

## **REGISTRAR'S REPORT TO COUNCIL DECEMBER 5-6, 2019**

### **INTRODUCTION**

I am pleased to present my quarterly report to Council organized around the College's three current strategic priorities. The report also includes information in response to any undertakings noted from the September 2019 meeting of Council and a statistical overview of activity since the beginning of the calendar year.

The report begins with additional updates on recommended changes in legislation as well as other operational matters.

### **Update on the Ontario College of Teachers Act, 1996**

- Bill 31, the Plan for Care and Opportunity Act (Budget Measures), 2018, which received Royal Assent on May 8, 2018, also amends the College's Act. Amendments included provisions for funding for therapy and counseling. These provisions will come into effect on January 1, 2020, and will be accompanied by a regulation made by the Lieutenant Governor in Council that will apply to similar, but distinct, programs at the Ontario College of Teachers and at the Ontario College of Early Childhood Educators.

Although the expected provisions in this government regulation will be the same for both Colleges, some of these differ from previous Ontario College of Teachers' Council advice on the program, including whether funding would be retroactive to historical acts. In addition, the regulation is anticipated to include provisions for funding for drug therapy, and related expenses such as transportation or child care costs. These additional program elements were not anticipated by Council in its consideration of the program, and will add a further level of program administration at the College. Additional provisions would also enable claims for expenses for services provided by Indigenous Elders and healers, and for funding for therapy and counseling of a parent, guardian or sibling of a victim.

Once this government regulation is in place, the College intends to develop a further regulation under the Act that would clarify retroactivity, and include additional elements such as clarification on cessation of the program (for example, upon no finding or a finding of not guilty by DC, or on a withdrawal of the allegation). These elements are detailed in Council's meeting materials, and Council will review the policy direction that would comprise this regulation at its December meeting. If supported, College staff will work with Ministry of Education staff on regulatory language for approval at the March meeting of Council.

Implementation of the program, including administrative elements such as website information, an online application process and materials, and the establishment of policies, procedures and processes, has continued through a staff workgroup as program details have emerged. Work is ongoing to ensure support at every stage of program development.

## COLLEGE STRATEGIC PRIORITIES

### 1. Strengthen transparency and accountability

*[Costs associated with deliverables under this priority are covered by the Communication Services and External Relations cost centres.]*

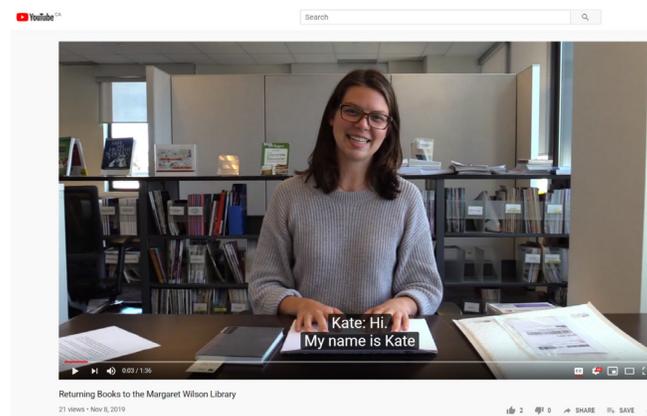
- Following Council's recent approval of the updated professional advisory on Professional Misconduct of a Sexual Nature, staff are conducting research to assist in the preparation of a companion article for the March 2020 issue of *Professionally Speaking/Pour parler profession*.
- Under the College's Act, the Discipline Committee may order costs and fines from members at the conclusion of a disciplinary process. Staff have developed a detailed process to track these orders, including an escalation process in the event of non-payment. The Discipline Committee will receive a presentation on this new process at its November 2019 meeting.
- As noted in my September report to Council, the College recently initiated a cyclical review of legal service providers, in keeping with the organization's purchasing guidelines. The College recently undertook a Request For Information (RFI) process with respect to Independent Legal Counsel to support the work of the Discipline, Fitness to Practise, Registration Appeals and Accreditation Appeal committees, and legal counsel for the Executive and Investigation Committees (collectively, "ILC"). We expect to communicate the results of that exercise to committee chairs in the coming weeks.

A separate RFI process for prosecution legal counsel before the Discipline and Fitness to Practise Committees and corporate legal counsel for the College is also underway. An RFI for these legal services was sent to 19 firms with demonstrated expertise in the regulatory sector and we anticipate the selection process will be completed by mid-December.

- Over the past few months, other regulatory colleagues have requested a presentation from the College on its governance review. During the summer, I have made presentations to the Councils of the Ontario College of Social Workers and Social Service Workers, the College of Early Childhood Educators and the College of Naturpaths of Ontario. In September, a member of the Policy and Research Unit presented on the topic of the College's recent governance review at the Ontario Regulators for Access Consortium (ORAC). ORAC is made up of representatives from the membership services departments of many Ontario regulators and the presentation was requested by ORAC members. The presentation focused on the governance review process, including the GSI report and how Council addressed the recommendations made in the report.
- The College continues to distribute a quarterly e-newsletter to a mailing list of nearly 30,000 members of the public. The English September edition of The Standard had an open rate of nearly 31 percent, three percent higher than June and eight percent higher than the April edition. The French newsletter's open rate was 36 percent, similar to the June edition. Most read stories included "Apps that help students" for both the English and French newsletters.

