

REGISTRAR'S REPORT TO COUNCIL

June 16, 2022

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INTRODUCTION

I am pleased to present the College's second quarterly report to you in 2022. The report is organized around the College's three strategic priorities and provides statistics and activity for the first quarter of 2022 (January 1-March 31, 2022).

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

HIGHLIGHTS OF THIS REPORT

Legislation and Regulations

- In accordance with section 47.2 of the *Ontario College of Teachers Act, 1996*, the College introduced a mandatory Sexual Abuse Prevention Program (SAPP) on January 3, 2022. By law, all current members of the College must complete the SAPP by September 15, 2022 and all new applicants for membership must complete the SAPP in order to be certified. As of March 31, 2022, 44,532 members/applicants had completed the Program out of 65,889 first-time log ins.
- At a special meeting on March 2, 2022, Council approved amendments to the Teachers' Qualifications Regulation (O. Reg. 176/10) and the Accreditation of Teacher Education Programs Regulation (O. Reg. 347/02) made under the *Ontario College of Teachers Act, 1996*. The amendments, drafted by College and Ministry of Education staff in accordance with the direction previously provided by Council, were filed on April 21, 2022 and are now law.

Service Delays

- The College is working to resume normal service levels for member certification through a combination of onboarding new staff in the Client Services unit; automating the membership application process as much as possible; and promoting a self-service model whereby members/applicants can upload required documents and view the status of their application online. 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 properly trained and certified.

COLLEGE STRATEGIC PRIORITIES

1. Strengthen transparency and accountability

- The College's social media audience continued to grow steadily in the first quarter of 2022 across all platforms (Twitter, Facebook, LinkedIn, Instagram, Pinterest and YouTube). From January 1 to March 31, our total number of followers increased by 2,710 to 54,909 (five percent).

- The College's Digital Media team responds to inquiries received via social media within two business days, collaborating with internal stakeholders as needed. In the first quarter of 2022, a total of 1,136 inquiries were received, primarily from Facebook and Twitter, an increase of 110 percent over the same period in 2021.

This number is being driven by process delays and the ongoing migration of members and applicants from traditional channels to social media as their preferred point of contact.

- Since becoming the College's official publication this year, the open rates for *Your College and You* (YCAy) have doubled, while rates for *The Standard* (quarterly parent/public newsletter) remain consistent. Both publications continue to have above-industry open rates (the industry rate is 23.4 percent).

In the first quarter of 2022, YCAy had overall open rates of 62 percent (English) and 64 per cent (French), up from an average of 31 percent in 2021. Meanwhile, *The Standard* had open rates of 25 percent (English) and 38 percent (French).

YCAy's increase can be attributed to the addition of discipline summaries into its content lineup.

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.

- Communications works collaboratively with internal stakeholders to ensure College documents posted to the College website meet accessibility guidelines. Per the *Accessibility for Ontarians with 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.
- In accordance with recent amendments to Ontario Regulation 563/21 made under the *Ontario College of Teachers Act, 1996*, the College is now posting ongoing and concluded proceedings where a guilty finding has been made involving members who have been charged with an offence under the *Criminal Code* (Canada), the *Controlled Drugs and Substances Act* (Canada), or similar legislation in another jurisdiction where the College's Registrar determines that the charge or guilty finding is relevant to the individual's membership with the College.

The regulation to support adding this information was implemented by government in February 2022.

- A new web location was created to house Council meeting summaries. Previously published in the now decommissioned *Professionally Speaking*, links to summaries are now shared with members in YCAy and with the public via *The Standard*.
- The Standards of Practice and Education (SP&E) unit is considering the list of Additional Qualification (AQ) courses in Schedule F of Teachers' Qualifications Regulation (O. Reg. 176/10), which have had minimal uptake since 2017, with a view to postponing writing teams. The decision not to assemble numerous writing teams could present significant cost savings for the College.

- Pending a regulatory amendment, the authority to review AQ courses will pass from the Accreditation Committee to the Standards of Practice and Education Committee. Council will be asked to approve this change at its June 16, 2022 meeting. If approved, the amendments will transfer the authority to determine whether Aqs continue to qualify for accreditation from the Accreditation Committee to the SP&E Committee. This transfer of authority will accurately reflect the work and distinct roles of each committee.
- Staff have developed a phased, coordinated response to the *Right to Read* inquiry report released by the Ontario Human Rights Commission on January 27, 2022. This approach includes stakeholder consultation and internal review of pertinent AQ course guidelines.
- The College recognizes that adjustments in the program delivery of accredited programs have occurred as a result of COVID-19. Short-term changes to program delivery and practicum expectations were documented and provided to the Accreditation unit by all program providers through Pivot Reports in 2020 and 2021. This provided accreditation accountability at a time of uncertainty during the pandemic.

