

# **REGISTRAR'S REPORT TO COUNCIL**

**December 8, 2022**

# Table of Contents

	<b>Page</b>
INTRODUCTION.....	3
HIGHLIGHTS OF THIS REPORT .....	3
Sexual Abuse Prevention Program.....	3
Expedited Certification Action Plan.....	3
Chief Coroner Recommendations .....	4
Legislation and Regulations .....	4
Scholarship Awards .....	5
COLLEGE STRATEGIC PRIORITIES .....	6
1. Strengthen transparency and accountability.....	6
2. Manage risk more strategically .....	9
3. Improve stakeholder engagement .....	11
STATISTICS.....	15
Human Resources .....	15
Services to Applicants and Members .....	15
Member Statistics.....	16
Margaret Wilson Library .....	17
Registration Appeals.....	17
Standards of Practice and Accreditation.....	18
Investigations and Hearings .....	18

## INTRODUCTION

I am pleased to present the College's fourth quarterly report to Council in 2022. The report is organized around the College's three strategic priorities and provides statistics and activity for the third quarter of 2022 (July 1-September 30, 2022). The report also includes updates on recent regulatory and legislative activity, and the College's responses thereto.

## HIGHLIGHTS OF THIS REPORT

### Sexual Abuse Prevention Program

Ontario Certified Teachers (OCTs) were required to complete the online Sexual Abuse Prevention Program by September 15, 2022 and, as of midnight that day, **202,947** members of the College in good standing (OCTs) had successfully done so. By October 31, 2022, that number had risen to **210,114** members or approximately 93% of the membership. The Program continues to be available online for those yet to complete, including the 5,402 members who requested an extension.

The College will continue to promote compliance among the 5% of registrants who have yet to complete the program and have not requested an extension. Efforts will include targeted correspondence in late-November 2022 and again in 2023 (as necessary) to remind members to complete the Program. As successful completion of the Program is now a requirement for certification, the College has no concerns about compliance among new members moving forward.

To promote timely completion, the College used several communication tools, including a Memorandum to Boards of Education (August 15, 2022), a Memorandum to the Ontario Teachers' Federation and Affiliates (August 15, 2022), direct emails to the membership, articles in *Your College and You* (YCA) and *The Standard*, and website and Members' Area enhancements.

These outreach efforts were also leveraged to educate members, employers and affiliates about how to access the Members' Area, as well as the increasing number of self-serve options available via the College website.

### Expedited Certification Action Plan

Since sending our September 27, 2022 Action Plan to the Deputy Minister, the College has taken part in discussions with Ministry of Education staff on a number of proposals, as well as making certification process enhancements and service improvements that are fully within the College's scope and control. For more information, please see the College's September 27, 2022 correspondence to the Ministry of Education in the December 8, 2022 Council meeting package.

Service improvements in Q3-2022 have included:

An improvement in phone service levels due to the addition of staff to the Client Services unit, as recommended in the *Membership Services Review* report prepared by Optimus SBR in November 2021.

The number of completed email inquiries has increased in the last few months, and now exceeds new emails received each month.

Client Services participated in the revamp of the “Contact Us” section of our website and in the improvement of member login function to make it more user friendly, which enabled more self-serve options for our clients.

Client Services implemented a new procedure to address complaints received through the Ministry of Education and has committed to a response time of 3-5 business days.

Working with IT, the Membership Records unit has improved the ‘questionable document’ process and work continues to digitize the application process, including the development of a document upload portal for applicants and approving new providers or verification authorities for electronic transcripts (e.g., TrueCopy in India; Higher Education Commission in Pakistan).

The Evaluation Services unit has developed two policies regarding degree equivalence and language proficiency. Implementation is expected to occur in Q4-2022. These additional tools and resources will help staff assess credentials and make licensure decisions and recommendations. These new policies align with the Expedited Certification Action Plan, as they help to remove barriers to certification and expedite the certification process.

The Membership Services department has been preparing to launch virtual information sessions for internationally educated teachers at the end of October 2022. The sessions are for applicants who require assistance understanding the application process and for those who require additional information regarding required documents. Additional sessions will be launched in early 2023. These sessions support the Expedited Certification Action Plan goal of providing a timely service-oriented applicant experience.

### **Chief Coroner Recommendations**

On October 17, 2022, the College received a report from the Office of the Chief Coroner that makes 16 recommendations to various ministries, government agencies and self-regulatory colleges regarding child safety and the duty to report suspected child abuse or neglect. In particular, the College has been asked to consider and respond to the following recommendations by April 17, 2023:

- Issue a practice directive reminding [College members] of the enhanced duty to report child abuse and neglect; and
- Ensure regulated professionals review training on their Duty to Report on a biannual basis.

The College is currently reviewing the recommendations and will notify Council of developments as they take place.

### **Legislation and Regulations**

The College continues to liaise with the Ministry of Labour, Immigration, Training and Skills Development (MLITSD) and the Office of the Fairness Commissioner on proposed amendments under the *Fair Access to Regulated Professions and Compulsory Trades Act, 2006* (FARPACTA) that would establish strict timelines for regulators to make registration decisions about applicants from outside Ontario. For more information, please see the College’s October 20, 2022 letter to MLITSD in the December 8, 2022 Council meeting package.

## Scholarship Awards

The Ontario College of Teachers Scholarship Program awards four \$1,500 scholarships to exemplary students enrolled in a teacher education program in Ontario. This direct financial assistance helps future teachers who have a passion for and dedication to the highest ideals of teaching and who have demonstrated courage and perseverance.