- The College continues to develop processes to support general inquiries initiated through social media such as Facebook. The College’s current response time to these types of inquiries is within 10 hours. Detailed inquiries – often focused on member or applicant requirements – continue to be addressed by Client Services. On an average day, responses are provided for 11 Facebook interactions and 40 Client Services inquiries.
- We continue to promote our role in teacher regulation to parents via ads in the Parents Engaged in Education monthly newsletter. And, based on positive focus group feedback from the summer, we have updated a brochure to explain how the College supports Ontario students, which is shared with parents at various public events.
- We’ve updated our “Essential Advice for the Teaching Profession” document that we give to teacher candidates to inform their practice, and we’ve produced two guides to explain the registration appeals process to College applicants. All of these documents are available in electronic formats on our external website.
- The College recently completed a significant update to its mobile membership app. College members can now access their membership information, electronic membership card, library services and timely College news conveniently from their mobile devices. This app will replace the annual printed renewal package which will be discontinued.
- Plain, simple, direct and easy-to-understand writing is an ongoing focus for all College communications. Professionally Speaking’s September issue provided pared prose on topics such as maintaining professional boundaries and our new guide for reviewing incompetence matters. Our 2020 new member package and online information for renewing members have been edited to provide concise, helpful information. We are also emphasizing plain language in all of our publications and on social media.

One example is our recently completed video (in English and French) on how easy it is to return library materials:



Another example is the way we respond to inquiries from members and the public such as “How can I study English at your College?” Previously, our response might have been, “The Ontario College of Teachers is the licensing body for the teaching profession in Ontario with responsibility for licensing elementary (kindergarten to grade 8) and secondary (grades 9 to 12) education teachers. The Ontario College of Teachers is not an

educational College where students go to study. We do not have classrooms or campuses. We do not offer classes or programs.”

Now our response would be, “Thanks for reaching out to us. We are the licensing body for Ontario’s teaching profession with the responsibility for licensing teachers in the public school system. The Ontario College of Teachers is not an educational college where students go to study, nor do we have classrooms, campuses, classes or programs. For information about general academic programs, please contact Ontario’s postsecondary institutions directly: <https://www.ontario.ca/page/go-college-or-university-ontario/>.”

- A Tribunals Book of Authorities has been developed and is now in use during hearings. The resource contains copies of commonly cited legislation and case law. English and French copies of this resource are made available to all hearings participants so that they no longer need to print or bring copies of selected, regularly-used materials to College hearings. This initiative will lead to greater efficiency during hearings, cost savings and paper conservation in the long term. Counsel who regularly attend College hearings have been asked to make use of this resource.
- As part of the Accreditation Unit’s key performance indicators, staff continue to refine the tracking system that has been developed to log relational work with providers in support of accreditation activities. Initial analysis of the types of questions directed to the unit reveals two predominant themes: (1) practicum situations and (2) possible program changes. At times, the queries from faculties are related to matters beyond accreditation including admissions, academic credentials, certification, etc. for which other College departments may be consulted. The ability to track and organize the types of questions being directed to the unit serves to inform workflow and enhance communication to all stakeholders. Staff continue to support open dialogue with all providers and these efforts are reflected in the College being seen as a responsive, knowledge-sharing resource.

## 2. Manage risk more strategically

*[Costs associated with deliverables under this priority are covered by the Communication Services, External Relations and Information Technology cost centres.]*

- Aligned with this strategic priority and the governance report recommendation to identify and implement ways to measure regulatory effectiveness and mitigate risk, the College has begun to develop assessment tools. Public and member awareness surveys and engagement through the College’s digital platforms, including the website and social media will be used to gauge public awareness of the College’s work and its contribution to public confidence, risk mitigation and harm reduction to students.

In the coming year, we will also create and publish educational content in *Professionally Speaking* and *Your College and You* to counsel members and proactively work to reduce harm to students.

- The College has also recently undertaken an analysis of the frequency of reports to the College from school boards and school authorities in Ontario related to potential misconduct or incompetence. We have examined the rate at which all school boards report matters to us in order to determine how many reports a typical board would send.

We have tabulated the total number of reports from each board over a five-year period and compared it with the number of full-time equivalent positions at each board, in order to determine whether a board is reporting at a rate comparable to other boards in Ontario. Our analysis and the communication with employers is intended to help mitigate risk and ensure that we are providing support and information to boards about their reporting responsibility under the Act. In early November, a communication was sent to directors of education with this analysis and follow-up calls were made with approximately 20 directors about how these data may be used to mitigate risk.

