides individuals with:

- an updated understanding of healthy professional relationships with students, and how to recognize warning signs; and
  - advice on supporting a student who is initiating their disclosure process. Students that feel believed and supported through their disclosure are more likely to recover.
- Communications continues to promote professional development content from the Margaret Wilson Library, including eBooks, digital magazines and other resources. Since the last report, this content has generated 90,116 impressions on social media.
  - As noted above, the Accreditation Committee, Standards of Practice and Education Committee and Council each approved motions that the Accreditation of Teacher Education Programs Regulation (O. Reg. 347/02) be amended to transfer the authority for reviewing and accrediting AQ courses to the SP&E Committee from the Accreditation Committee. A request has been made of the Ministry of Education for the enactment of this regulatory change. Until the regulatory change is filed, the revocation of AQ programs remains the responsibility of the Accreditation Committee. Completion of the transfer of authority will mark another step in the successful implementation of one of the recommendations of the 2018 Governance Review.
  - Work is ongoing on the procurement of a replacement for the Accreditation Information Management System (AIMS). The system manages the exchange of documentation and communication with over 50 AQ providers for the accreditation of over 1,500 AQ courses and programs. The system experiences frequent crashes and numerous functions require streamlining. AQ providers completed a survey in October 2021 to inform the development of the list of required features and updates. The field of potential vendors has been narrowed to two. Procurement and customization are expected to be complete by fall 2022. Implementation of the new system will respond to potential risk related to communication gaps and delays in the AQ accreditation process.
  - Greater accessibility of the American Sign Language as a Second Language (ASL SL) AQ guideline will be achieved in September with the launch of the ASL translation of the guideline. The launch was forecast on the College YouTube channel in [ASL](#) earlier this year. Translation of the Langue des signes québécoise, langue seconde (LSQ LS) into LSQ is now underway and will be available in December 2022. Deaf educators and scholars contributed to the development of both the ASL SL and LSQ LS guidelines. Availability of the two guidelines ASL and LSQ respectively highlights the College's commitment to accessibility.
  - Between April 1 and June 30, 2022, through the Registrar's request, four appointments of an investigator under section 36 of the Act were approved by the Adjudicative Body of Chairs (the "ABC"). The appointments permitted the appointed investigator to obtain information from third parties (e.g., Child and Family Services, the police) that would not ordinarily be available to the College. These appointments ensure that the necessary

information is obtained for the Investigation Committee to make fully informed decisions.

The appointments also permitted the Registrar to bring matters to the ABC to consider whether to impose an interim order on members' Certificates of Qualifications and Registration (CQRs). The imposition of an interim order on a member's CQR also helps to achieve the College's strategic objectives of managing risk and enhancing student protection. Between April 1, 2022 and June 30, 2022, the ABC considered and disposed of five interim order matters that resulted in interim suspensions of four members' CQRs. An interim order is imposed when a member's conduct exposes or is likely to expose a student to harm or injury. The interim order remains in effect until the matter is disposed of by a College committee.

- Between April 1 and June 30, 2022, panels of the Investigation Committee met 10 times. Seven of these meetings were regularly scheduled meetings. Two were ad hoc meetings of panels seized of matters and one panel met solely to deliver oral admonishments. The panels considered 106 files, of which 19 were referred to the Discipline Committee. No matters were referred to the Fitness to Practise Committee. The referral rate to the Discipline and Fitness to Practise Committees was 18 per cent, which is within a sustainable referral rate. This rate helps to ensure that only the most serious matters are referred to Discipline or Fitness to Practise, which means the resources of those committees are focused on matters that raise issues of protection of children and governing the profession in the public interest.
- Staff continue to conduct outreach to new Directors of Education as part of the College's efforts to educate employers about their statutory obligations to the College, which contributes to achieving the College's goals of managing risk more strategically by ensuring that employers understand their mandatory reporting obligations to the College.
- The Professional Conduct unit has continued to manage risk more strategically in 2022 by (a) pressing forward with both contested and uncontested hearings using videoconference and electronic document sharing technologies, thereby avoiding delay and reducing the risk of fading witness memories, waning interest among participants, and other intervening events (e.g. health issues); (b) continuing to offer members Undertakings to Resign & Never Reapply in suitable cases, which reduces the need to hold costly and protracted hearings in some cases and eliminates the risk of a sub-optimal hearing outcome; and (c) continuing to minimize multi-day hearings where possible, which in turn reduces the number hearing days lost due to last-minute agreements or adjournments.

