

REGISTRAR'S REPORT TO COUNCIL

March 24, 2022

Table of Contents

| | Page |
|---|-------------|
| INTRODUCTION | 3 |
| HIGHLIGHTS OF THIS REPORT | 3 |
| Governance Transition | 3 |
| Legislation and Regulations | 3 |
| Service Delays | 4 |
| COLLEGE STRATEGIC PRIORITIES | 4 |
| 1. Strengthen transparency and accountability | 4 |
| 2. Manage risk more strategically | 9 |
| 3. Improve stakeholder engagement | 13 |
| STATISTICS | 15 |
| Human Resources | 15 |
| Services to Applicants and Members | 16 |
| Member and Non-Member Statistics | 18 |
| Margaret Wilson Library | 19 |
| Standards of Practice and Accreditation | 19 |
| Investigations and Hearings | 21 |

INTRODUCTION

I am very pleased to present the College's first quarterly report to you in 2022. The report is organized around the College's three strategic priorities and provides full-year statistics and activity for 2021, along with the occasional focus on Q4-2021 – the last full quarter for which statistics are available.

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

HIGHLIGHTS OF THIS REPORT

Governance Transition

- The College's new Council, committee and roster members were announced publicly on December 23, 2021. Updates on our governance transition were provided as a news item on oct.ca, via our social media posts, and included as stories in *Professionally Speaking / Pour parler profession* (quarterly member magazine – no longer in circulation), *Your College and You* (monthly member newsletter), and *The Standard* (quarterly parent/public newsletter). On January 31, 2022, Paul Boniferro completed his term as Transition Supervisory Officer.
- On February 1, 2022, a news release announcing the transfer of governing authority from the Transition Supervisory Officer to the College's new Council was posted to the College website. The news was also shared via *Your College and You* and our social media properties.
- A total of 131 Council, committee and roster members have now completed their oath of office and taken up their respective governance roles. Orientation sessions for Council, subcommittee, committee and roster members took place in the January-March 2022 period.

Legislation and Regulations

- Extension of Existing Temporary Certificates: In December 2021, the Ministry of Education announced that Temporary Certificate holders who were granted a Temporary Certificate in 2021 (expiring December 31, 2021) can request an extension of their certificate to June 30, 2022. This measure is designed to address the ongoing shortage of teachers in Ontario.
- Expansion of Temporary Certificates: Also in December 2021, the Ministry announced the expansion of Temporary Certificate eligibility to teacher candidates who have successfully completed a portion of their practicum and are expected to successfully complete their program by the end of 2022 or 2023. Ontario teacher candidates in a consecutive or concurrent teacher education program can apply for a Temporary Certificate if their faculty reports them as meeting the eligibility criteria.

- On February 8, 2022, the government announced regulations to help guide the Registrar's discretion to post information about criminal charges and convictions to a member's public register profile that are relevant to their membership in the College. The Chair of Council and the Registrar provided quotes to the Ministry of Education on the enhanced protection provided by the new regulations for inclusion in their news release.

Service Delays

- The College continues to hear and address concerns about delays in its membership application and certification processes. Impacting our process timelines are the strong demand for teachers at the moment and the need to ensure that the people we certify to supervise and teach Ontario's students meet certification requirements. As always, the College works hard to recognize and respond to the needs of the labour market while meeting the public's expectation that teachers are trained and certified accordingly.

COLLEGE STRATEGIC PRIORITIES

1. Strengthen transparency and accountability

- The College's social media audience continued to grow steadily in 2021 across all platforms (Twitter, Facebook, LinkedIn, Instagram, Pinterest and YouTube). In January, there were 52,199 followers and at year end, there were 53,525 followers, an increase of 1,325.
- The College responds to **inquiries received via social media** within 1-2 business days. In 2021, a total of 2,087 inquiries were received, primarily from Facebook and Twitter, reflecting an increase of 72 percent over 2020.

The growth in the number of inquiries can be attributed to many factors, including:

- uncertainty around the COVID-19 pandemic
- the Temporary Certificate program (introduction, extension and expansion)
- the Math Proficiency Test, including test details, availability, extensions and the court decision declaring the test unconstitutional
- the mandatory Sexual Abuse Prevention Program for current Ontario Certified Teachers (OCTs) and applicants
- changes to certification requirements related to language proficiency.

More broadly, this number is being driven by the ongoing migration of members and applicants from traditional channels to social media as their preferred point of contact.

- In January 2022, *Your College and You (YCA Y)*, became the **College's official member publication**, replacing the print magazine that was decommissioned in December 2021. The YCA Y digital newsletter underwent a creative redesign in late 2021, which included improved *Accessibility for Ontarians with Disabilities Act (AODA)* compliance, a simpler design and expanded content.

A monthly publication, *YCAY* now includes summaries of Discipline Committee panel decisions as part of its regular monthly content. We publish these summaries to educate members and deter similar future conduct, and to notify the public of disciplinary and remedial actions taken by the College in proven cases of misconduct or incompetence.

There are two issues of *YCAY*: one targeted to members and the other to applicants for membership. The content for both is largely the same, however each issue does include audience-specific content.

- Communications staff **track and analyze online data** for the College's newsletters including *YCAY*, which is sent to members and applicants monthly, and *The Standard*, a quarterly publication for parents/the public. Both newsletters have above, or near, industry-standard open rates. On average, education-based emails have an open rate of 23.4 percent.

In 2021, *YCAY* had open rates of 31 percent (English) and 31 percent (French) while *The Standard* had open rates of 30 percent (English) and 21 percent (French).

The monthly tracking for both newsletters helps identify topics of interest to readers. Positive open rates for our newsletters indicate that content is consistently interesting to members, applicants and the public.