- To support Council members in their governance roles, we strive to provide real time updates to CouncilNet to ensure access to documents, forms and high level, as-it-happens information to manage risk and assist in decision-making. Recent updates have included sharing details from the most recent meetings held between the College and the Ministry and information to ensure clarity regarding the College's operations in the event of a teachers' strike.
- The "At the College" section of the September edition of Professionally Speaking highlighted important professional development activities and public awareness initiatives happening at the College and across Ontario communities, including the Standards of Practice and Education Unit's AQ guideline writing sessions, visits from international delegations, and our participation in community events to raise awareness about how we protect students and govern the teaching profession. The "By the Numbers" section included facts from the College's 2018 Annual Report, including statistics on the qualifications of College members.
- Professionally Speaking's September cover story, "Professional Judgment", pointed to the College's ethical standards and standards of practice, the professional learning framework and Additional Qualification courses as important resources to help inform members' professional judgment. A sidebar with advice to teachers about social media usage was also included. The second feature, "Teaching with Technology", included a sidebar about AQs that help boost teachers' tech savviness.
- Via social media, we actively promote the importance and availability of all College professional advisories, and Principal and Supervisory Officers' qualification programs. We distributed our recently updated "Professional Misconduct of a Sexual Nature" advisory with the December issue of Professionally Speaking, and recorded and posted English and French audio versions. Web versions of the magazine provide ready public access to articles highlighting professional development and additional qualification activities available for College members.
- College staff have been analyzing AQ candidate survey data related to the AQs with the highest enrolment from summer AQ course sessions (for example, Special Education, PQP Parts 1 and 11, English Language Learners). This feedback is offered to AQ providers in the form of infographics. AQ Providers share these AQ infographics with AQ course designers and facilitators to help foster provincial capacity and enhance professional practice.

### 3. Improve stakeholder engagement

*[Costs associated with deliverables under this priority are covered through the Communication Products, Communication Services, External Relations and Information Technology cost centres.]*

- The Registrars for Teacher Certification Canada language competency assessment project undertaken in collaboration with the Council of Ministers of Education is advancing toward the pilot stage. Consultants have been engaged to determine the validity and reliability of the language assessment for the purposes of teacher certification next spring. Each jurisdiction will recruit participants (internationally educated applicants for certification, newly certified graduates of Ontario faculties of education, newly certified internationally educated teachers) in the new year and the pilot testing of 2,400 participants will occur in July and August 2020. It is anticipated that the assessment, once validated, would become the assessment, with test items related directly to the communication tasks of a teacher, used by all Canadian jurisdictions when an internationally educated applicant applies for certification.
- The College staffed information displays at a number of different events frequented by parents and the general public in recent months. The information displays help the public to understand and have confidence that Ontario Certified Teachers are qualified, uphold both ethical and practice standards, engage in a variety of ongoing professional learning opportunities and are accountable for their practice.

Date	Event	Location
October 5	Parents Engaged in Education DREAM Big School Council Training Symposium	Toronto
October 5-6	The Baby Show	Toronto
October 19	Kawartha Pine Ridge DSB {aren't Conference	Port Hope
Nov. 2	Hamilton-Wentworth Catholic DSB Parent Conference	Hamilton
Nov. 2-3	Baby, Bump and Toddler Show	Hamilton

As a result of the College's participation in these popular events, the subscription base to the College's free online e-newsletter *The Standard* has increased by an additional 5,357 subscribers.

- The College continues to provide presentations to members enrolled in Principal's Qualification Program (PQP) and Supervisory Officer's Qualification Program (SOQP) across the province. The presentations reinforce the concept and importance of self-regulation, including the duty of the College to operate in the public interest and provide interactive case studies to help candidates understand and reflect on the standards of practice and the ethical standards as well as the investigations and hearing process. Staff have presented at 21 PQP and SOQP sessions during October-November 2019.
- The work of the College continues to attract attention as evidenced by the number of briefing requests received from international visitors. Delegations from around the world continue to inquire about the College's role in education as a self-regulator and are interested in hearing about a variety of our responsibilities, including certification

requirements, the standards of practice and ethical standards, accreditation of both pre-service and in-service teacher education programs and the disciplinary process. Recently, the College has hosted delegations from Australia, the Republic of Korea, the People's Republic of China, Hong Kong, France, the Netherlands and representatives from international pre-service teacher education institutions from England, Scotland, Wales and the United States.

Delegations are invited to share information concerning both their visit goals and their research focus. Any information provided by the delegations is available for Council members to review in the Margaret Wilson Library.

- The College visits Ontario faculties of education each year to provide teacher candidates with information on the role and responsibilities of the College. A member of the College's senior leadership team and the Chair or her delegate participate in sessions for teacher candidates during their first two semesters that introduce the role of the College and the privilege of self-regulation. In addition, College staff present to teacher candidates in the third or fourth semesters of their programs to provide detailed information concerning specific aspects of the College's work, such as ethical decision making or advice provided to members through the issuance of professional advisories. Information regarding the registration process is also provided during these sessions. From October 1 to November 30, 2019, the College presented at 13 faculties of education.
- The next Inspiring Public Confidence Conference will take place on June 2-3, 2020 at the Toronto Marriott Downtown Eaton Centre Hotel. The keynotes will be provided by Senator Murray Sinclair, the former Chief Commissioner of the Truth and Reconciliation Commission (TRC) and Blaise Aguirre, MD, a child and adolescent psychiatrist internationally recognized for his extensive work in the treatment of mood and personality disorders.

A total of 30 workshop proposals were received by October 4, 2019, the deadline for submissions. The final workshop schedule will be available when registration opens in late November 2019.