### **3. Improve stakeholder engagement**

- The College is preparing for this year's Annual Meeting of Members on September 28, 2022. The registration form, which includes a space for registrants to ask questions, was finalized ahead of the late-July announcement and subsequent promotion.
- Since 2015, the College has had a monthly advertising arrangement with student-advocacy group Parents Engaged in Education (PEIE) to include content in its monthly digital newsletter. Our most recent content topics included:

- April: Promoting the 2022 Transition to Teaching report
- May: Promoting the College's *Supporting Students' Mental Health* professional advisory
- June: How to access Council meetings and how to apply for a governance position.

As part of the College's ongoing efforts to enhance accountability and effectiveness, staff took a closer look at this partnership's return on investment (ROI). While PEIE does reach parents, its newsletters and service have been inconsistent and as a result, the ROI did not justify the resources needed to maintain this partnership. As such, we have not renewed our ad placement agreement.

- On June 16, 2022, representatives from External Relations and Membership Services presented to a group of internationally educated teachers. The virtual session was hosted by Indus Community Services and provided information regarding working as a teacher in Ontario.
- In the spirit of reflecting currency of the Ontario context in which elementary and secondary schools operate, the Accreditation unit is engaged in a refresh of the Accreditation Resource Guide (ARG). The Guide is a companion to requirements set out in Ontario Regulation 347/02, Accreditation of Teacher Education Programs. Its purpose is to clarify the intent, through additional information and examples, of the core content that should be included in Ontario teacher education programs.

Consultations with stakeholders are ongoing and have included gathering input from Indigenous knowledge keepers, scholars, researchers, affiliates, faculties of education and Ministry of Education personnel. Members of the Accreditation Committee and its roster have been involved and bring a critical perspective to the work of the ARG refresh.

- Staff in the Standards of Practice and Education unit held two spring update sessions for AQ providers in May, one for providers affiliated with a faculty of education, and one for all other AQ providers. Over 50 individuals participated in the two Zoom sessions. Agenda items included the College's response to the *Right to Read* inquiry report, AQ related regulatory changes, reducing barriers to Technological Education qualifications, implementation of the updated guidelines and review grids and general Q and A session. Participants also experienced a walkthrough of the new AQ Provider SharePoint site, which launched in April. The site features easy access to AQ guidelines and review grids, as well as AQ pertinent memoranda and forms, and checklists for course accreditation. AQ providers can also consult the site for materials and information shared at past AQ provider meetings. AQ providers have shared positive feedback about the site at meetings as well as via email and in conversation with staff.

A similar SharePoint hub was created as part of a streamlining initiative to facilitate EDU contributions to provincial validation of AQ guidelines. The initiative included a capacity-building component, whereby staff focused on using plain language to revise feedback forms and instructions during manager-led co-writing sessions. The College has received positive feedback from EDU on the revised.