Throughout the pandemic, the College has sought to avoid unnecessary administrative expectations for faculties while assuring the public's interest in the programs of professional education. Staff are now preparing for the next phase of the accountability process as faculties of education prepare for intake of candidates for the 2022-2023 academic year.

In the next quarter, each faculty will submit a Program Structure and Accountability Report consisting of:

1. an At-a-Glance Chart for each accredited program and each area of divisional focus (Primary/Junior, Junior/Intermediate, Intermediate/Senior), and
2. a point-form summary of changes, if any, to each program as accredited.

These reports will be reviewed by staff and brought forward to the Accreditation Committee for endorsement. Sustained and substantial changes will need to be reported according to regulation and the College will work with faculties in addressing these changes.

- On March 24, 2022, Council appointed two new members to the Investigation Committee to bolster its French-language capacity in Complaint Resolution matters. All Investigation Committee members who will be considering Complaint Resolution matters have completed their training and are available to sit on single-member panels.
- As of March 31, 2022, single-member panels of the Investigation Committee adopted nine Complaint Resolution (CR) agreements (between members and the College). It is notable that the average number of files adopted in 2022 is higher than the 2021 average (3.6/month) and is quickly approaching the 2020 average (5.0/month).

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

Memoranda of Agreement adopted by the Investigation Committee (CR):

2022-Q1	9
2021	44
2020	61
2019	86
2018	61

- CR staff assess every complaint for possible suitability for the CR program. As of March 31, 2022, 59 complaints were assessed, and CR was offered in 15 matters (25.4 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 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.
- As of March 31, 2022, Internal Resolution (IR) staff had assessed 12 referrals to the Discipline Committee for suitability for carriage by in-house prosecution counsel (39 in Q1-4 2021). Of those 12 matters, four (14 in Q1-4 2021) were retained for internal prosecution (33.3 percent).
- In addition to having carriage of files internally, Professional Conduct continues to provide prosecution, penalty and scheduling instructions to the College's two external legal teams. PC staff address novel issues as they arise and help implement legislative changes (e.g., posting members' criminal charges and convictions to the public register; recovery of therapy and counselling costs, etc.).
- The Tribunals Unit, whose staff provide direct support to the Discipline and Fitness to Practise Committees, has continued to make improvements to the discipline process to better reflect public expectations. Effective March 11, 2022, the Rules of Procedure of the Discipline Committee and of the Fitness to Practise Committee (the Rules) have been amended to establish remote hearings as the presumptive format, based on:
 - (1) 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;
 - (2) consultation with members of the DC/FTPC Transitional Roster which made it clear that they could capably and fairly conduct all types of discipline and fitness to practise proceedings remotely; and
 - (3) a detailed risk analysis that considered procedural fairness, transparency and accountability, hearings efficiency, and fiscal responsibility.

The amendments to the Rules have also clarified the process for objecting to an electronic hearing and have provided the Discipline and Fitness to Practise committees with the discretion to order that a hearing be held in person, electronically, in writing, or by a combination of these formats, depending on the specific circumstances of the case identified by the parties. The amended Rules have been published on the College website and key stakeholders, including College and members' counsel who regularly appear before the Discipline and Fitness to Practise Committees, have been notified of the changes.

Moreover, in an effort to continually improve hearings processes to better reflect public expectations in Q1 of 2022, Tribunals' staff have implemented a more intentional and inclusive approach to identifying hearings participants by their preferred pronouns and honorifics during Discipline and Fitness to Practise proceedings.

To further improve process efficiencies, 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

- In March, the College launched its *Anti-Black Racism Additional Qualification Guideline: Addressing Anti-Black Racism to Change Pedagogy and Practice*. The Additional Qualification (AQ) guidelines are now available to AQ course providers to begin developing programming that could be available to OCTs as early as this summer. News about the AQ guidelines was shared via our website and social media.

Also available to AQ providers via our online resources page is an accompanying resource guide titled, *Artistic Representation: Addressing Anti-Black Racism to Change Pedagogy and Practice*. This document was also published in Q1.