- October 5<sup>th</sup> was World Teachers' Day. To mark this annual event, the College once again developed a six-day social media campaign to engage teachers, parents and the public. Leveraging the deep and personal associations many people have with their most influential teachers, the goal was to connect with the public, support confidence in Ontario teachers and raise awareness of the College. We measured engagement by the number of people who, after seeing an ad or post, took the time to "like," "share," comment or follow us on social media. By these measures, the campaign was effective. We had 4.9 million views of our ads and posts and 37,265 clicks, likes, shares and comments. In all, we saw a 183 percent increase in engagement compared to last year's campaign, and by its end, the College had increased its number of followers on Instagram (by 69), Facebook (by 95) and Twitter (by 122).
- The College produced a detailed report on extensive feedback we received from focus groups during summer sessions in Windsor, Welland, Ottawa, Thunder Bay, Barrie and Toronto. We met separately with parents and College members to gather insights on College initiatives, strategic priorities and communications products. The six cities were

chosen to reflect different geographical regions, demographics and languages. The September edition of *The Standard* included an article about how the feedback helps the College improve its communication with members and the public. It also highlighted the social media platforms the College uses to share important news about the profession. A copy of the full report was posted to the resources section of CouncilNet for the information of Council members.

- In October, the College launched an easy-to-use online request form to help us better understand and respond to members of the profession and the public. This user-friendly, dynamic and effective tool will enhance our efficiency when managing and tracking inquiries. The new form also includes ways to find quick answers to various questions about our services.
- Using social media, we continue to invite and promote member participation in Additional Qualifications consultations, writing teams, and policy development initiatives. We also promote our efforts to consult and collaborate such as meeting with Quebec's Education Minister to discuss the benefits of self-regulation and our subsequent reporting in the event in *Professionally Speaking*. I was invited to the Society of Ontario Adjudicators and Regulators (SOAR) conference last month to participate in a panel discussion on the use of social media by regulators to enhance transparency and accountability.
- Inter-staff meetings with staff from the Principals' Councils of Ontario and the OTF and its Affiliates were respectively held on November 5 and November 7. Some of the topics discussed included employer reports, the process for removing Terms, Conditions and Limitations from the College website, and caseload statistics related to the work of the Investigations and Hearings department.
- On October 10, staff from the Intake area hosted Intake staff from other professional regulators in Ontario. Approximately 25 attendees discussed best practices and challenges faced within the Intake areas of each regulator in an effort to learn from peers. A request for evaluation of the event has been sent to participants and we anticipate that the College will host a follow-up event in 2020.
- Since the last Registrar's report to Council, College staff have facilitated provincial writing teams for the revision of the following Additional Qualification (AQ) guidelines:
  - Teaching Students Who Are Blind/Low Vision - Schedule D
  - Integrated Arts – Schedule C
  - Religious Education in Catholic Schools – Schedules A, D and E
  - Environmental Science - Schedules A and E
  - Environmental Education – Schedule D
  - Mathematics guidelines– Schedule C and D
  - Intermediate Education – Schedule D
  - Music-Instrumental, Schedules A and D
  - Music Vocal, Schedule A
  - Music-Vocal, Intermediate Senior, Schedule D

- Music-Vocal, Primary Junior, Schedule D
  - Music, Schedule E
  - Junior Education – Schedule A
  - Visual Arts – Schedules A and D
- Staff released the following draft AQ course guidelines to all stakeholders and educational partners for provincial validation:

**Schedule B**

- Communications Technology
- Computer Technology
- Construction Technology
- Green Industries
- Hairstyling and Aesthetics
- Health Care
- Hospitality and Tourism
- Manufacturing Technology
- Transportation Technology

**Schedule C**

- Arts – Grades 7 and 8

**Schedule D (Parts I, II and Specialist)**

- Teaching and Leadership in First Nations, Métis and Inuit Studies

- The following final AQ course guidelines were released to stakeholders and educational partners:

**Schedule D (Parts I, II and Specialist)**

- First Nations, Métis and Inuit Studies
- Writing

**Schedule E (Honours Specialist)**

- First Nations, Métis and Inuit Studies
- Music

- In collaboration with members of the profession, staff have been developing new standards-based teacher education resources related to the following:
  - Environmental Stewardship and Ecological Literacy

- Exploring the Ethical Standards for the Teaching Profession through Rotinonhsyón:ni Art
  - Perceptions from Practice – Exploring Special Education
  - Learning Profiles: Honoring and Supporting Diversity and Uniqueness
  - Fostering Cultures of Wellbeing within Professional Practice
  - Visual Pedagogies: Exploring Well-Being in Practice
- College staff facilitated an open space consultation related to the Religious Education in Catholic Schools AQ course guidelines. Elementary and secondary learners as well as student trustees actively participated in this session along with parents, educational partners, AQ providers, initial teacher education instructors, university scholars and educators teaching within the context of Catholic schools. This provincial consultation illustrated the significance of the College as a self-regulatory body working in the public interest.
  - Staff presented to faculty members and staff from Pickering College re: Supporting LGBTQ Students.
  - College staff were invited to attend the 2<sup>nd</sup> annual Dr. David V.J. Bell Memorial Lecture, hosted by Learning for a Sustainable Future (LSF) and York University. The topic was Sustainable Development: *Where We're At, What's Working (And What's Not), and What We Need To Succeed*. This session will help to inform the review of the environmental education AQ courses. Staff also attended the Ontario Association for Mathematics Education (OAME) - Leadership Conference, "*Paying Attention to Leadership in Mathematics*" to support the revision of the Mathematics Schedule D and Schedule C AQ courses.
  - The College engaged in meetings with a consortium of Colleges of Applied Arts and Technology related to AQ courses.
  - Staff facilitated a session for experienced educators in the *Called to Lead Leadership Discernment Program* for the London District Catholic School Board, regarding Catholic leadership and the Ethical Standards of Practice.
  - The College, in partnership with the Canadian National Institute for the Blind (CNIB) has reproduced the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession*, and the *Professional Learning Framework* in both contracted and uncontracted Braille in English and in French. These Braille versions will be used with the *Teaching Students who are Blind/Low Vision* Additional Qualification (AQ) course guidelines. Braille is included in the content for these AQs. The *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession*, and the *Professional Learning Framework* serve as the foundation for these AQs.
  - College staff participated in the *Positive Leadership for Flourishing Schools Forum* at Queen's University in the fall which supported AQs related to leadership.
  - College staff attended the Global Summit & EdTech Expo – *Teaching & Learning in the Digital Age*, to support AQ policy development and accreditation related to online