These awards are made possible through donations and are paid directly to individuals according to the Program's criteria. The Program, its investments and the selection process are administered by College staff. The application process is wholly electronic and was conducted between January and August 2022. This year, 110 applications were received and the following recipients were selected to receive this year's awards:

### **Joseph W. Atkinson Scholarship for Excellence in Teacher Education**

Named in honour of the College's second Registrar and CEO. Candidates must achieve outstanding academic achievement while demonstrating a high level of preparedness for teacher education.

**Awarded To: Grace Rajballie, Redeemer University**

### **Brian P. McGowan Scholarship for Resilience**

Named in honour of the College's fourth Registrar and CEO. Candidates must demonstrate resilience in the face of adversity, their tenacity and ability to overcome significant barriers to achieve their academic and social goals to pursue a career in the teaching profession.

**Awarded To: Shawn Dhaliwal, York University**

### **Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship**

Awarded to an Ontario teacher candidate in the Primary/Junior or Junior/Intermediate division. Candidates must demonstrate a high level of preparedness for teacher education through examples of community involvement, background and life experiences.

**Awarded To: Josée Lamoureux, Université Laurentienne**

### **Ontario College of Teachers Intermediate/Senior Scholarship**

Awarded to an Ontario teacher candidate in the Intermediate/Senior division. Candidates must demonstrate a high level of preparedness for teacher education through examples of community involvement, background and life experiences.

**Awarded To: Kaitlyn Heasman, Queens University**

More about each of our deserving 2022 recipients will be published in upcoming editions of YCAY and on the College's social media channels.

## COLLEGE STRATEGIC PRIORITIES

### 1. Strengthen transparency and accountability

#### 2021 Annual Report

The College's 2021 annual report, reflecting a productive and transformative year, was published to our website in August 2022. The report was redesigned with simplicity and accessibility in mind. Written in plainer, simpler language with streamlined content, the Annual Report provides insight into:

- the College's transition to the new governance structure, including our work with the Transition Supervisory Officer and the appointment of the new Council, committees and rosters
- the implementation of the Temporary Certificate program
- the development and preparation of the Sexual Abuse Prevention Program.

The report also provides a wealth of demographic and statistical information about teacher qualifications, origin of applications and more.

#### Social and Digital Media

The College's social media audience continued to grow steadily in the third quarter of 2022 across all platforms (i.e., Twitter, Facebook, LinkedIn, Instagram, Pinterest and YouTube). Compared to Q2-2022, our total followers increased by 2.8 per cent (1,400) to 57,513.

The College's Digital Media team, in collaboration with internal stakeholders as needed, responds to inquiries received via social media. Compared to the Q2-2022, the total number of inquiries decreased by 23 per cent (438) to 1,905 in Q3-2022.

This decrease is likely being driven by a recent communication initiative to make content on the College's self-serve frequently asked questions (FAQs) platform more relevant and easier to search. The FAQs were rewritten with plainer and simpler language to make them more accessible to applicants, members and the public.

The Communications unit tracks and analyzes online data for the College's e-newsletters including YCAY, which is sent to members and applicants monthly, and *The Standard*, our quarterly publication for the public.

Both e-newsletters have above, or near, industry-standard open rates. On average, education-based emails have an open rate of 23.4 per cent. In Q3-2022, YCAY had open rates of 67 per cent (English) and 46 per cent (French). Compared to Q2-2022, open rates increased by 15 per cent (English) and one per cent (French) in Q3-2022. Anecdotally, we believe the increase in open rates may be attributed to reminders to complete the Sexual Abuse Prevention Program.

Meanwhile, *The Standard* had average open rates of 49 per cent (English) and 37 per cent (French). This is higher than Q2-2022, which had open rates of 25 per cent (English) and 38 per cent (French). The higher engagement may be due to a shift in focus to the College's activities in which the public can become involved.

Regular tracking helps identify topics of interest to readers, while positive open rates indicate that content is consistently interesting to our audience.

The College continued to promote applications for its scholarship program on social media and in YCAY up to the August 31, 2022 deadline.

### **AODA Compliance**

Communications works collaboratively with internal stakeholders to ensure documents posted to the College website meet accessibility guidelines. Per the *Accessibility for Ontarians for Disabilities Act* (AODA), all content on the College's website is required to be made accessible to individuals with disabilities. We also ensure the videos uploaded to the College's YouTube channel meet these criteria.

Communications continues to oversee this process through assessment and remediation work. In Q3- 2022, this included:

- 2021 Annual Report
- Accreditation Committee Final Decisions for Trent University
- Additional Qualifications (various)
- American Sign Language as a Second Language companion video.

### **Focus on Literacy**

Findings from a series of provincial focus groups held by the Standards of Practice and Accreditation department, stressed the critical role of literacy across all subject areas throughout all levels of education.

Focus groups, held in both English and French, provided an opportunity for students, parents, principals, literacy teachers, teacher educators and teacher candidates to inform responses to the four *Right to Read* inquiry report recommendations that address the work of the College.

Participants noted that all educators should enter the profession with a strong foundational knowledge of how to teach literacy. Participants echoed several of the *Right to Read* report recommendations, including the importance of early identification of struggling readers, explicit instruction of concepts such as phonemic awareness and decoding and differentiated instruction. They repeatedly highlighted the importance of cultivating a love of reading in all learners through modelling. Participants emphasized that there is not one set way to teach literacy. Reading instruction should be based on the individual needs of each learner.