- All content on the College's website is required to be made accessible to individuals with disabilities, per **AODA guidelines**. Through ongoing assessment and remediation work, bolstered by support from external subject matter experts when required, work in 2021 included:
 - 455 new and updated Additional Qualifications (AQ) guidelines
 - videos in support of the Anti-Black Racism Professional Advisory and the Professional Boundaries Professional Advisory
 - the 2021 Annual Meeting of Members
 - governance recruitment and applications
 - Library services
 - Indigenous Ways of Knowing webinar series.
- Work is ongoing to draft, finalize and distribute the first in a series of reminders and invoices to OCTs to pay their **2022 Annual Membership Fee**. Due in mid-April, a reminder was sent out in mid-February. OCTs who have not provided a current email address will receive a mailed reminder. Additionally, information about the membership fee deadline was also included in the December 2021 (and final) issue of *Professionally Speaking/Pour parler profession* and the January 2022 edition of *YCAY*. Following our usual process, notices of a change in status to Inactive/Non-Practising will be issued by email and mail once the fee payment window closes.
- In early January, the **2021 Transition to Teaching Report** was released and supported via social media. The Report provides the College and other education stakeholders with the latest information about how well teacher education graduates are faring in the

workforce. Our most recent study confirms an ongoing teacher shortage, meaning more jobs for new graduates.

Information contained in the Transition to Teaching Report was used to help promote the new Temporary Certificate program (2022/2023) and the extension of the current Temporary Certificate program (2021). The program will enable faculty of education students to begin teaching sooner and is one of various solutions being implemented in the education sector to address COVID-19-related teacher shortages in Ontario. The College received more than 1,500 applications within the first five days of the program going live.

- **Online resources from the Margaret Wilson Library** that are relevant to teachers' professional development continue to be regularly highlighted via social media and the College newsletter. We also promote the availability of AQ courses year-round through all of our digital media properties, including the website, social media and *Your College and You*. This includes a series of new digital advertisements to draw attention to the College's professional advisories, mobile application, and AQs for continued member information, training and development. These ads ran through the year.
- Staff in the Standards of Practice and Education Unit (SP&E Unit) revised the **Additional Qualification Course Guideline Template**. The template provides the framework upon which AQ guidelines are either written or revised. AQs are revised on a seven-year cycle and new AQs are developed regularly in response to Ministry priorities and identified needs in the field. Currently, guidelines for over 150 AQ courses or programs exist. Guidelines establish the elements that course developers are required to include in AQ course or program descriptions. The final template aligns with regulatory requirements for pre-service teacher education. As a result, the template reinforces the continuum of teacher professional learning. The Teaching English Language Learners AQ guideline will be the first guideline developed using the new template. SP&E Unit staff used feedback provided by the writing team of subject area experts from the field to inform refinement of the template. As reported in December 2021, consultation with providers also guided the revision.
- In fall 2021, the SP&E Unit launched **biannual information sessions for AQ providers** who are not affiliated with a faculty of education. Since 2016, AQ providers represented by the Ontario Association of Deans of Education have received live updates by inviting the College to present at their biannual meetings. The remaining 75 percent of AQ providers have been receiving updates in written format only, with no opportunity for dialogue. Going forward, all providers will have the opportunity to participate in interactive information sessions.
- The College's **Therapy and Counselling Funding Program** approved its first application for funding in October 2021 and has since reimbursed several claims. The College has continued to reach out to stakeholders to increase awareness of this important program.
- In March, April and October 2021, staff met with representatives from the principals' councils to continue work on a **joint project to bring greater efficiency, fairness and uniformity to investigations conducted by principals and vice-principals**. The objective is to develop templates, tips on the conduct of interviews, including notetaking, and other tools that can be used by principals and vice-principals during investigations at

the school level. Once completed, the materials that have been developed will be distributed by the principals' councils to their respective membership and may be made available on the College's website. These materials will not be mandatory, however they will become a resource that principals and vice-principals may use to assist in school-based investigations. If the resources are employed, they will help the Investigations Unit conduct more timely and effective investigations, which helps to fulfill the College's accountability and transparency objectives. In January 2022, the Principals-Investigations group met to consider the next-to-last draft of the materials and make revisions. It is anticipated that the group will have one final meeting in February 2022 to finalize the materials and complete the project.

- In 2021, there were **40 referrals** (15 percent of matters disposed of) from the Investigation Committee to the Discipline Committee, compared to 65 referrals (21 percent of matters disposed of) in 2020 and 158 referrals (38 percent of matters disposed of) in 2019.
- In December 2021, we launched a new **case management system** for use by the Professional Conduct Unit called "PC Tracker". Staff are currently working to update data within this system to ensure that PC Tracker provides timely data to monitor prosecution timelines and costs, which will enhance accountability and transparency around these processes.
- In 2021, **Complaint Resolution (CR)** panels adopted 44 CR agreements between OCTs and the College. CR panel meetings are conducted electronically and take place in either English or French, as required:

| | | |
|------|---|-----|
| 2021 | – | 44 |
| 2020 | – | 61 |
| 2019 | – | 86 |
| 2018 | – | 61 |
| 2017 | – | 108 |

CR staff assess every complaint for possible suitability for the CR program. In 2021, 299 complaints were assessed and CR was offered in 50 matters (16.7 percent). 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 and complainant each receive a copy of the IC'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 also resolved 6 **Teacher Performance Appraisal (TPA)/Incompetence matters** at the investigation stage in 2021 by entering into Undertakings with members. These Undertakings require members to complete preapproved coursework (AQ or ABQ) and report future performance appraisals to the Registrar. Like CR, TPA Undertakings support effective management of time and resources to dispose of more matters. TPA undertakings also avoid a potential referral to the Discipline Committee where there is no evidence of professional misconduct or student harm. It is worth noting that TPA/Incompetence matters are down year-over-year, given that some school boards suspended teacher performance evaluations during the pandemic.