- Two resource guides to help guide the daily practice of members were published on our online resources page, including:
 - *Exploring Accessibility, Inclusion and Belonging*: This resource gathers vignettes based on the lived experiences of an Ontario Certified Teacher (OCT) with a profound sensorineural hearing loss.
 - *Restorative Journey: Indigenous Educational Wellness*: Six Nations artist Elizabeth Doxtater worked in dialogue with members from Six Nations communities and in friendship with the Ontario College of Teachers to develop this resource in a way that inspires the ethical pursuit of Indigenous educational wellness.
- The College promoted the availability of the Sexual Abuse Prevention Program (SAPP) training via YCAY and more general information about the program launch in *The Standard*. The College also sent email reminders to those members and applicants who have not yet completed this legislated requirement.

As noted above, more than 65,000 Ontario Certified Teachers and applicants had accessed the program as of the end of Q1. Of that, over 44,000 have successfully completed it. The Communications unit has also continued to provide tailored responses to correspondence from members who have questions or concerns about the program's subject matter. Furthermore, Client Services has been provided with contact information for the Canadian Centre for Child Protection's support services for individuals who require it, in addition to contact information for four other crisis support providers.

The SAPP supplementary information field on the public register has also been updated to make it clear that it is a universal requirement and not something an individual member must take as part of a disciplinary decision or other remediation.

- In February, Amorell Saunders N'Daw, the lead writer of the College's Professional Advisory on Anti-Black Racism, hosted a webinar to explore and illustrate the impact of conscious and unconscious bias through the lived experiences of Black students. Amorell is principal of Amorell & Co., as well as Partner and Equity, Diversity and Inclusion Lead at KBRS, one of Canada's leading authorities on human capital.

The event was promoted via our website and social media properties. In total, 50 members of the College and the public attended. Free to everyone, a recording of the webinar was also posted on our website for those who were unable to attend the live event. While a small number of people attended the live event, 1,955 people (as of March 31) had viewed the webinar recording.

- The College continues to promote new and updated AQs on our website, as well as the College's professional advisories. Since the last report, this content has generated 52,368 impressions on social media.
- Since 2002, the College has been surveying teachers in their first years to see what kinds of jobs they are getting and how they are settling into the profession. The 2022 *Transition to Teaching Survey* is now open. Emails inviting members to participate were sent on March 23, 2022. A second reminder will be sent later this year.
- The *Credential Assessment Guide* and the *Credential Assessment for Denied Applicants* brochure were both updated with information regarding changes to language proficiency requirements and the new Sexual Abuse Prevention Program.
- The College continues to support Ontario's Indigenous communities in numerous ways, including the promotion of an accreditation review of Trent University's Indigenous teacher education program. Responses and data collected in March will help inform many improvements and efficacy in how the course programs are accredited.
- Between January 1 and March 31, 2022, the Adjudicative Body of Chairs (ABC) appointed two investigators at the Registrar's request under section 36 of the Act. The Registrar also made four emergency section 36 appointments. Staff of the Investigations unit facilitate all such appointments in conjunction with Policy unit staff. The appointments permitted the appointed investigator to obtain information from third parties (e.g., child and family services, police) that would not ordinarily be available to the College. These appointments ensure that the necessary information is obtained for the Investigation Committee to make fully informed decisions, which helps to fulfill the College's strategic objectives of managing risk more strategically.

The appointments also permitted the Registrar to bring matters to the ABC to consider whether to impose an interim order on members' certificates of qualifications and registration. The imposition of interim orders on members' certificates of qualifications also helps to achieve the College's strategic objectives of managing risk and enhancing student protection. Between January 1 and March 31, 2022, the ABC considered five matters at the request of the Registrar which resulted in interim suspensions of four members' certificates of qualification and registration. 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.

- Between January 1 and March 31, 2022, panels of the Investigation Committee met 11 times. Six of these meetings were regularly scheduled meetings. Five were ad hoc meetings of panels seized of matters. The panels considered 89 matters, of which 12 were referred to the Discipline Committee. One matter was referred to the Fitness to Practise Committee. The referral rate to the Discipline and Fitness to Practise committees was 14.6 percent, which is well within a sustainable referral rate. This rate helps to ensure that only the most serious matters are referred to Discipline or Fitness to Practise which means the resources of those committees are focused on matters that raise issues of protection of children and governing the profession in the public interest.
- Staff continue to conduct outreach to new Directors of Education as part of the College's efforts to educate employers about their statutory obligations to the College, which contributes to achieving the College's goals of managing risk more strategically by ensuring that employers understand their mandatory reporting obligations to the College.
- The Professional Conduct unit has continued to manage risk more strategically in 2022 by (a) pressing forward with both contested and uncontested hearings using videoconference and electronic document sharing technologies, thereby avoiding delay and reducing the risk of fading witness memories, waning interest among participants, and other intervening events (e.g. health issues); (b) continuing to offer members Undertakings to Resign & Never Reapply in suitable cases, which reduces the need to hold costly and protracted hearings in some cases and eliminates the risk of a sub-optimal hearing outcome; and (c) continuing to minimize multi-day hearings where possible, which in turn reduces the number hearing days lost due to last-minute agreements or adjournments.
- Tribunals' staff have worked closely with Policy and Governance unit staff to ensure a smooth transition to the College's new governance model, which included significant changes to the composition of the Discipline and Fitness to Practise committees and its Roster. Discipline Committee, Fitness to Practise Committee and Roster members assumed their new responsibilities effective February 1, 2022, following substantive legal and technology training in January 2022. Careful scheduling and planning have ensured that Discipline and Fitness to Practise hearings have continued uninterrupted through this significant transition period.