The College will use this information to inform updates to the Accreditation Resource Guide and Additional Qualification (AQ) guidelines for specific courses.

### **Program Reviews**

Accreditation program reviews continue to be navigated virtually with one unique exception – on August 15, 2022, College staff conducted an onsite visit as part of the initial accreditation review of a French-language program of professional education to be offered at Université de l'Ontario français. Staff accompanied two members of the accreditation panel who toured the Lower Jarvis Street campus and interviewed program staff and faculty members. An opportunity to gather evidence firsthand from a potential new provider of a new initial teacher education program demonstrates transparency and accountability in the work of the College.

By August 15, 2022, faculties of education with accredited programs of initial teacher

education submitted updated program structure information for the 2022-2023 academic year. Short-term changes to program delivery and practicum expectations resulting from the pandemic were documented and provided to the College by all program providers through Pivot Reports in 2020 and 2021. The 2022 Program Structure and Accountability Reports (PSA Reports) are a streamlined continuation of this accountability measure.

Staff reviewed the PSA Reports and reported aggregate trends to the Accreditation Committee at their September 2022 meeting. For all programs, the changes reported do not constitute a regulatory substantial change in program. All programs continue as accredited until their next renewal.

Faculties reported the following program alterations most frequently:

- altering the sequence of courses – typically as a result of adjusting practicum blocks
- executing minor changes within courses – in keeping with a commitment to continuous improvement
- reducing the number of non-regulatory field experience days – to ensure that time in schools is dedicated to practicum days that meet regulatory requirements
- sustaining hybrid/virtual course delivery in addition to face-to-face
- altering the number of practicum days while ensuring the 80-day minimum.

These trends illustrate the impact of the pandemic on how programs are delivered as well as how they might possibly be offered in the future. This type of forecasting helps staff to anticipate applications for substantial changes in, or additions to, programs in the future.

### **Complaint Resolution**

Complaint Resolution (CR) offers a way to resolve complaints early in the process to expedite a final disposition. Resolving less significant matters through CR is a responsible use of resources, freeing up the Investigation unit's time and resources for more serious complaints.

CR panel meetings are conducted electronically and take place in either English or French, as required. Although CR outcomes are not made public, the member, employer(s), and complainant(s) each receive a copy of the Investigation Committee's Decision and Reasons, thus ensuring transparency. CR also allows the College to resolve complaints more expeditiously, in line with the College's commitment to be both nimble and accountable to members whose conduct has been impugned.

CR staff assess every complaint for possible suitability for the CR program. Between July 1 and September 30, 2022, 85 complaints were assessed and CR was offered in 25 matters (29.4 per cent).

Between July 1 and September 30, 2022, single-member panels of the Investigation Committee adopted 19 CR agreements between members and the College. The average monthly number of agreements adopted to date in 2022 (5.6/month) is higher than the 2021 average (3.6/month) and close to the 2020 average (5.0/month).

### **Internal Resolution**

Between July 1 and September 30, 2022, Internal Resolution staff assessed 14 referrals to the Discipline Committee for suitability for prosecution by internal staff (10 in Q3-2021). Of those 14 matters, two (two in Q3-2021) were retained for internal prosecution (14.3 per



cent).

### **Tribunals**

The Tribunals Unit continues to make improvements to the discipline process to better reflect public expectations, and to this end, has maintained its focus on reducing hearings timelines and implementing process efficiencies. Hearings files continue to be closed on a weekly instead of monthly basis, which shortens the overall lifespan of hearings files. Tribunals staff, who support the work of the Discipline and Fitness to Practise Committees, also set and hold themselves to weekly decision writing targets to ensure that discipline decisions are completed as efficiently as possible. Tribunals staff also continue to work with a third-party provider to automate and streamline certain aspects of the scheduling process, particularly in relation to the panel composition process.

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

### **Temporary Certificate Holders**

In September 2022, an email was distributed to Temporary Certificate holders advising that members with a certificate expiring on December 31, 2022 were encouraged to convert their certificate into a general Certificate of Qualification and Registration or to make an extension request by the end of this year. An extension would change the certificate's expiry date from December 31, 2022 to June 30, 2023. Both options were also promoted via YCAY, the College website and on social media.

### **Governance Application Portal**

An application portal for roles within the College's governance structure is now available year-round on the College website, including a hero banner (an oversized banner image at the top of a website) and via social media posts. The application process is now open all year, with the Selection and Nominating Subcommittee expected to conduct a review of applications in the fall of each year.

### **SOQP Information Session**

The College facilitated a meeting with professional organizations representing Supervisory Officers and current providers of the Supervisory Officer's Qualification Program (SOQP). The information session provided an opportunity for these key stakeholders to learn about and respond to structural changes in the revised SOQP guideline. The session also introduced a new AQ, the Supervisory Officer's Development Qualification Course. Feedback gathered during this session and during the provincial validation process will inform the final versions of these AQ guidelines.

### **Intake Pilot re: Public Complaints**

Beginning in June 2022, the Intake unit undertook to change the way in which staff attempt to close concerns from members of the public without a matter being investigated. While some concerns received from members of the public are serious and require immediate action by the College, some are more appropriately redirected to a school or school board for what we call "local resolution".

Due to language in the Act, the closure of a file at Intake can be a challenging endeavour, as complainants have the right to have a concern addressed by the College's Investigation Committee if they insist. The pilot has changed how Intake staff's recommendation to resolve a concern locally is communicated to a complainant, thereby putting a more well-

defined onus on a complainant who wishes to have their concern reviewed by the Investigation Committee.