- In 2021, the **Internal Resolution** (IR) team completed 19 hearings before panels of the Discipline Committee. As of December 31, 2021, the team had carriage of 10 open matters.

As of December 31, 2021, IR staff had assessed 39 referrals to the Discipline Committee for suitability for carriage by in-house IR counsel. Of those 39 matters, 14 were retained for internal prosecution (36 percent) and the remainder were transferred to external counsel.

Combined CR/IR Activity:

| | 2021 | 2020 | 2019 | 2018 | 2017 |
|---|------|------|------|------|------|
| Complaint Resolution | | | | | |
| CR/Resolution by Undertaking assessments (all complaints are assessed for suitability) | 299 | 284 | 386 | 340 | 360 |
| CR resolutions (agreements adopted by single-member IC panels) | 44 | 61 | 86 | 61 | 108 |
| Resolutions by Undertaking (incompetence/TPA complaints) | 6 | 3 | 9 | 5 | 1 |
| Internal Resolution | | | | | |
| DC assessments (all DC referrals are considered for possible Internal Resolution prosecution) | 39 | 65 | 158 | 89 | 14 |
| DC hearings completed by Internal Resolution staff (in-house prosecutions staff) | 19 | 25 | 36 | 12 | 20 |

- Staff continued to fine-tune remote discipline and fitness to practise hearings processes, which contributed to the College's highest ever annual hearings volume. The **147 concluded hearings in 2021** represents a 49 percent increase in the volume of concluded hearings as compared to the average over the previous four years.

In addition to generally being more efficient, remote hearings are also more transparent in that they are easier for the public to attend (i.e., observers can attend Zoom hearings from wherever they are located, without having to travel to downtown Toronto). Since members of the public or the media first began attending remote hearings in June 2020, there have been more than 150 public attendees who have observed proceedings of the Discipline Committee. Although public attendance was not formally tracked while hearings were held in-person (i.e., before the COVID-19 pandemic), Tribunals' staff have anecdotally reported substantial increases in public attendance since the introduction of remote hearings processes.

The Tribunals Unit has recommended, and the Registrar and Transition Supervisory Officer (in his role as Chair of the Discipline and Fitness to Practise Committee) have adopted, the use of remote hearings as the default hearings format going forward, based on:

- the successful implementation of the Tribunals' remote hearings processes over the past two years, including the capacity to hold a high volume of remote hearings;
- consultation with members of the Discipline/Fitness to Practice Transition Roster to determine that they could capably and fairly conduct all types of discipline and fitness to practise proceedings remotely; and

- a detailed risk analysis that considered procedural fairness (including that the Rules of Procedure set out a process for parties to object to a proceeding electronically), transparency and accountability, hearings efficiency, and fiscal responsibility.

Amendments to the Rules of Procedure of the Discipline Committee and the Fitness to Practise Committee have been approved and will take effect once they are published on the College website and key stakeholders have been notified.

- In addition to continually improving the remote hearings processes, the College has also implemented other process efficiencies in Q4 of 2021. For instance, the process for sending final discipline or fitness decisions to parties, employers and/or complainants has been streamlined to allow them to be shared more quickly and efficiently, while still ensuring that appropriate redactions are completed to protect sensitive information of minors or victims of sexual abuse, sexual misconduct or prohibited acts of child pornography. We 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 process.
- The diversity of the recently formed Discipline and Fitness to Practise Committees and rosters will provide **significant scheduling flexibility** to meet panel composition requirements (e.g., language and peer review requirements), thereby reducing the risk of not being able to conduct an optimal number of hearings each year based on the College's annual e-hearings experience to date. Maintaining the same number of adjudicators as there were on the Transition Period Roster will also help to ensure that an optimal volume of hearings will continue to be held in a timely manner, and that panel member availability will not be a significant limiting factor when scheduling hearings.

2. Manage risk more strategically

- In February 2022, amendments to Regulation 362/21 (General), made under the *Ontario College of Teachers Act, 1996*, were passed to support the addition of notations on the public register profiles of OCTs who have been **charged with or convicted of criminal offences** relevant to their membership. Priority has been given to members whose charges or convictions were not accompanied by Court-imposed restrictions that affect their ability to practice who do not have any other restrictions on their public register profile. To keep the public register as current as possible, staff proactively monitor news releases from various Ontario police services for items related to OCTs. The information is then shared internally for validation and possible posting to the public register, at the Registrar's discretion.
- A recent decision by the Ontario Superior Court of Justice – Divisional Court has removed the **Mathematics Proficiency Test (MPT)** as a certification requirement. This means that evidence of successful completion of the MPT is no longer required for certification. The Ontario government is seeking leave to appeal the Divisional Court's decision. The College will follow the proceedings and comply with any future court orders.

The new information on the MPT was shared via targeted, direct email, a news item on the College website, *Your College and You* and social media. We have also reached out to impacted individuals, alerting them to the fact that the College will:

- follow the proceedings and comply with any future court orders;
- take all necessary steps to ensure that its practices and policies are fully compliant with relevant laws and regulations; and
- communicate any changes that may impact them as quickly as possible.
- Due to a variety of factors, the College experienced growing delays in **client service times**. The results of the independent report from Optimus SBR were released in December 2021, along with a commitment to make immediate and long-term improvements.

2021 was a record-breaking year for client inquiries and applications and was compounded by different factors, including: an evolving work landscape due to the COVID-19 global pandemic an increasing number of applications, critical and urgent changes in government regulations (e.g., Math Proficiency Test, Temporary Certificates, Sexual Abuse Prevention Program), and the implementation of a new customer relationship management system.