- The Intake unit (in the Investigations and Hearings department) recently introduced an Employer Report Fillable Form to streamline the employer reporting process and gather all the information and documentation needed from the initial submission. Approximately one-third of the current employer reports are received via the Fillable Form format. They are now often accompanied with all the requested information and documentation. This initiative has significantly reduced the wait time at Intake and Investigations to obtain additional documentation from employers.
- In the second quarter of 2022, staff coordinated or participated in the virtual events listed below, presenting to a variety of audiences to ensure that the College continues to strategically engage with its stakeholders:

Date	Event
May 6	Faculty Presentation (Indigenous Teacher Education Program) – Queen's University
May 7	Faculty Presentation (French as a Second Language) – Queen's University Program
May 7	Faculty Presentation (Technological Education Multi-Session Program) – Queen's University
May 11	Educational path to teaching in Ontario presentation for Monsignor Fraser College careers class
May 13	Programme menant à la qualification d'agente ou d'agent de supervision – Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)
May 16	Faculty Presentation (French Technological Studies) – Université d'Ottawa
June 16	Working as a Teacher in Ontario presentation for internationally trained educators – Indus Community Services

- In the second quarter of 2022, College staff presented one Supervisory Officer's Qualification Program (SOQP) session. The College regularly presents to members enrolled in PQP and SOQP across the province throughout the year. The presentations reinforce the concept and importance of self-regulation, including the duty of the College to operate in the public interest. Staff provide members with interactive case studies to help them understand and reflect on the standards of practice, ethical standards and the investigations and hearing process from an administrator's perspective. These sessions also provide an opportunity for the College to highlight resources available to administrators to assist them in their roles.

We also continue to make presentations to Faculties of Education that provide teacher candidates with valuable information to help build awareness and knowledge of the College, the teacher certification process, and the wealth of services and supports available to OCTs. Between April 1 and June 30, 2022, four faculty presentations were conducted using various virtual platforms.

## STATISTICS

### Human Resources

- Recruitment is ongoing as vacancies arise from time to time in the 186 regular staff positions approved in the 2022 budget. The following summary includes regular College staff, staff seconded from school boards, and temporary staff as of June 30, 2022:

Budgeted positions for 2022	<u>186</u>
Staff with regular appointments	154
Temporary staff replacing staff on leaves and vacancies	15
Staff seconded from school boards	4
Vacant positions at the time of reporting	13
	<u>186</u>

### Services to Applicants and Members

- Certification outcomes, new members Q2 of 2022:

TOTAL BY CERTIFICATE TYPE		
Certificate Type	Language of Teaching Qualifications	April 1–June 30, 2022
Certificate of Qualification and Registration	English	724
	French	79
Temporary Certificate of Qualification and Registration	English	1,947
	French	81
Transitional Certificate of Qualification and Registration	English	85
	French	34
TOTAL		2,950

- The Certificate of Qualification and Registration (CQR) is the permanent certificate issued to members who meet all requirements for licensure at the time of initial licensure.
- The Temporary CQR came into regulation in 2021 as an emergency measure and is an expiring certificate granted to Ontario teacher education candidates who have met the academic, language proficiency and professional suitability requirements and are currently enrolled in an accredited Ontario teacher education program (candidates who are enrolled in a concurrent program are also eligible as long as they have completed the requirements for their undergraduate degree).

An applicant for a Temporary CQR must apply to the College and be reported by their Faculty of Education as having successfully completed a portion of the practicum;

having made satisfactory progress in the teacher education program; and are expected to complete the program in 2022 or 2023. This certificate expires if it is not converted to a CQR on the expiry date. In the second quarter of 2022, the College issued a total of 2,028 Temporary CQRs. In total, 2,389 Temporary CQRs were issued in 2021. With the process for issuance of this certificate now almost fully automated, the rate of issuance of Temporary CQRs rose significantly in the second quarter this year.

- The Transitional CQR, also an expiring certificate, is issued to individuals who are enrolled in a College-accredited multi-session program. The Transitional CQR is awarded upon completion of the first session of the program and is valid for six years, with the possibility of a one-year extension. This certificate expires if the program of professional education is not completed by the expiry date.
- In August 2021, to assist school boards facing a teacher shortage, the College offered school boards the opportunity to expedite licensure for individuals who had an official offer of employment from an Ontario school board. School boards submit the name of the individual, application/registration number, name of certificate held (if applicable) and the expiry date for the conditional offer of employment.