methodologies used within the PQP, SOQP and all AQs. This forum supports and informs the accreditation processes related to AQ courses.

- Continuing its commitment to develop resources in indigenous education and to create resources to support indigenous education, the College engaged in various activities including:
  - Engaging in a Sharing Circle with Dr. Pamela Toulouse, an Indigenous scholar of Sagamok First Nation, who is a professor at Laurentian University.
  - Offering a College display booth at the Indspire – 2019 National Gathering for Indigenous Education, whose theme was to explore ways of improving on the educational outcomes of K-12 Indigenous students. The booth highlighted the many Indigenous focused AQ courses and teacher education resources that have been developed by Indigenous educators, community members, speakers, Elders and Knowledge Keepers.
  - Engaging in a professional cultural learning experience at the Kayanase centre in Six Nations, where staff learned about the history of the Haudenosaunee and people of the Grand River Territory in the 17<sup>th</sup> century until present day, including ecological uses of the land and how things have changed and our people have adapted over time.
  - Presenting a plenary session with Indigenous Partners at the Canadian Network of Agencies for Regulation (CNAR) 2019 Conference entitled, *Collaboration that Honours Truth and Reconciliation within a Regulatory Context*.
  - Development of Mohawk representations of the *Ethical Standards for the Teaching Profession* have in partnership with a Mohawk artist and linguist from Six Nations of the Grand River. These new representations are included in the new AQ entitled, *Teaching and Leadership: First Nations, Métis, and Inuit Settings*.

## STATISTICS

### College Staffing

- Recruitment is ongoing as vacancies arise from time to time in the 177.5 regular staff positions approved by Council for the 2019 budget. The following summary includes regular College staff, staff seconded from school boards and temporary staff as of October 31, 2019:

Budgeted positions for 2019	<u>177.5</u>
Staff with regular appointments	155
Temporary staff replacing staff on leaves and vacancies	13
Staff seconded from school boards	6
Current vacant positions (interim)	3.5
	<u>177.5</u>

## Services to Applicants and Members

Service Requested	Requests Processed Jan. 1–Dec. 31, 2017	Requests Processed Jan. 1–Dec 31, 2018
Certificate Extension Approvals – 1 <sup>st</sup> Extension	52	54
Certificate Extension Approvals – 2 <sup>nd</sup> Extension	14	8
Statement of Professional Standing (SOPS)	927	972
Release of Personal Information (documents)	488	753
Alternative Documentation Route Approvals	21	31

- Current or former members of the College or applicants for membership may request copies of their documents on file (such as transcripts or statements of professional standing from jurisdictions outside Ontario) to be sent to other organizations. In 2018, the number of requests for these documents has increased, signaling a wider acceptability of documents received through the College in lieu of official documents sent directly. In order to manage the increasing volume of these requests and to better serve applicants and members, the College is working to provide a means to share these documents with third party organizations (such as QECO) through a secure electronic document exchange system.
- A Statement of Professional Standing (SOPS) is a required document confirming a member's teacher qualifications, date of initial certification, status with the College and any disciplinary history (if applicable) to be sent directly to an institution. SOPS are required from every jurisdiction in which an applicant has taught as a certified teacher in that jurisdiction.

The SOPS is an important document in the assessment of professional suitability. Alberta, British Columbia are consistently the most common jurisdictions for which members request a SOPS.

Jurisdictions with the most frequently issued SOPS on behalf of members :

Jurisdiction	Total processed Jan 1–Dec. 31, 2017	Total processed Jan. 1 – Dec. 31, 2018
Alberta	293	268
British Columbia	60	86
Nova Scotia	53	74
Manitoba	66	73
Québec	70	55

### Alternative Document Route Approvals

- The College, like other professional bodies, requires that teacher education degree transcripts, undergraduate and graduate academic degree transcripts, statements of professional standing and language proficiency test scores be sent directly to the College from granting institutions, licensing bodies or testing agencies. This policy is one that is grounded in the College's statutory mandate to fulfill its objectives and to safeguard the public interest in doing so. Further, such a policy implicitly recognizes the significance of the required documentary evidence for the College in those roles.

Fair registration legislation introduced in 2006, along with amendments to the *Ontario College of Teachers Act*, resulted in the introduction of the alternative documentation process. Applicants may be eligible to provide required documentation in alternative forms if they meet certain eligibility criteria, such as: specific conditions in a country such as war, political strife, natural disaster; applicant fear of repercussions if they request documents; institutions have closed or are unable to provide documentation due to documentation retention schedules.