The Optimus report observed the following processes and recommended the College maintain its work by continuing to build on its:

- fair and objective processes in alignment with government regulations and policies
- diligent application and evaluation processes and being sensitive to applicants' needs
- commitment to positive change, including the growth and expansion of existing tools and practices.

The report also provided a series of observations and recommendations, including:

- increased staffing – the College has a staff-to-member ratio of 1:1,290 – the lowest amongst Ontario's regulators
- adding online self-serve options for members and applicants who could make updates in real-time
- leveraging technology that would speed up many of the College's processes
- increased collaboration, including regular cross-team check-ins.

Updates about improvements in the College's operations and processes will be provided on a regular basis.

- In 2021, three new AQ courses were developed in response to Ministry priorities and identified needs in the sector. The final guidelines for the Schedule A and C AQs Teaching **ASL as a Second Language** were posted and the College engaged Silent Voice to produce an ASL translation of the documents. Video clips announcing this ground-breaking translation were posted in December 2021 and the fully translated guidelines will be posted in 2022.

Provincial validation feedback to the Schedule D AQ **Addressing Anti-Black Racism to Change Pedagogy and Practice** was analyzed and addressed, and the final is expected to be posted during the first quarter of 2022. The draft of the Schedule C **Anti-Audism AQ** was posted for provincial validation in December 2021.

All courses are developed by writing teams of experts in the field and based on research and community consultation.

- As part of the alignment of accreditation practices between in-service and pre-service teacher education, staff have developed and begun implementing the following tools:
 - AQ Accreditation Review Observation Summary template to guide focused conversations with providers.
 - Substantial Change Request form to provide documentation of changes to AQ programs and confirm that accredited AOs continue to conform to regulatory requirements.
- Responding to the COVID-19 pandemic has required many adjustments on the part of the faculties to adapt program delivery and respond to practicum situations in classrooms across the province. As an accountability measure, faculties reported program adjustments/ “pivots”/ changes for all accredited programs in the Fall 2020 Pivot Reports and again in Fall 2021 Pivot Reports.

The Pivot Reports illustrate the impact of the pandemic on current program delivery as well as possible offerings in the future. The College continues to anticipate that short-term pandemic response measures may develop into enduring program changes.

To this end, faculties have been advised that enduring program changes are expected to be reported to the College according to the regulatory process for substantial changes in program. An online reporting process is being field tested and will inform the final substantive change application process that is anticipated in Spring 2022.

The College’s role as the accreditor is to support program modifications that respond to the ever-changing educational landscape. The approach taken with the Pivot Reports has allowed the College to maintain its accreditation oversight role while ensuring that accreditation requirements would be satisfied in time. In this way, accreditation authority has been applied in a fair and reasonable manner to target risk when faced with an emergency situation. The College will use the Pivot Report initiative in its annual report to the Office of the Fairness Commissioner (Ontario) as an example of fair registration practices that successfully addressed the impacts of the pandemic.

- There have been 20 investigation panels since meetings resumed on May 18, 2021. Panel meetings are currently scheduled at least twice a month until December 2022.
- Investigation panels continue to address the accumulated volume of cases that arose as a result of the hiatus between February 1 and May 17, 2021. While addressing the accumulated volume, staff continue to complete investigations and have those matters readied for consideration. As of December 31, 2021, there were 36 cases to be disposed of, which is similar to the level prior to the hiatus caused by the transition period.
- In 2021, 15 Registrar’s **appointments of an investigator** under section 36 of the Act were approved by the Transition Supervisory Officer (TSO) in his role as the Adjudicative Body of Chairs. Of the 15 appointments, five authorized the investigator to obtain third-party information (e.g., child and family services, the police) that would not ordinarily be available to the College. These appointments ensure that the College obtains the necessary information for the Investigation Committee to make fully informed decisions,

which helps to fulfill the College's strategic objectives of managing risk more strategically. In 10 of the 15 appointments, the TSO was asked to consider imposing an interim order on the member's certificate of qualification and registration (CQR).

Also in 2021, the TSO considered and disposed of seven **interim order matters**, which resulted in five interim suspensions of members' CQRs and, in two matters, the imposition of terms, conditions or limitations on members' CQRs. The balance of the interim order matters considered by the TSO were disposed of in 2022.

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. Interim orders protect students and ensure that the College is fulfilling its mandate to govern the profession in the public interest.

- As of February 1, 2021, Investigation Committee panels were given the power to make inquiries where they believe that a member may have a fitness to practise issue and where, after making those inquiries, they have reasonable and probable grounds to believe that the member may be incapacitated, to have the member attend an **independent medical examination**. This process will help to streamline cases where members have capacity issues, which will help protect students. Between February 1, 2021 and December 31, 2021, medical inquiries were made in 20 cases.
- The College continues to conduct **outreach to new directors of education**. This is also part of our efforts to educate employers about their statutory obligations to the College, which helps ensure that employers understand their mandatory reporting obligations.
- The **Professional Conduct Unit** has continued to manage risk more strategically in 2021 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.
- In November 2021, College staff met with leaders responsible for hearings processes at a number of other regulators in Ontario to discuss best practices related to electronic hearings, tribunals' independence, condition monitoring and the enforcement of orders.
- In January 2022, staff participated in the Advocates' Society Panel Discussion on personal speech and professional misconduct.
- An **inter-staff meeting** with staff from the Ontario Teachers' Federation and its Affiliates was held on February 8, 2022. Some of the topics discussed included: an update on the onboarding of the new Council, committees and rosters; the status of the Principals' Councils' and Investigations Unit's joint outreach project offering general guidance to school administrators when dealing with investigations; Employer Webinar 2022 dates; and caseload statistics related the work of the Investigations and Hearings department.