<b>EXPEDITED LICENSURE LIST</b>		
	<b>Language of Teaching Qualifications</b>	<b>April 1-June 30, 2022</b>
Received a Certificate of Qualification and Registration or had a certificate converted	English	301
	French	33
<b>TOTAL</b>		<b>334</b>

The table above shows the number of individuals who received an initial certificate or had an expiring certificate converted to a permanent one in Q2 2022.

## Member Statistics

<b>Status</b>	<b>June 30, 2022</b>	<b>June 30, 2021</b>
Inactive/Non-Practising	249,714	241,395
Good Standing	223,613	228,143
Expired	21,539	21,568
Cancelled – Resigned	3,203	3,267
Revoked	457	429
Cancelled	265	266
Suspended – Interim	89	84
Suspended	22	24
<b>Total</b>	<b>498,902</b>	<b>495,176</b>

## Margaret Wilson Library

- Throughout the COVID-19 pandemic, the library has continued to serve OCTs through its shipping service and eResources. For the period from April 1 to June 30, 2022, registrants borrowed a total of 5,884 items (electronic and print).
- During the second quarter of 2022, there were a total of 518 staff interactions with OCTs. Library staff continue to support OCTs by providing reference material and facilitating access to print and electronic resources via phone, email and website portals, with email being the most popular method of interaction.
- In June 2022, the library launched enhancements to its website to support registrants as they access key resources for their professional development.

## Registration Appeals

- The Registration Appeals Committee is a statutory committee established under the Act that is objective, fair and transparent. It reviews and makes decisions on appeals from applicants who were not granted College membership, or who had terms, conditions or limitations placed on their Certificate of Qualification and Registration. The committee continues to process appeals in an efficient manner and has fully adapted to the virtual environment that will continue for the foreseeable future. The following table shows the appeals received and decisions rendered:

Registration Appeals	2022 (Q1* and Q2)	2021 (full year)
Appeals received	18	27
Decisions rendered	9	15
*Q1 stats included in this report because they were not provided in last report		

The committee will continue to process appeals expediently, with plans to schedule two panel meetings per month as needed to address potential upcoming case volume.

## Standards of Practice and Accreditation

### April 1 to June 30, 2022

Description	Statistics
Accreditation: Submitted Courses	93
Courses Accredited	49
Governance Reviewed	4
Draft Guidelines Posted to Website	30 (15 EN, 15 FR)
Final Guidelines Posted to Website	21 (9 EN, 12 FR)

## Accreditation Pre-service Reviews and Program Change Requests

- In the second quarter of 2022, Accreditation unit staff continued to work virtually with 1) providers, 2) review panels appointed from the Accreditation roster, and 3) the Accreditation Committee in varying stages of the accreditation process.
- There are currently two active accreditation reviews:
  - **Université de l'Ontario français (UOF):** The formal submission of the Application for Initial Accreditation for a new multi-session program with areas of study in the Primary and Junior divisions was received May 30, 2022 with a forecasted decision date of November 26, 2022.
  - **Université Laurentienne:** In an effort to maximize efficiencies of time and resources, the School of Education at Université Laurentienne is renewing all French-language programs in their 2022 accreditation application.  
  
Panel work will continue through the fall with an anticipated decision in winter 2023 for the consecutive, multi-session consecutive and concurrent programs offered by the faculty.
- The Accreditation Committee has rendered three decisions pertaining to 9 programs of initial teacher education. These decisions reside in Sections 16, 18 and 21 of Ontario Regulation 347/02, Accreditation of Teacher Education Programs.