As of October 20, 2022, staff had identified 64 Intake files that were flagged as appropriate for closure at Intake. Of these, 55 were successfully closed, for a closure rate of approximately 86 per cent. This represents a significant increase from rates prior to the pilot, which in recent years typically ranged from 60 to 70 per cent. If this trend continues, it will lead to several dozen extra file closures at Intake each year, allowing investigators to make more effective use of their time by focusing on more serious matters.

### **Investigation Committee Panels**

Between July 1 and September 30, 2022, panels of the Investigation Committee met eight times to consider 81 files. Five of these meetings were regularly scheduled meetings. Three panels were for deferred matters. Eighteen matters were referred to the Discipline Committee and none were referred to the Fitness to Practise Committee. The referral rate to the Discipline and Fitness to Practise Committees was 22 per cent, which is within a sustainable referral rate. This rate helps to ensure that only the most serious matters are referred to Discipline or Fitness to Practise, which means the resources of those committees are focused on matters that raise issues of protection of children and governing the profession in the public interest.

Pursuant to the medical inquiries section under the Act, a panel of the Investigation Committee made their first order directing the Interim Registrar to suspend a member's certificate. The member's certificate remains suspended on an interim basis, until the complaint against the member has been disposed of by the Investigation Committee, the Discipline Committee or the Fitness to Practise Committee.

### **Professional Conduct**

The Professional Conduct unit has continued to manage risk more strategically in 2022 by (a) pressing forward with hearings using videoconference and electronic document sharing technologies, thereby avoiding delay and reducing the risk of waning interest among participants, and other intervening events (e.g., health issues); and (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. To ensure transparency and uphold the public interest, members in these cases resign their membership in the College, surrender their Certificate of Qualification and Registration, agree to never seek reinstatement, and agree to a notation being added to the member's public register profile.

### **Electronic Hearings**

Following a careful review of the issue, the College decided in Q1-2022 to formally establish electronic proceedings as the default format for hearings. This decision was made after considering a number of objective factors including (1) procedural fairness; (2) transparency and accountability; (3) hearings efficiency; and (4) fiscal responsibility. Adjudicators sitting on panels of the Discipline and Fitness to Practise Committees were also consulted during this process and indicated that they could capably and fairly conduct all types of disciplinary proceedings electronically (i.e., pre-hearing conferences, contested and uncontested hearings, including deliberations sessions). Discussions about electronic hearings processes were also held with various stakeholders.

In line with the College's decision to establish electronic hearings as the default hearings format, the *Rules of Procedure of the Discipline Committee and of the Fitness to Practise Committee* (the "Rules") were amended to establish the new default hearings format, effective March 11, 2022.

On July 12, 2022, a member brought a motion before the Discipline Committee, challenging Rule 8 of the Rules, which sets out the process for objecting to the electronic hearings format (see *Ontario College of Teachers v. Mammarella*, 2022 ONOCT 87). The motion was brought on constitutional and procedural fairness grounds. The College opposed the motion and, on September 2, 2022, a panel of the Discipline Committee determined that:

- (1) Rule 8 of the Rules does not breach section 7 of the Canadian Charter of Rights and Freedoms, which protects the right to life, liberty and security of the person; and
- (2) holding the member's discipline hearing entirely electronically would not violate the member's procedural fairness rights.

This Discipline Committee decision was not appealed and the time for an appeal has lapsed. The decision is in line with the College's direction to establish electronic hearings as the default hearings format and with recent pronouncements from Ontario Courts that electronic hearings have become a permanent fixture in legal proceedings.

Tribunals' staff continue to fine tune electronic hearings processes as well, to ensure procedural fairness and process efficiencies, and to mitigate the risk of future legal challenges to established hearings processes. For example, in contested hearings, staff have adjusted Zoom settings to ensure that witnesses are "spotlighted" during their testimony (i.e., so that they appear as the main speaker instead of as one of several individuals in gallery view). The objective is to help participants focus on a witness' testimony.

Our experience to date is that electronic hearings enhance the fairness of the discipline and fitness processes by making hearings more accessible to members, witnesses and others irrespective of where they live in Ontario. In the past, participants were required to travel to Toronto for hearings, often from great distances and at personal expense. Today, e-hearings technology reaches all corners of the province without compromising the quality or integrity of the proceedings.

Tribunals' staff also continue to develop hybrid hearings processes, as panels of the Discipline and Fitness to Practise Committees have the discretion to order that a proceeding may be conducted by any combination of in-person, electronic and/or written formats.

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

#### **Annual Meeting of Members**

The College's virtual Annual Meeting of Members was held on September 28, 2022, featuring simultaneous translation into French or English, as required, and with closed captioning available. The Chair of Council, the Interim Registrar and CEO, and the Chair of the Audit and Finance Subcommittee spoke at the event, which concluded with a question-and-answer session. In total, 452 people registered and 69 tuned in live. In 2021, those numbers were 303 and 130, respectively.

The date, registration details and information on how to ask questions in advance of the event were shared via:

- A news item announcing the invite and soliciting questions from attendees was posted to the College website on July 28, 2022
- Your College and You (member e-newsletter)
- Social media.

It is unclear why turnout to the actual event was lower than expected, however, in all our promotional materials, we did make clear the session would be recorded and posted on the College website after the event. The video and the full question and answer document was posted on the College website at the end of October. Most of the questions the College received were about the certification process, particularly from the perspective of internationally trained teachers.