3. Improve stakeholder engagement

- In addition to prioritizing licensure decisions for applicants who hold **French qualifications** – a specific shortage area – the College is working with the Ministry of Education to encourage qualified teachers from France to come work in Ontario. The College has participated in two webinars, working with the Ministry of Education and the Institut national supérieur du professorat et de l'éducation - Aix Marseilles Université, to familiarize candidates in France with the process for becoming licensed in Ontario. The project is now in its second year. These files are prioritized for evaluation.

A second project, in collaboration with CentreFranco, seeks to provide quicker answers to applicants and to support applicants through the licensure process.

- On January 20-21, 2022, the College hosted two webinars, one in French and one in English, on eligibility for employment. The participants were school boards and faculties of education who were interested in learning more about the College's certificates: temporary certificate, transitional certificate, certificate of qualification and registration with conditions, and certificate of qualification and registration without conditions. The webinar explained the requirements for each certificate, the eligibility for hiring members holding each of the certificates, the requirements to obtain each of the certificates and the requirements to convert certificates that are not permanent. The webinar feedback confirmed it was a worthwhile activity for employers and clarified that a member who holds any of the College's certificates, in Good Standing, is eligible for employment.
- In December 2021, the College announced its 2021 **scholarship recipients**. The Ontario College of Teachers Scholarship Program includes four annual scholarships in the amount of \$1,500 each that recognize and support excellence in teacher education. The news was shared in *Professionally Speaking/Pour parler profession* and the College newsletters, on the website and via social media. The application process for 2022 opened on January 28, 2022.
- During 2021, the work of the **Standards of Practice and Accreditation Department** was highlighted as teams continued to meet and collaborate on priorities such as Indigenous rights, anti-oppression and anti-colonialism, recruitment and retention, knowledge mobilization, development of AQs that respond to student needs and current issues in teacher education - both pre-service and in-service – such as practicum placements and requirements.
- In June 2021, the Ontario government released a [French Teacher Recruitment and Retention Strategy](#), that aims to address the French-language and French as a Second Language (FSL) teacher shortage in both the French and English school systems. College staff from different departments (Policy, Standards of Practice and Accreditation, and Membership Services) meet frequently with Ministry of Education colleagues and other stakeholders to discuss sector-shortage issues that fall within the College's mandate.

In addition to the three French language programs of initial teacher education for which accreditation was renewed at the Université d'Ottawa, three new programs of initial

teacher education in French language and French as a Second Language were accredited in 2021 in alignment with the French-language strategy:

1. Université d'Ottawa "ÉduTek" – Initial accreditation of a multi-session consecutive program of professional education with areas of study in Technological Education (Grades 9/10 and Grades 11/12).
 2. Queen's University – Initial accreditation of a multi-session consecutive program of professional education with areas of study in the Primary/Junior divisions with a focus on teaching French as a Second Language.
 3. Wilfrid Laurier University – Addition of a focus on the teaching of French as a Second Language in the Primary and Junior divisions to the consecutive program.
- Since our last report, 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 |
|-------------------|--|
| December 2 (2021) | Faculty Presentation - Niagara University (Year 1) |
| December 10 | Faculty Presentation - OISE (Year 2) |
| January 5 (2022) | Presentation on AQs to Graduating Teacher Candidates - Lakehead University (Orillia) |
| January 6 | Faculty Presentation - Tyndale University |
| January 7 | Presentation on Exercising Professional Judgement & Maintaining Boundaries – Lakehead University (Orillia) |
| January 14 | Faculty Presentation – Ontario Tech University |
| January 24 | Faculty Presentation – Queen's University |
| January 26 | Hiring Immigrant Professional Talent sessions with the Durham Region Welcome Centre Immigrant Services |
| January 27 | Faculty Presentation (Technological Studies) - Brock University |
| February 1 | Faculty Presentation – Western University (Year 2) |
| February 3 | Faculty Presentation – Nipissing University (Year 2) |
| February 4 | Faculty Presentation (Technological Studies) - York University |
| February 4 | Faculty Presentation - Laurentian University (Year 1) |
| February 5 | Programme menant à la qualification de direction d'école - Partie I |
| February 11 | Faculty Presentation - University of Windsor (Year 1) |
| February 18 | Faculty Presentation – Université Laurentienne (Year 2) |
| February 24 | Webinar – Managing Bias to Support Student Success |
| February 25 | Faculty Presentation – Laurentian University (Year 2) |
| February 26 | Programme menant à la qualification de direction d'école - Partie I |

In January 2022, staff presented twice to Lakehead University students on the topics of Additional Qualifications and Exercising Professional Judgement & Maintaining Boundaries. College staff ended the month with a presentation to newcomers about teacher certification in Ontario during *Hiring Immigrant Professional Talent sessions*, a virtual event hosted by Durham Region Welcome Centre Immigrant Services.

In February 2022, we hosted a webinar on *Managing Bias to Support Student Success*, as part of the outreach rollout to support the Professional Advisory on Anti-Black Racism. Approximately 100 viewers, including members, teacher candidates, stakeholders and members of the public tuned in to hear from Amorell Saunders N'Daw, the lead writer of the College's Professional Advisory on Anti-Black Racism, as she explored and illustrated the impact of conscious and unconscious bias through the lived experiences of Black students.

The College regularly presents throughout the year to members across the province enrolled in the Principal's Qualification Program (PQP) and Supervisory Officer's Qualification Program (SOQP). 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 important information to help build awareness and knowledge of the College, the teacher certification process, and the wealth of services and supports available to OCTs.