Section 16 Accreditation with conditions – Removal of conditions	Section 18 Initial Accreditation Or Renewal of Accreditation	Section 21 Review, Substantial Change in Program
<p align="center"><b>Université d'Ottawa</b></p> <p align="center">3 French-language programs</p> <p align="center">Removal of conditions on Requirements 2, 6 and 10; conditions remain on Requirements 3.1 and 4</p> <p align="center"><b>Decision rendered: June 14, 2022</b></p>	<p align="center"><b>Trent University</b></p> <p align="center">General accreditation granted to:</p> <ul style="list-style-type: none"> <li>• Consecutive program with areas of study in the Primary/Junior and Intermediate/Senior divisions</li> <li>• Concurrent program that combines studies in Indigenous Education with areas of study in the Primary/Junior and Intermediate/Senior divisions</li> </ul> <p align="center"><b>Decision rendered: June 14, 2022</b></p>	<p align="center"><b>Nipissing University</b></p> <ul style="list-style-type: none"> <li>• extend the duration of two multi-session consecutive, Indigenous programs</li> <li>• adjust format and course sequence of the consecutive and concurrent programs</li> </ul> <p align="center"><b>Decision rendered: April 14, 2022</b></p>



## Investigations and Hearings

Description	2022 (Q2)	2021 (Q2)
<b>Origin of Concerns for New Intake files</b>		
- Member of the public	93	58
— Secretary of Board – Teacher Performance Appraisal <sup>(1)</sup>	1	0
- Member of the College	18	10
- Registrar (including employer notifications)	88	90
- Minister of Education	0	0
<b>Total New Intake files</b>	<b>199</b>	<b>158</b>
- Resolved at Intake <sup>(2)</sup>	73	66
• Employer notifications resolved at Intake	19	21
- Transferred to Investigations Unit <sup>(2)</sup>	137	112
- Active Intake files	62	31
<b>Therapy and Counselling Funding Program</b>		
- New applications	3	1
- Applications approved	3	0
- Applications denied	0	0
- Applications being processed at end of reporting period	1	1

(1) Reports related to resignation or termination as a result of unsatisfactory teacher performance appraisal.

(2) The number of Intake files noted as “Resolved at Intake” and “Transferred to Investigations Unit” in this chart may have been received by the College in a previous reporting period. The number of matters resolved or closed during a reporting period will therefore not match the number of new files received during the same period.

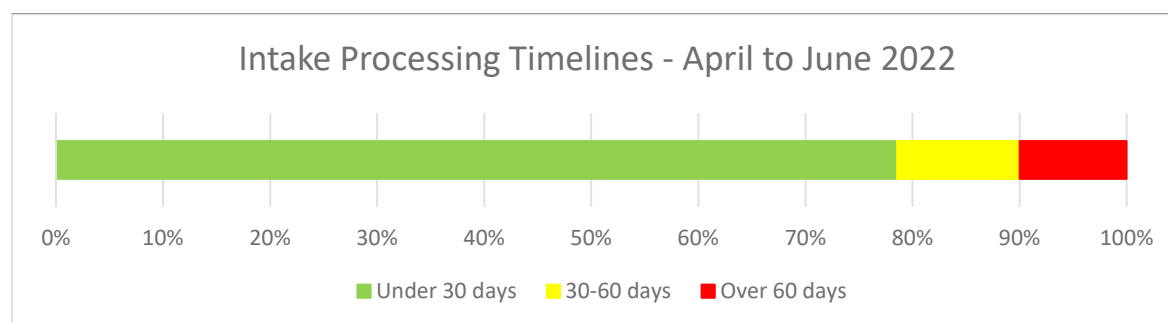
- Between April 1 and June 30, 2022, Intake received approximately 375 telephone calls and emails. The vast majority of calls to Intake are resolved on the day they are received. Email responses are typically sent within 24 hours.

In addition to addressing concerns by telephone and email, Intake completed the processing of 395 formal expressions of concern and employer notifications from April 1 to June 30, 2022. Intake processing timelines were as follows:

Files completed in under 30 days – 165

Files completed in 30 to 60 days – 24

Files completed in over 60 days – 21



Extended processing timelines at Intake are primarily due to the need to obtain further information from employers, which may take a significant amount of time in certain circumstances where investigations are still underway at the employer level.