During this reporting period, the alternative documentation route was approved for 31 applicants. The jurisdictions with the most frequent requests for alternative documentation route are Cameroon and Iran (each at 16 percent). The most common document requirement is the statement of professional standing (77 percent). Of the 31 applicants that were offered the alternative documentation route, 58 percent completed all document requirements (11 applicants are in good standing, 2 applicants were denied and 5 applicants are currently being evaluated). Of the remaining files (42 percent), 3 files were closed and 10 files remain in document assessment.

### Member and Non-Member Statistics

Status	October 2019	October 2018
<b><u>Appears on the Public Register</u></b>		
Good Standing (incl. subject to terms, conditions, limitations)	233,972	233,484
Retired	152,455	146,378
Suspended Non-Payment of Fees	77,471	80,612
Expired	21,642	21,666
Cancelled – Resigned	3,373	3,436
Revoked	355	319
Cancelled	269	271
Suspended	93	91
Sub Total	489,630	486,257
<b><u>Does Not Appear on the Public Register</u></b>		
Deceased	34,421	32,286
Unprofiled <sup>(1)</sup>	20,944	20,889
Unsubmitted <sup>(2)</sup>	10,022	8,968

## Member and Non-Member Statistics

Status	October 2019	October 2018
Closed	6,785	6,516
Removed	6,375	6,298
Denied	3,214	3,170
Document Assessment	3,200	3,113
Never Registered	1,013	1,013
Evaluation Validity Expired	983	1,002
Submitted to Evaluation	573	411
Waiting for Payment Approval	433	418
Applicant Hold	349	281
Cancelled by Minister	122	124
Administrative Review	60	42
	Sub Total	88,494
		84,531
<b>Total</b>	578,124	570,788

<sup>(1)</sup> Record created when a document is received that cannot be linked to a member or applicant record. This occurs for new applicants who may arrange for documents prior to sending an application. Once the application is received, the document is moved to the new record.

<sup>(2)</sup> Record created when an individual starts but has not yet completed an application for certification.

## Margaret Wilson Library

- The College successfully launched a new library landing page on August 29 that provides new and improved library services to members. Members are able to login through the Members' Area of the College website to access the library's free resources. Books, eBooks and research databases are now all easily accessible in one interface.
- The library software enhancements enabled members to perform many more research database searches, a huge benefit for members. In the month of September alone, members performed the same amount of searching on the new system as they were able to in the previous nine months combined on the old system (January to September 2018). Members performed a total of 158,871 research database searches in one month.
- For the nine-month period January to September 2019, total member interactions with library staff via phone, email or in-person increased by 4% year-over-year. There were a total of 1,265 interactions in the current period versus 1,221 interactions in the same period the previous year.

## Standards of Practice and Accreditation

- Staff have continued to support the Accreditation Committee and panels in their review of programs of professional education in the fourth quarter of 2019 by working with providers, panels and committee members in varying stages of the accreditation process. In October, program officers facilitated site visits at two campuses of Lakehead University (Orillia and Thunder Bay) with interviews and panel work extending over a period of nine days. The findings, facts and reasons of this Panel Report will be reviewed

and used to inform the decision of the Accreditation Committee at their December meeting. Preliminary work is underway with the three Faculties of Education who will submit applications for renewal of the accreditation for their programs of professional education in 2020. This work reflects the cyclical nature of the work of the Accreditation Unit.

### Accreditation Initial Teacher Education Reviews

	Provider	No. of Programs of Professional Education	Site Visit	Accreditation Decision
Pre-service Reviews	Université Laurentienne, L'École des sciences de l'éducation	1 program renewal Addition of 2 new programs	March 3 – 8, 2019	September 17, 2019
	Lakehead University, Faculty of Education	4 programs	July 15-16, 2019 Indigenous Language Teachers' Diploma (ILTD)  October 3, 2019 (Orillia Campus)  October 7-11, 2019 (Thunder Bay Campus)	December 3, 2019 (Anticipated)
	<b>2 Providers</b>	<b>7 Programs</b>		

### Accreditation Initial Teacher Education Program Change Requests

	Provider	Type of Change	Accreditation Decision
Program Changes	Ontario Institute for Studies in Education of the University of Toronto	Substantial Change	September 17, 2019
	The University of Western Ontario, Faculty of Education	Substantial Change	September 17, 2019
	<b>2 Providers</b>	<b>2 Program Changes</b>	