STATISTICS

Human Resources

- Recruitment is ongoing as vacancies arise from time to time in the 181 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 February 18, 2022:

| | |
|---|------------|
| Budgeted positions for 2022 | <u>181</u> |
| Staff with regular appointments | 156 |
| Temporary staff replacing staff on leaves and vacancies | 9 |
| Staff seconded from school boards | 4 |
| Vacant positions at the time of reporting | 12 |
| | <u>181</u> |

Services to Applicants and Members

- Applications, certification outcomes, new members 2020 and 2021:

| TOTAL APPLICATIONS (includes all new or previously closed applications, excludes previously expired or denied) | |
|---|-------------|
| Jurisdiction | 2021 |
| Ontario - applied as a graduate of an Ontario accredited program of professional education | 5,015 |
| International – applied from a jurisdiction outside Canada | 973 |
| Labour Mobility – applied from a Canadian province/territory | 493 |
| TOTAL | 6,481 |

The number of applications received in 2021 (6,481) was comparable to the total number of applications received in 2020 (6,435).

| Jurisdiction | New Members Jan. 1-Dec. 31, 2021 | New Members Jan. 1-Dec. 31, 2020 | New Members Jan. 1-Dec. 31, 2019 |
|---------------------|---|---|---|
| Ontario | 4,656 | 4,610 | 4,514 |
| International | 613 | 964 | 698 |
| Labour Mobility | 489 | 251 | 313 |
| TOTAL | 5,758 | 5,825 | 5,525 |

- Of the 489 labour mobility members certified in 2021, 149 completed their teacher education program outside Canada and 340 completed their teacher education program in Canada. The labour mobility statistics reported in 2020 reflected only members who completed teacher education programs in Canada. Those certified in another province who had completed a program of teacher education outside Canada were reported as international.
- This table reflects the jurisdiction from which someone applied and the internationally educated teachers who completed a teacher education program outside of Canada but were certified in another Canadian jurisdiction should have been included in the labour mobility group. The total number of new members in 2021 is comparable to the total number of new members in 2019. When the pandemic began in early 2020, the College prioritized initial certification to meet the growing demand for certified teachers. As a result, many other processes were put on hold so that the department could focus on initial licensure decisions.

A number of regulatory changes over the course of the year also affected the processing of applications – the implementation and then court-ordered removal of a Math

Proficiency Test and the creation and expansion of Temporary Certificates. These changes have added to the regular ongoing work of reviewing and assessing all applications for licensure, including doubling the documents received in some cases, which in turn, increased certification timelines and processes.

- In August 2021, a change to licensing procedures was initiated to support school boards in their hiring during the teacher shortage. Individuals with official conditional offers of employment reported to the College are prioritized for licensure decisions. The College received 262 requests and certified or converted certificates with conditions for 244 files. The remaining files could not be granted a license because they were incomplete or were for applicants who had been denied licensure at the time of evaluation.
- In January 2021, the Temporary Certificate was introduced into regulation to increase the supply of teachers during the pandemic. This certificate was made available to candidates enrolled in Ontario consecutive teacher education programs who:
 - applied for membership in the College, supplied all required documents, paid all fees, and met registration requirements
 - applied for the temporary certificate
 - expected to successfully complete their program by December 31, 2021
 - at the time of application made successful progress in their program and successfully completed a portion of their practicum requirement.
 - were reported as being eligible for the temporary certificate by their faculty of education.

| TOTAL TEMPORARY CERTIFICATES | |
|---|-------------|
| | 2021 |
| Granted Temporary Certificate of Qualification and Registration | 2,389 |
| Converted to Certificate of Qualification and Regulation | 2,242 |

- Although the certification rates for Ontario applicants remained consistent with 2020, 48% of those certified in 2021 were issued two certificates within the year: the Temporary Certificate of Qualification followed by the Certificate of Qualification and Registration once requirements for conversion were received.

| Jurisdiction | Denials | | |
|---------------------|-----------------------------|-----------------------------|-----------------------------|
| | Jan. 1-Dec. 31, 2021 | Jan. 1-Dec. 31, 2020 | Jan. 1-Dec. 31, 2019 |
| Ontario | 5 | 3 | 4 |
| International | 116 | 79 | 109 |
| Labour Mobility | 0 | 2 | 1 |
| TOTAL | 121 | 84 | 114 |

Member and Non-Member Statistics

| Status | Dec. 31, 2021 | Dec. 31, 2020 |
|--|----------------|----------------|
| <u>Appears on the Public Register</u> | | |
| Inactive/Non-Practising | 239,573 | 236,293 |
| Good Standing | 230,633 | 230,743 |
| Expired | 21,559 | 21,596 |
| Cancelled – Resigned | 3,238 | 3,302 |
| Revoked | 3,235 | 3,302 |
| Cancelled | 266 | 268 |
| Suspended – Interim | 85 | 82 |
| Suspended | 42 | 17 |
| Sub Total | 495,844 | 492,717 |
| <u>Does Not Appear on the Public Register</u> | | |
| Deceased | 39,669 | 37,018 |
| Unprofiled ⁽¹⁾ | 21,699 | 21,869 |
| Closed | 12,551 | 12,621 |
| Registration Initiated | 8,482 | 3,762 |
| Removed | 6,474 | 6,444 |
| Document Assessment | 4,346 | 4,889 |
| Denied | 3,328 | 3,262 |
| Profile Validation | 1,467 | 1 |
| Never Registered | 1,013 | 1,013 |
| Evaluation Validity Expired | 965 | 970 |
| Ready for / Under Evaluation | 408 | 228 |
| Application Submitted | 392 | 301 |
| Cancelled by Minister | 120 | 121 |
| NMI Response Pending | 89 | 25 |
| Waiting for Payment Approval | 63 | 131 |
| Pending Approval | 52 | 16 |
| EURT Review | 16 | 31 |
| Credential Evaluation Letter | 10 | 10 |
| Application Processing | 3 | 3 |
| Deemed Member from MET | 3 | 3 |
| Submitted to Evaluation | 2 | 196 |
| Unsubmitted ⁽²⁾ | 2 | 1,532 |
| Sub Total | 101,182 | 94,603 |
| Total | 597,026 | 587,320 |

⁽¹⁾ 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.