### **National Day for Truth and Reconciliation**

A news item on the College website, post via social media, and internal message for the College's staff were developed and shared to acknowledge Canada's second National Day for Truth and Reconciliation on September 30, 2022.

### **2SLGBTQ+**

Following consultations with internal and external stakeholders and an environmental scan of other regulators, the College updated the initialization used to identify communities commonly referred to as LGBTQ+. Going forward, the College will use 2SLGBTQ+.

The new initialization was chosen as it is the emerging term of preference for highly regarded community groups, including The 519 in Toronto. The 2S (Two-Spirit) component acknowledges ongoing national reconciliation efforts, which the College has publicly supported on numerous occasions, and positions us as a progressive leader in Ontario's regulatory community.

### ***Generation Black: You're Next! Symposium***

The College continues to promote the teaching profession in support of Black applicants interested in a career in teaching. College staff set up an information and outreach table and circulated posters at an Elementary Teachers' Federation of Ontario-sponsored event held on October 1, 2022. The College's participation met with great success and gratitude from attendees.

### **Presentation to IETs**

On July 28 and August 24, 2022, representatives from the College presented with the Ministry of Labour, Immigration, Training and Skills Development, Global Talent & Settlement Services Division to groups of internationally educated teachers (IETs). The virtual sessions were hosted by the YMCA-GTA and Connecture Canada.

### **Accreditation Resource Guide**

The Accreditation Resource Guide is a companion to requirements set out in Regulation 347/02, *Accreditation of Teacher Education Programs*. The purpose of the Guide is to clarify the intent, through additional information and examples, of the core content that should be included in Ontario teacher education programs. The Guide is intended to be updated periodically to reflect system and program changes and was last revised in 2017. It is with this spirit of reflecting currency of the Ontario context in which elementary and secondary

schools operate that the Accreditation unit is engaged in updating the Guide.

To gather input for the update, staff facilitated several summer and early-fall sessions in English and French with stakeholders, including Indigenous knowledge keepers, scholars, researchers, as well as delegates from faculties of education, the teacher affiliates/federations, the Accreditation Committee and roster, and the Ministry of Education. Starting on September 19, 2022, an opportunity to provide professional input was made available to Ontario Certified Teachers through an online survey on the College website. A writing team will consider the stakeholder and survey input in the development of a revised draft of the Guide.

### **ASL and LSQ Videos**

Staff have also been working to upload a series of videos with links to corresponding AQs online. The sign language videos were created to offer signed versions of the American Sign Language (ASL) and Langue des Signes Québécoise (LSQ) AQ guidelines. They will support the delivery of ASL/LSQ as a Second Language courses in Ontario's schools. Work on the ASL videos is complete, while LSQ videos are expected to launch by the end of the year.

### **Technological Education**

A roundtable session with members of Colleges Ontario provided an opportunity to discuss pathways to increase opportunities for teachers to become qualified to teach technological education in Ontario schools. The following institutions were represented: Humber College, La Cité, Durham College, Confederation College, Fanshawe College, Loyalist College, Northern College. The Standards of Practice and Education unit has received an expression of interest from one of the participating institutions in becoming a provider of Schedule B Additional Qualifications.

### **Other Stakeholder Engagement Events**

At a September meeting hosted by the Ontario Association of Deans of Education (OADE), the College received positive feedback on its efforts with respect to the issue of teacher supply and demand. Meeting participants included OADE members and representatives from the Ontario Teachers' Federation, Council of Directors of Education, the Ministry of Education and the Ministry of Colleges and Universities.

In the third quarter of 2022, staff coordinated or participated in the virtual events listed below, presenting to a variety of audiences to ensure that the College continues to strategically engage with its stakeholders:

<b>Date</b>	<b>Event</b>
July 6	Presentation for PQP Part I Candidates – Ontario Institute for Studies in Education (OISE)
July 8	Presentation for PQP Part I Candidates – York Region District School Board
July 8	Presentation for PQP Part II Candidates – York Region District School Board
July 11	Presentation for PQP Part I and Part II Candidates – Université Laurentienne
July 14	Faculty Presentation (Year 1 Technological Education) – Brock University
July 14	Faculty Presentation (Indigenous Teachers Education Program) – Nipissing University
July 15	Faculty Presentation (BÉd en mode alternatif) – Université d'Ottawa
July 18	Programme menant à la qualification de direction d'école - Partie I – Association des directions et directions adjointes des écoles franco-ontariennes

Date	Event
August 2	Programme menant à la qualification de direction d'école - Partie I – Association des directions et directions adjointes des écoles franco-ontariennes
August 12	Presentation to Royal College of Dental Surgeons Executive Committee
September 6	Faculty Presentation (Year 1) – York University
September 6	Faculty Presentation (Year 1) – Ontario Tech University
September 6	Faculty Presentation (Year 1) – York University
September 7	Faculty Presentation (Year 2) – Brock University
September 7	Faculty Presentation (Year 2) – Lakehead University (Orillia)
September 9	Faculty Presentation (Year 2) – Redeemer University
September 9	Faculty Presentation (Year 1) – Lakehead University (Orillia)
September 12	Faculty Presentation (Year 2) – York University
September 12	Faculty Presentation (Year 2) – York University
September 13	Faculty Presentation (Year 2) – Niagara University
September 14	Faculty Presentation (Year 1) – Wilfrid Laurier University
September 15	Faculty Presentation (Year 2) – Niagara University
September 16	Faculty Presentation (Year 1) – Wilfrid Laurier University
September 19	Presentation to OISE Master of Teaching Program - Issues in Policy, Law & Ethics
September 19	Faculty Presentation (Year 1) – Redeemer University
September 20	Presentation to OISE Master of Teaching Program - Issues in Policy, Law & Ethics
September 20	Presentation to OISE Master of Teaching Program - Issues in Policy, Law & Ethics
September 21	Presentation to OISE Master of Teaching Program - Issues in Policy, Law & Ethics
September 22	Faculty Presentation (Year 2) – Ottawa University (French)
September 22	Faculty Presentation (Year 1) – Ottawa University (French)
September 27	Faculty Presentation (Year 1) – Ottawa University
September 27	Faculty Presentation (Year 1) – Western University
September 28	Presentation to OISE Master of Teaching Program - Issues in Policy, Law & Ethics
September 28	Faculty Presentation (Year 1) – Brock University
September 29	Faculty Presentation (Year 1) – Ottawa University Windsor (French)
September 29	Faculty Presentation (Year 2) – Ottawa University Windsor (French)