### Find an AQ Feedback Analysis:

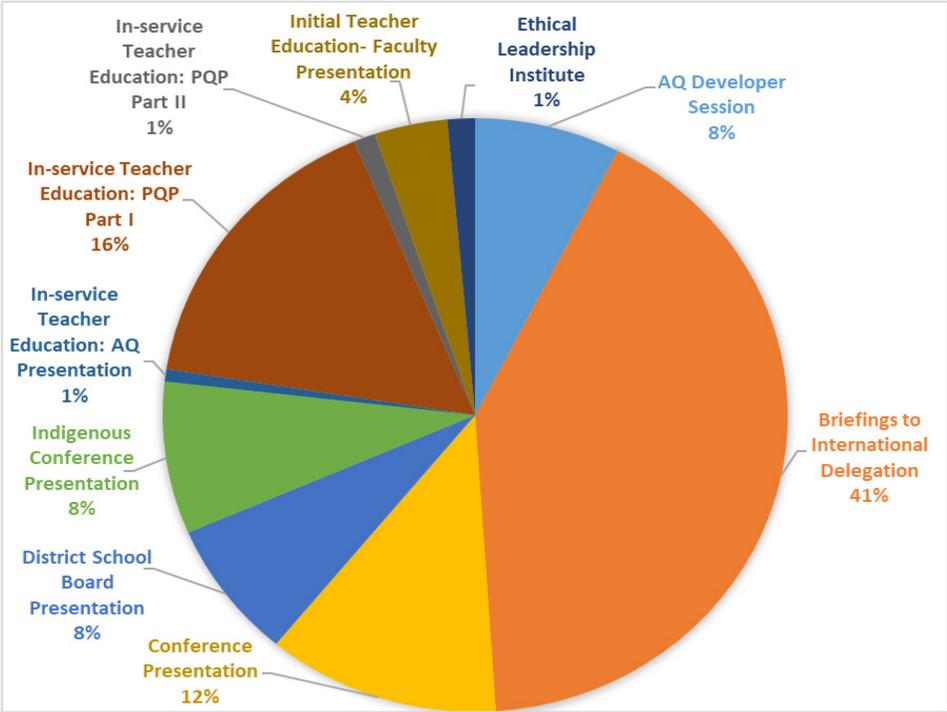
- To date in 2019, staff have responded to 150 AQ inquiries submitted by members of the profession through the College's *Find an AQ* web tool.

## Find an AQ Feedback Analysis

150 Inquiries received from January to September 2019

DETAILS	NATURE	AQ COURSES	PROVIDERS
<p>Facts about Find an AQ Inquiries</p> <ul style="list-style-type: none"> <li>The majority of inquiries (23%) were received in January</li> <li>122 English language inquiries &amp; 28 French language inquiries</li> <li>The most referenced course delivery method was <i>online</i></li> </ul>	<p>The nature of the inquiries:</p> <ul style="list-style-type: none"> <li>General information about a specific course</li> <li>Providing feedback about courses</li> <li>Online and/or Face-to-Face availability of a course</li> <li>When and where to take a specific course</li> <li>Recommending a course to a specific provider</li> <li>Qualification requirements</li> <li>Course registration process</li> <li>Summer course availability</li> <li>Recommending a course be offered in French</li> </ul>	<p>The top 5 AQ Courses/Programs referenced in the inquiries:</p> <ul style="list-style-type: none"> <li>Special Education</li> <li>Mathematics:                             <ul style="list-style-type: none"> <li>Primary and Junior</li> <li>Grades 7 and 8</li> </ul> </li> <li>Religious Education in Catholic Schools</li> <li>French as a Second Language</li> <li>Music</li> </ul>	<p>The top 5 Providers referenced in the inquiries:</p> <ul style="list-style-type: none"> <li>University of Ottawa</li> <li>Brock University</li> <li>Ontario Institute for Studies in Education (OISE)</li> <li>Laurentian University</li> <li>Ontario English Catholic Teachers Association (OECTA)</li> </ul>

- Standards Education: Since January 2019, staff were invited to facilitate 50 sessions for 1,000 participants, including teacher candidates, new teachers, teacher-educators and leaders, principal candidates, AQ course developers and internationally educated teachers. The following figure provides a breakdown of these educative sessions to date.



## Investigations and Hearings

- The following chart summarizes concerns received at Intake for the period August 1 to September 30, 2019.

Description	2019	2018
<b>Origin of Concerns for New Intakes</b>		
- Member of the public	44	31
- Secretary of Board – Teacher Performance Appraisal <sup>(1)</sup>	0	0
- Member of the College	10	5
- Registrar (including employer notifications)	56	45
- Minister of Education	0	0
<b>Total New Intakes <sup>(2)</sup></b>	<b>110</b>	<b>81</b>
<b>Disposition</b>		
- Resolved at Intake	51	36
○ Employer notifications resolved at Intake	9	9
- Transferred to Investigations Unit	57	61
- Active Intake files	67	63

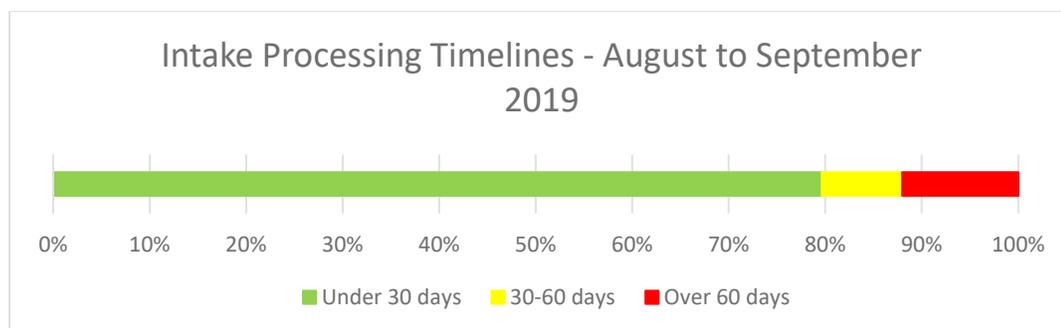
<sup>(1)</sup> Reports related to resignation or termination as a result of unsatisfactory teacher performance appraisal.