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

Margaret Wilson Library

- In 2021, there were a total of 1,354 staff interactions with OCTs. Library staff continued to support OCTs by providing reference and facilitating access to print and electronic resources via phone, email and ticketing communication channels.
- Shipping service was temporarily paused from January 2021 to July 2021 due to renewed COVID-19 restrictions. With the resumption of the shipping service in July 2021, library subscribers benefited from access to both print and electronic resources. For the 12-month period from January to December 2021, total circulation was 28,538, down slightly from 30,071 the previous year. The decrease is attributed to the ongoing COVID-19 pandemic.
- Total circulation of eBooks increased 9% year-over-year. In 2021, OCTs borrowed 21,167 items versus 19,446 items in 2020 (full text and download). The top five subject areas of eBooks circulated were science of reading, writing, math, science and technology at the elementary and leadership levels.
- In the second half of 2021, the library increased support for OCTs with the production of two instructional videos (French and English) that highlight available services and resources. The videos are accessible on the library website as well as on the College's YouTube channel.

Standards of Practice and Accreditation

| Description: | Statistics: |
|---|-------------------------------|
| Find an Additional Qualification (AQ) January 1 – December 31, 2021 | 209 EN 35 FR 244 total |
| Accreditation: Submitted Courses January 1 – December 31, 2021 | 228 |
| Courses Accredited January 1 – December 31, 2021 | 195 |
| Governance Reviewed January 1 – December 31, 2021 | 4 |
| Sample/Feedback Reports January 1 – December 31, 2021 | 3 |
| Draft AQ Course Guidelines in Provincial January 1 – December 31, 2021 | 55 EN 45 FR 100 total |
| Final guidelines posted to website January 1 – December 31, 2021 | 135 EN 131 FR 266 total |

Accreditation Pre-service Reviews and Program Change Requests

Accreditation Unit staff have continued to work virtually with program providers and review panels in varying stages of the accreditation process. In 2021, nine decisions were rendered pertaining to 19 programs of professional education offered by seven different providers in the province:

| Accreditation Decisions | | | | Decision Date (2021) |
|------------------------------------|-------------------------------|---------------|---|-------------------------------|
| Renewals/ Initial Accreditation | With Conditions | 3 programs | Université d'Ottawa - French-language | May 17 |
| | No Conditions | 3 programs | Université d'Ottawa - Technological Education (1) | Oct. 21 |
| | | 7 programs | University of Ottawa – Indigenous (2) Queen's University | Aug. 19 Dec. 14 |
| Program Changes | Addition to Program | 1 program | Wilfrid Laurier University | Dec. 29 |
| | Substantial Change in Program | 4 programs | Lakehead University (1) Trent University (2) Wilfrid Laurier University (1) | June 10 June 21 Dec. 29 |
| Removal of Conditions | | 1 program | Brock University – removal of the condition regarding Requirement 11; conditions remain on other requirements | Nov. 2 |
| | | | | |
| Revocation | | 8 AQ programs | Redeemer University - ceased to be a provider of Additional Qualification programs; continues as a provider of a program of initial teacher education | Feb. 9 |

Investigations and Hearings

| Description | 2021 | 2020 |
|---|------------|------------|
| Origin of Concerns for New Intakes | | |
| - Member of the public | 228 | 266 |
| — Secretary of Board – Teacher Performance Appraisal ⁽¹⁾ | 3 | 5 |
| - Member of the College | 45 | 43 |
| - Registrar (including employer notifications) | 306 | 316 |
| - Minister of Education | 0 | 0 |
| Total New Intakes | 579 | 625 |
| Therapy and Counselling Funding Program | | |
| - Resolved at Intake ⁽²⁾ | 227 | 266 |
| • Employer notifications resolved at Intake | 55 | 78 |
| - Transferred to Investigations Unit ⁽²⁾ | 379 | 416 |
| - Active Intake files | 51 | 44 |
| - New applications | 4 | 0 |
| - Applications approved | 2 | 0 |
| - Applications denied | 0 | 0 |
| - Applications being processed at end of reporting period | 2 | 0 |

(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.

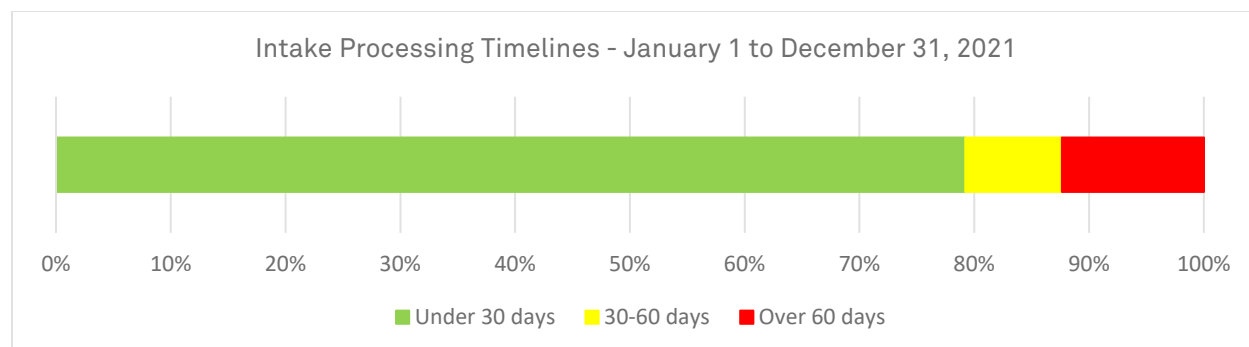
- In 2021, Intake received approximately 750 telephone calls and emails. The vast majority of calls to Intake are resolved on the day they are received. Email responses are typically sent within 24 hours.