Per the table above, College staff presented six Principal's Qualification Program (PQP) sessions in Q3-2022. The College regularly presents to members enrolled in the PQP and the Supervisory Officer's Qualification Program (SOQP) across the province throughout the year. The presentations reinforce the concept and importance of self-regulation, including the duty of the College to operate in the public interest. Staff provide members with interactive case studies to help them understand and reflect on the standards of practice, ethical standards and the investigations and hearing process from an administrator's perspective. These sessions also provide an opportunity for the College to highlight resources available to administrators to assist them in their roles.

College staff also conducted 24 faculty presentations from July to September 2022 using various virtual meeting platforms. Every year, staff make presentations to faculties of education to 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 members.

Staff who support the adjudicative processes continue to participate in regular meetings with staff in similar positions from other regulators to discuss best practices relating to tribunals processes, common challenges and solutions, and recent trends in disciplinary hearings.

## STATISTICS

### Human Resources

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

Budgeted positions for 2022	<u>186</u>
Staff with regular appointments	154
Temporary staff replacing staff on leaves and vacancies	16
Staff seconded from school boards	4
Vacant positions at the time of reporting *	12
	<u>186</u>

\*Funding for vacant FTE positions was redeployed to Membership Services to hire temporary staff as a short-term measure.

### Services to Applicants and Members

#### Certification

The Certificate of Qualification and Registration (CQR) is the permanent certificate issued to members who meet all requirements for licensure at the time of initial licensure.

The Temporary CQR came into regulation in 2021 as an emergency measure and is an expiring certificate granted to Ontario teacher education candidates who have met the academic, language proficiency and professional suitability requirements, and are currently enrolled in an accredited Ontario teacher education program (candidates who are enrolled in a concurrent program are also eligible as long as they have completed the requirements for their undergraduate degree). An applicant must apply and be reported by their faculty of education as having successfully completed a portion of the practicum; having made satisfactory progress in the teacher education program; and are expected to complete the program in 2022 or 2023. This certificate expires if it is not converted to a CQR on the expiry date.

The Transitional CQR, also an expiring certificate, is issued to individuals who are enrolled in a College-accredited multi-session program. The certificate is awarded upon completion of the first session of the program and is valid for six years with the possibility of a one-year extension. This certificate expires if the program of professional education is not completed by the expiry date.

Certification outcomes, new members, third quarter of 2022:

TOTAL BY CERTIFICATE TYPE		
Certificate Type	Language of Teaching Qualifications	July 1–Sept. 30, 2022
Certificate of Qualification and Registration	English	1,480
	French	138
Temporary Certificate of Qualification and Registration	English	630
	French	97
Transitional Certificate of Qualification and Registration	English	59
	French	35
TOTAL		2,439

The third quarter certification numbers represent an accomplishment that puts the College on track for the highest number of newly certified teachers since 2015. This accomplishment is a result of targeted steps taken by the College including expedited licensure, prioritization of certification files, additional staffing, increasingly automated processes (such as the online application that allows applicants to upload some documents directly to their files), outreach strategies and the extension of the Temporary Certificate.

### Expedited Licensure

Since August 2021, to assist school boards facing a teacher shortage, the College has been offering school boards the opportunity to expedite licensure for individuals who have an official offer of employment from an Ontario school board. School boards submit the name of the individual, application/registration number, name of certificate held (if applicable) and the expiry date for the conditional offer of employment.

EXPEDITED LICENSURE LIST		
	Language of Teaching Qualifications	July 1–Sept. 30, 2022
Received a Certificate of Qualification and Registration or had a certificate converted	English	302
	French	35
TOTAL		337

The table above shows the number of individuals who received an initial certificate or had an expiring certificate converted to a permanent one in Q3-2022.

### Member Statistics

Status	Sept. 30, 2022	Sept 30, 2021
Inactive/Non-Practising	247,547	240,906
Good Standing	227,574	230,160
Expired	21,525	21,564
Cancelled – Resigned	3,197	3,277
Revoked	463	434



## Member Statistics

Status	Sept. 30, 2022	Sept 30, 2021
Cancelled	265	265
Suspended – Interim	90	84
Suspended	20	35
<b>Total</b>	<b>500,681</b>	<b>496,725</b>

## Margaret Wilson Library

Library subscribers continue to enjoy the benefits of both print and electronic resources. For the three-month period from July to September 2022, a total of 9,142 items were borrowed – 2,690 print items and 6,452 eBooks.

Also in the third quarter of 2022, print circulation increased 40 per cent over the same period in 2021. In Q3-2022, there was a total circulation of 2,690 print items compared to 1,904 items in Q3-2021.