- Combined CR/IR activity:

	2022-Q2	2021	2020	2019	2018
<b>Complaint Resolution</b>					
CR/Resolution by Undertaking assessments (all complaints are assessed for suitability)	90	299	284	386	340
CR resolutions (agreements adopted by single-member IC panels)	23	44	61	86	61
Resolutions by Undertaking (incompetence/TPA complaints)	0	6	3	9	5
<b>Internal Resolution</b>					
DC assessments (all DC referrals are considered for possible Internal Resolution prosecution)	24	39	65	158	89
DC hearings completed by Internal Resolution staff (in-house prosecutions staff)	10	19	25	36	12

The following is a summary of the disposition of cases concluded by panels of the Investigation Committee in the second quarter of 2022, compared to the second quarter of 2021. *(There were no panels held in April 2021 due to governance changes.)*

Disposition of Cases	Apr.-June 2022	Apr.-June 2021
Referred to Discipline Committee under subsection 26(5)(a)	29	10
Referred to Fitness to Practise Committee under subsection 26(5)(a)	0	1
Admonishment in person under subsection 26(5)(c)	23	7
Written admonishment under subsection 26(5)(d)	6	2
Caution in person under 26(5)(c)	6	0
Written caution under subsection 26(5)(d)	8	4
Advice under subsection 26(5)(d)	3	2
Reminder under subsection 26(5)(d)	2	0
Not referred following an investigation and no further action taken under subsection 26(5)(b)	6	7
Refused to investigate: not related to professional misconduct or incapacity under subsection 26(2)(a), OR, frivolous, vexatious, abuse of process, manifestly without substance or made for an improper purpose under subsection 26(2)(b) (Request for Direction)	3	3
Undertaking to Resign	0	0
TPA Undertaking	0	4
Complaint resolution	20	23
<b>Total</b>	<b>106</b>	<b>63</b>

Note: The total number of dispositions does not include matters that were withdrawn or abandoned before reaching a panel of the Investigation Committee (11 matters between April 1 and June 30, 2022, and 7 matters during the same period in 2021).

- For up-to-date information regarding upcoming Discipline hearing dates, please refer to the College website's hearing schedule: <https://www.oct.ca/public/complaints-and-discipline/hearing-schedule>. A Fitness to Practise hearing date has been scheduled for August 30, 2022 but is not open to the public nor appear on the hearings schedule.
- The following is a summary of the dispositions from the 34 concluded discipline hearings from April 1 and June 30, 2022. Where a disposition included multiple sanctions (e.g., suspension, reprimand, and terms, conditions or limitations) only the most severe sanction (i.e., suspension in the previous example) is recorded below.

Disposition of Cases	Cases Disposed of by the Discipline Committee
Revocation	12
Suspension	15
Reprimand	4
Resigned – Cancelled	1
Terms, Conditions or Limitations	0
Withdrawal of Notice of Hearing	1
Not Guilty	0
Reinstatements denied	1
Reinstatements granted	0
<b>TOTAL</b>	<b>34</b>

- In addition to the above dispositions, the Fitness to Practise Committee concluded five hearings, all of which resulted in the imposition of terms, conditions or limitations.
- The cumulative number of open hearing files at the end of Q2 for the Discipline Committee and Fitness to Practise Committee is summarized below:

2022	-	109
2021	-	199
2020	-	335
2019	-	299
2018	-	197

- Discipline and Fitness to Practise hearings can be categorized as contested or uncontested. Typically, in contested matters, the member does not admit to allegations of professional misconduct, incompetence or incapacity, and the hearing may involve witnesses and/or experts. An uncontested hearing proceeds on agreement and the member admits to, or pleads no contest to, the allegations.

Courts and tribunals continue to encourage resolutions through agreements wherever possible. When parties representing opposing positions are able to reach consensus, it allows resources to be focused on contested hearings of a serious nature.