In addition to addressing concerns by telephone and email, Intake completed the processing of 606 formal expressions of concern and employer notifications in 2021. Timelines for Intake processing these files are as follows:

Files completed in under 30 days – 480

Files completed in 30 to 60 days – 51

Files completed in over 60 days – 75 *



* The extended processing timelines at Intake are affected primarily by 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.

- The following is a comparison of the disposition of cases concluded by panels of the Investigation Committee in 2020 and 2021.

| Disposition of Cases | 2021 | 2020 |
|---|------------|------------|
| Referred to Discipline Committee under clause 26(5)(a) | 40 | 65 |
| Referred to Fitness to Practise Committee under clause 26(5)(a) | 2 | 8 |
| Oral admonishment under subsection 26(5)(c) (in person) | 37 | 41 |
| Oral caution under subsection 26(5)(c) | 2 | 0 |
| Written admonishment under subsection 26(5)(d) | 5 | 24 |
| Written caution under subsection 26(5)(d) | 25 | 26 |
| Written advice under subsection 26(5)(d) | 12 | 13 |
| Written reminder under subsection 26(5)(d) | 11 | 10 |
| Not referred under clause 26(5)(a) or (b) and no further action taken | 21 | 26 |
| 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) | 52 | 12 |
| Undertaking to Resign - resolution by undertaking under subsection 26(5)(b) | 12 | 14 |
| TPA Undertaking - resolution by undertaking under subsection 26(5)(d) | 6 | 3 |
| Resolved through complaint resolution under subsection 26(5)(d) | 44 | 61 |
| TOTAL | 269 | 303 |

Note: The total number of dispositions does not include matters that were withdrawn or abandoned before reaching a panel of the Investigation Committee (37 matters in 2021, 38 matters in 2020 and 33 matters in 2019).

- 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 has been scheduled for March 15, 2022.
- The following is a breakdown of the dispositions from the 131 concluded Discipline hearings in 2021 as compared to the dispositions from 2020. 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 | |
|----------------------------------|---|-----------|
| | 2021 | 2020 |
| Revocation | 35 | 28 |
| Suspension | 61 | 32 |
| Reprimand | 11 | 17 |
| Resigned – Cancelled | 12 | 4 |
| Terms, Conditions or Limitations | 2 | 1 |
| Withdrawal of Notice of Hearing | 9 | 5 |
| Not Guilty | 1 | 0 |
| Reinstatements denied | 0 | 0 |
| Reinstatements granted | 0 | 1 |
| TOTAL | 131 | 88 |

- In addition to the above dispositions, 16 fitness to practise hearings were concluded in 2021, 15 of which resulted in the imposition of terms, conditions or limitations and one of which resulted in revocation. By comparison, in 2020 there were 12 fitness hearings, 9 of which resulted in the imposition of terms, conditions or limitations, two of which resulted in revocation, and one of which resulted in the member's certificate being "Resigned-Cancelled".
- The year-end, cumulative number of open discipline and fitness hearing files has been reduced to 148 in 2021 from 285 in 2020 (a 48% reduction):

| | | |
|------|---|-----|
| 2021 | – | 148 |
| 2020 | – | 285 |
| 2019 | – | 321 |
| 2018 | – | 232 |
| 2017 | – | 172 |

- The following table shows that 147 hearings were concluded in 2021. A matter is considered to be concluded after the hearing has ended and the panel has issued its Decision and Reasons. In 2021, the number of concluded matters (i.e., 147) was **49% higher** than the average number of concluded matters (i.e., 98.5) during this same period of the previous four years (the "2017-2020 Average").

Concluded matters

| Month | 2021 | 2020 | 2019 | 2018 | 2017 |
|-----------|------|------|------|------|------|
| January | 8 | 12 | 5 | 13 | 18 |
| February | 10 | 16 | 6 | 6 | 8 |
| March | 11 | 9 | 5 | 2 | 6 |
| April | 12 | 2 | 13 | 5 | 5 |
| May | 14 | 6 | 13 | 2 | 8 |
| June | 13 | 5 | 12 | 8 | 8 |
| July | 18 | 10 | 13 | 1 | 7 |
| August | 11 | 9 | 8 | 1 | 7 |
| September | 13 | 4 | 3 | 4 | 4 |

| Month | 2021 | 2020 | 2019 | 2018 | 2017 |
|--------------|-------------|-------------|-------------|-------------|-------------|
| October | 13 | 8 | 18 | 10 | 16 |
| November | 21 | 9 | 15 | 12 | 14 |
| December | 3 | 10 | 4 | 8 | 6 |
| TOTAL | 147 | 100 | 115 | 72 | 107 |

- The previously reported trend of significantly increased hearings volume and output in 2021 has generally continued throughout the year.

Overall, there are several factors that contributed to the 2021 output:

1. The greater availability of DC/FTPC adjudicators with the increase from approximately 21 to 34 members following the dissolution of Committees and Council and the establishment of the transitional rosters.
2. The significantly increased time spent conducting the adjudication work of the DC and FTPC (i.e., the number of panel days in 2021 increased by 51% compared to the previous four-year average).
3. The concerted effort from the Tribunals and Professional Conduct units to hold an increased volume of hearings in 2021 and the implementation of various process efficiencies to support these efforts, including the shift from in-person to electronic hearings.

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

Chantal Bélisle, OCT
Acting Registrar and CEO