The EBSCO (Elton B. Stephens Company) research databases continue to be popular with library subscribers. For Q3-2022, the total number of searches increased 16 per cent. In this period, there were a total of 431,977 searches conducted versus 372,864 searches over the same period in 2021.

As part of the library's commitment to support library subscribers' 24/7 access to the collection, a new video tutorial was developed outlining easy-to-follow instructions on how to manage holds and checkouts from the library. This video will be available in English and French and will complement the existing series videos that offer asynchronous virtual training on library services and resources. The existing series of four videos have over 1,490 English views and over 460 French views.

## Registration Appeals

The Registration Appeals Committee is a statutory committee established under the Act that is objective, fair and transparent. It reviews and makes decisions on appeals from applicants who were not granted College membership, or who had terms, conditions or limitations placed on their Certificate of Qualification and Registration.

The committee continues to process appeals in an efficient manner and has fully adapted to the virtual environment which will continue into the future as per section 6.01 of the College Bylaws. The following table shows the appeals received and decisions rendered in Q3 of 2022:

Registration Appeals	2022 (Q3)	2021 (Q3)
Appeals received	8	5
Decisions rendered	5	6

The committee will continue to process appeals expediently. The Registrar has also begun to further explore the ambit of permissible exercise of discretion in certification.

## Standards of Practice and Accreditation

Ongoing professional learning is an integral part of teaching. The profession's standards reflect the expectation that all members will participate in ongoing learning. Adding to professional knowledge enhances teaching practice, which improves student learning.

The regulated system of Additional Basic Qualifications courses (ABQs) and AOs is one form of professional learning. ABQs/AOs are set out in legislation, accredited by the College, offered by providers approved by the College (e.g., universities, colleges, teacher federations, principals' organizations, school boards, subject organizations and community organizations) and, when successfully completed, recorded on the member's Certificate of Qualification and Registration.

### July 1 to September 30, 2022 (Q3-2022)

Description	Statistics
Accreditation: Submitted Courses	90
Courses Accredited	49
Governance Reviewed	4
Draft Guidelines Posted to Website	22 (11 EN, 11 FR)
Final Guidelines Posted to Website	8 (4 EN, 4 FR)

## Investigations and Hearings

The College's complaints and discipline functions are carried out by the Investigations and Hearings department which consists of four units: Intake, Investigations, Professional Conduct and Tribunals.

### Intake

Description	2022 (Q3)	2021 (Q3)
<b>Origin of Concerns for New Intake files</b>		
- Member of the public	58	34
— Secretary of Board – Teacher Performance Appraisal <sup>(1)</sup>	0	1
- Member of the College	8	6
- Registrar (including employer notifications)	118	92
- Minister of Education	0	0
<b>Total New Intake files</b>	<b>184</b>	<b>132</b>
- Resolved at Intake <sup>(2)</sup>	56	44
• Employer notifications resolved at Intake	10	13
- Transferred to Investigations Unit <sup>(2)</sup>	118	83
- Active Intake files	72	42
<b>Therapy and Counselling Funding Program</b>		
- New applications	0	1
- Applications approved	0	0
- Applications denied	0	0
- Applications being processed at end of reporting period	1	1

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

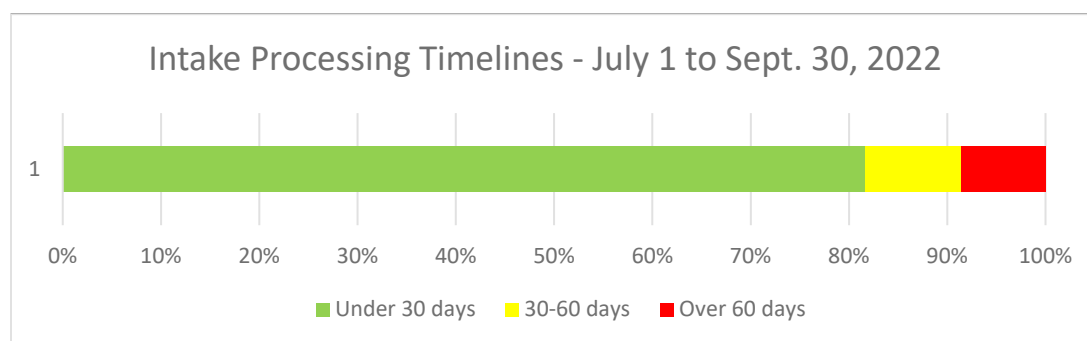
Between July 1 and September 30, 2022, Intake received approximately 160 telephone calls and email inquiries. The vast majority of inquiries are resolved on the day they are received.

In addition to addressing concerns by telephone and email, Intake completed the processing of 174 formal expressions of concern and employer notifications in Q3-2022. Intake processing timelines were as follows:

Files completed in under 30 days – 142

Files completed in 30 to 60 days – 17

Files completed in over 60 days – 15



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

### Investigations

The following is a summary of the disposition of cases concluded by panels of the Investigation Committee in the third quarter of 2022, compared to the third quarter of 2021.