In *R. v. Anthony Cook*, [2016] 2 S.C.R. 204, 2016 SCC 43, the Supreme Court of Canada examined the reasons joint submissions should generally be accepted by adjudicators, including that the defendant is giving up their right to a full hearing and that the parties, the public and other stakeholders often gain by having such agreements generally accepted. For example, witnesses are spared having to give testimony, the parties benefit from the certainty of an uncontested proceeding, and the resource savings of

uncontested proceedings are significant. The Court concluded that a very high threshold must be met in order to reject a joint submission. Before rejecting a joint submission, adjudicators must consider whether accepting it would bring the administration of justice into disrepute or would not otherwise be in the public interest.

The Divisional Court adopted the public interest test for rejecting a joint submission in *Bradley v. Ontario College of Teachers*, 2021 ONSC 2303, and clearly stated that this legal test applies to disciplinary bodies.

- **Concluded Matters**

In the second quarter of 2022, 39 hearings (Discipline and Fitness to Practise) were concluded. A matter is considered to be concluded after the hearing has ended and the panel has issued its Decision and Reasons. During Q2 of 2022, the number of concluded matters (i.e., 39) was 48% higher than the average number of concluded matters (i.e., 26.3) during this same period of the previous four years (the “2018-2021 Q2 Average”).

Month	2022	2021	2020	2019	2018
April	10	12	2	13	5
May	10	14	6	13	2
June	19	13	5	12	8
<b>TOTAL</b>	<b>39</b>	<b>39</b>	<b>13</b>	<b>38</b>	<b>15</b>

- In Q2 of 2022, 42 panel days were spent holding hearings, deliberations or pre-hearings. This indicates that the Discipline and Fitness to Practise Committees spent 27% more time conducting their core work in Q2 of 2022 compared to the 2018-2021 Q2 average of 33 days, which is partially attributed to the increased size of the committees and rosters following the College’s governance transition.
- In Q2 of 2022, 7 days were spent conducting contested Discipline and Fitness to Practise proceedings (i.e., hearings and/or motions). This represents a 28% decrease in the number of contested proceeding days compared to the 2018-2021 Q2 Average of 9.8 days. Contested proceedings generally take longer to hear and write reasons for, and they consume a disproportionately large amount of Tribunals’ resources compared to uncontested proceedings.
- In Q2 of 2022, 35 uncontested proceedings were heard. This represents a 37% increase compared to the 2018-2021 Q2 Average of 25.5 uncontested proceedings.
- Generally, the output in Q2 of 2022 has remained consistent with the 2021 output, which was a year in which the committees conducted and concluded a higher volume of hearings than ever before. In part, the increased output can be attributed to the increased size of the Discipline and Fitness to Practise Committee and roster following the governance transition at the College. A nimble committee supported by a robust complement of roster members has demonstrated the capacity to conduct a higher volume of hearings than in previous years. In addition, the transition from in-person hearings to virtual hearings, and the related process efficiencies that have been implemented, have contributed to the increased output shown above.

The 37% increase in the number of uncontested proceedings is generally consistent with the overall increase in hearings volume (i.e., 48% increase in concluded matters and 27% increase in the number of panel days compared to the previous four-year averages), and is not reflective of a significantly higher settlement rate.

As the number of open hearings files continues to decrease from its high of 335 at the end of Q2 of 2020 to the 109 open hearings files at the end of Q2 of 2022, it is anticipated that hearings volume will stabilize over time. Generally, the Discipline and Fitness to Practise Committees aim to conclude approximately 10 hearings per month. It is not anticipated that the hearings output of 2021 will be matched by 2022 year end, given the considerably lower number of open files.

These positive trends are in keeping with the College's strategic priority of making improvements to the discipline process to better reflect public expectations.

I trust this information will be of assistance to you and look forward to any questions or comments you may have.

Chantal Bélisle, OCT  
Interim Registrar and Chief Executive Officer