<sup>(2)</sup> Intakes forwarded to the investigation stage or resolved at Intake during this period may have been created in a previous period. As a result, the number of new intakes does not directly correlate to the number of intakes transferred to investigation, resolved at Intake or awaiting further information.

Between August 1 and September 30, Intake received approximately 100 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 has completed the processing of 108 formal expressions of concern and employer notifications from August 1 to September 30, 2019. Timelines for Intake processing from August 1 to September 30, 2019 are as follows:

Files completed in under 30 days – 86 (79.6% of all files)  
 Files completed in 30 to 60 days – 9 (8.3% of all files)  
 Files completed in over 60 days – 13 (12% of all files)



The majority of the files that remained open for over 60 days were kept open as further information was needed from employers in order to determine an appropriate course of action. Intake does regular outreach to employers to advise of the importance of providing the College with updates in an expeditious manner.

### Investigation

The following is a summary of the disposition of cases concluded by panels of the Investigation Committee between August 1 and September 30, 2019.

Disposition of Cases	Complaints
Refused to investigate: not related to professional misconduct or incapacity 26(2)(a), OR frivolous, vexatious, abuse of process, manifestly without substance or made for an improper purpose; 26(2)(b) (Request for Direction)	0
Referred to Discipline Committee under clause 26(5)(a)	34
Referred to Fitness to Practise Committee under clause 26(5)(a)	4
Not referred under clause 26(5)(a) or (b) and no further action taken	6
Written reminder under subsection 26(5)(d)	0
Written advice under subsection 26(5)(d)	2
Written caution under subsection 26(5)(d)	5
Written admonishment under subsection 26(5)(d)	8
Oral caution under subsection 26(5)(c)	0
Oral admonishment under subsection 26(5)(c) (in person)	9
Resolved through complaint resolution under subsection 26(5)(d)	17
Resolution by undertaking	1
<b>TOTAL</b>	<b>85</b>

Note: This total does not include one matter that was withdrawn or abandoned before reaching a panel of the Investigation Committee.

From August 1 to September 30, 2019, the Investigation Committee referred 34 matters to the Discipline Committee and four matters to Fitness to Practise. During the

same period in 2018, 27 matters were referred to the Discipline Committee and four were referred to the Fitness to Practise Committee.

### Complaint Resolution

The following chart elaborates on Complaint Resolution activity for the period August 1, to September 30, 2019 as compared to the previous year.

	2019	2018
Memoranda of Agreement adopted by the Investigation Committee	17	9

### Hearings

The total number of open files at year end (Discipline Committee and Fitness to Practise Committee) is summarized below:

2019 (as at Sept. 30)	2018	2017	2016	2015
285	232	172	186	218

Discipline and Fitness to Practise Committee 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. The member may also agree to the outcome through an agreement.

Courts and tribunals continue to encourage resolution of issues 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 SCR 204, 2016 SCC 43, the Court examined the reasons joint submissions should usually be accepted, including that the defendant is giving up their right to a 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 participate by providing testimony. 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 following three tables indicate the breakdown of the nature of the work conducted by the Discipline and Fitness to Practise Committees over this same period of time.

**Contested hearings (and number of actual contested hearing days)**

<b>Month</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
January	1 (1 day)	1 (2 days)	2 (2 days)
February	1 (2 days)	1 (2 days)	0 (0 days)
March	1 (2 days)	3 (3 days)	1 (1 day)
April	2 (2 days)	3 (3 days)	5 (3 days)
May	2 (4 days)	4 (6 days)	0 (0 days)
June	2 (4 days)	2 (2 days)	3 (6 days)
July	0 (0 days)	3 (3 days)	1 (2 days)
August	2 (3 days)	1 (1 day)	3 (3 days)
September	1 (2 days)	3 (6 days)	2 (2 days)
October	1 (1 day)	1 (2 days)	
November	4 (4 days)	1 (1 day)	
December	2 (3 days)	3 (5 days)	
<b>TOTAL</b>	<b>19 (28 days)</b>	<b>26 (36 days)</b>	<b>17 (19 days)</b>

**Agreements/withdrawals heard**

<b>Month</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
January	5	5	2
February	4	3	9
March	7	1	3
April	3	4	12
May	4	0	9
June	9	9	13
July	5	1	12
August	4	3	4
September	4	1	4
October	18	8	
November	11	14	
December	10	8	
<b>TOTAL</b>	<b>84</b>	<b>57</b>	<b>68</b>

**Pre-hearings**

<b>Month</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
January	0	2	0
February	1	4 (in 3 days)	1
March	2	0	2 (in 1 day)
April	0	4 (in 3 days)	3
May	0	3 (in 1 day)	3 (in 2 days)
June	0	2 (in 1 day)	2
July	3	0	3
August	0	0	3 (in 2 days)
September	0	1	0
October	1	1	
November	0	5 (in 4 days)	
December	1	1	
<b>TOTAL</b>	<b>8</b>	<b>23 (in 17 days)</b>	<b>17 (in 14 days)</b>

**UNDERTAKINGS**

There were no undertakings coming forward from the September 26-27, 2019 meeting of Council.

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

Michael Salvatori, OCT  
Chief Executive Officer and Registrar