Disposition of Cases	July-Sept. 2022	July-Sept. 2021
Referred to Discipline Committee under subsection 26(5)(a)	18	12
Referred to Fitness to Practise Committee under subsection 26(5)(a)	0	0
Admonishment in person under subsection 26(5)(c)	10	10
Written admonishment under subsection 26(5)(d)	6	1
Caution in person under 26(5)(c)	2	1
Written caution under subsection 26(5)(d)	1	10
Advice under subsection 26(5)(d)	3	2
Reminder under subsection 26(5)(d)	5	2
Not referred following an investigation and no further action taken under subsection 26(5)(b)	16	11
Refused to investigate: not related to professional misconduct or incapacity under subsection 26(2)(a), OR, frivolous, vexatious, abuse of process, manifestly without substance or made for an improper purpose under subsection 26(2)(b) (Request for Direction)	17	49

<b>Disposition of Cases</b>	<b>July-Sept. 2022</b>	<b>July-Sept. 2021</b>
Undertaking to Resign	0	9
TPA Undertaking	3	0
Complaint resolution	0	0
<b>Total</b>	<b>81</b>	<b>107</b>

Note: The total number of dispositions does not include matters that were withdrawn or abandoned before reaching a panel of the Investigation Committee.

For up-to-date information regarding upcoming Discipline hearing dates, please refer to the College website's hearing schedule: <https://www.oct.ca/public/complaints-and-discipline/hearing-schedule>. A Fitness to Practise hearing date has been scheduled for December 1, 2022 but is not open to the public nor does it appear on the hearings schedule.

### **Professional Conduct**

	<b>2022-Q3</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>
<b>Complaint Resolution</b>					
CR/Resolution by Undertaking assessments (all complaints are assessed for suitability)	85	299	284	386	340
CR resolutions (agreements adopted by single-member IC panels)	19	44	61	86	61
Resolutions by Undertaking (incompetence/TPA complaints)	2	6	3	9	5
<b>Internal Resolution</b>					
DC assessments (all DC referrals are considered for possible Internal Resolution prosecution)	14	39	65	158	89
DC hearings completed by Internal Resolution staff (in-house prosecutions staff)	7	19	25	36	12

Memoranda of Agreement adopted by the Investigation Committee (Complaint Resolution) totalled:

2022 (Q3 only)	19
2021	44
2020	61
2019	86
2018	61

### **Tribunals (Discipline and Fitness to Practise)**

The following is a summary of the dispositions from the 16 concluded discipline hearings from July 1 to September 30, 2022. Where a disposition included multiple sanctions (e.g., reprimand; terms, conditions or limitations; or suspension) only the most severe sanction (i.e., suspension in the previous example) is recorded below.

Disposition of Cases	Cases Disposed of by the Discipline Committee
Revocation	5
Suspension	2
Reprimand	2
Resigned – Cancelled	3
Terms, Conditions or Limitations	1
Withdrawal of Notice of Hearing	2
Not Guilty	0
Reinstatements denied	0
Reinstatements granted	0
<b>TOTAL</b>	<b>16</b>

In addition to the above dispositions, the Fitness to Practise Committee concluded two hearings, both of which resulted in the imposition of terms, conditions or limitations.

The cumulative number of open hearing files at the end of Q3 (as of September 30) for the Discipline Committee and the Fitness to Practise Committee is summarized below:

2022	99
2021	176
2020	305
2019	301
2018	224

In the third quarter of 2022, 18 hearings (Discipline and Fitness to Practise) were concluded. A matter is considered to be concluded after the hearing has ended and the panel has issued its Decision and Reasons. During Q3-2022, the number of concluded matters (i.e., 18) was 24% lower than the average number of concluded matters (i.e., 23.8) during this same period of the previous four years (the “2018-2021 Q3 Average”).

Month	2022	2021	2020	2019	2018
July	5	18	10	13	1
August	8	11	9	8	1
September	5	13	4	3	4
<b>TOTAL</b>	<b>18</b>	<b>42</b>	<b>23</b>	<b>24</b>	<b>6</b>

In Q3 of 2022:

- 31 panel days were spent holding hearings, deliberations, decision writing or pre-hearings. The amount of time spent conducting the work of the Discipline and Fitness to Practise Committees in Q3 of 2022 (i.e., 31 days) is 8% higher than the 2018-2021 Q3 Average of 28.8 days;
- 16 days were spent conducting **contested** Discipline and Fitness to Practise proceedings (i.e., hearings and/or motions). This represents an increase of 83% in the number of contested proceeding days compared to the 2018-2021 Q3 Average of 8.8 days;
- 15 **uncontested** proceedings were heard. This represents a 29% decrease compared to the 2018-2021 Q3 Average of 21 uncontested proceedings.

Taken together, an 83% increase in contested proceedings and a 29% decrease in uncontested helps explain the 24% decrease in concluded matters overall in Q3 (contested matters being more resource- and time-consuming than uncontested matters). While the nature of the Discipline and Fitness to Practise Committees' work changed significantly in Q3 of 2022, the volume or amount of time spent conducting this adjudicative work did not, as the number of panel days was 8% higher in 2022 than in Q3 of previous years.

Moreover, despite the Q3 decline in terms of the number of concluded matters, data for the 2022 year-to-date suggests that there has been a 15% increase in the number of concluded matters, a 23% increase in the number of panel days, a 22% increase in the number of contested proceeding days, and a 17% increase in the number of uncontested proceedings compared to the same periods in 2018-2021.

With the cumulative volume of open hearings files now below 100 (from its high of over 300 in 2019), it is clear that Council's strategic priority of reducing timelines for discipline processes has been successful. However, with the high volume of files currently at the investigation stage, the volume of open hearings files will likely grow as some of these matters can be expected to be referred to the Discipline or the Fitness to Practise committees in the coming months.

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

Chantal Bélisle, OCT  
Interim Registrar and Chief Executive Officer