3. Improve stakeholder engagement

- The College has an ongoing and monthly advertising arrangement with student-advocacy group Parents Engaged in Education to include content in its monthly digital newsletter. Our most recent content topics include:
 - December/January: Sexual Abuse Prevention Program
 - February: Governance transition
 - March: Encouraging applications for the College's scholarship program.

- During the first quarter of 2022, the work of the Standards of Practice and Accreditation (SPA) Department was highlighted through the following:
 - The redesigned SharePoint site for AQ providers that launched in April has received positive feedback. The site features easy access to guidelines and review grids, AQ pertinent memorandums and forms and checklists for course accreditation.
 - The department continues to meet and collaborate on priorities such as Indigenous rights, anti-oppression and anti-colonialism, recruitment and retention, knowledge mobilization, development of AQ courses that respond to student needs and current issues in teacher education – both pre-service and in-service – such as practicum placements and requirements.
- The *Accreditation Resource Guide* (ARG) 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 ARG will 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 engaging in a refresh of the ARG.

The 2022 ARG Refresh will include opportunities for input from stakeholders including Indigenous knowledge keepers, faculties of education, researchers and Ministry of Education personnel. The refresh will consider the incorporation of appropriate recommendations from the *Right to Read Inquiry Report* and other accessibility reports, as well as priority areas that have surfaced in the ever-changing Ontario education landscape.

- College staff from Standards of Practice and Accreditation and Membership Services continue to participate as part of the Comité de mise en oeuvre - Stratégie ontarienne de recrutement et de retention that includes stakeholders from all French-language school boards, federations and associations, faculties and Ministry personnel. In response to sector questions about the practicum and employment challenges, the College has provided a briefing note with specific certification details (regarding the temporary and transitional certificates) as well as a copy of the webinar presentation *Certification for Eligibility to Hire* that was held in January 2022.
- The Manager of Evaluation Services participated in an online educational policy forum organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO)/Regional Centre for Educational Planning and the Ministry of Education in the United Arab Emirates on March 15 and 16, 2022. The policy forum focused on the standards of international credential assessment in the post-COVID era. The College's participation in the session included a presentation to 500+ participants regarding the College's credential assessment framework and the evaluation of teacher education programs completed by distance education.

In addition to the presentation, the Manager participated in a workshop with other credential evaluation professionals to discuss best practices in the field of assessing credentials earned via non-traditional pathways and course to course assessment.

A regulator in Ireland recently contacted the College for permission to share the “Alternative Approaches to Assessing the Qualifications of Refugees” (CLEAR, 2017) presentation with other Irish regulators as they build systems for supporting applicants from Ukraine arriving in Ireland. The College is recognized as a leader in credential assessment in Canada and participation in such forums provides an opportunity to share our best practices in all aspects of credential assessments in international contexts.

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

Date	Event
January 5	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
March 1	Webinar for Employers of Ontario Certified Teachers (English session 1)
March 1	Webinaire à l'intention des employeurs
March 3	Webinar for Employers of Ontario Certified Teachers (English session 2)
March 8	Faculty Presentation (programme hybride) - Université Laurentienne
March 19	Presentation for PQP Part I and Part II Candidates – Ontario Institute for Studies in Education
March 26	Conseil des Écoles catholiques du Centre-Est Virtual Job Fair

In January, 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, staff hosted a webinar *Managing Bias to Support Student Success*, as part of the outreach rollout to support the Professional Advisory on Anti-Black Racism. Over 1,000 viewers, including members, teacher candidates, stakeholders and members of the public tuned in live or watched the recording of 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.

In March, staff hosted three webinars – two English sessions and one French – for employers of Ontario Certified Teachers. Over 130 participants attended the webinars, where they learned about sections in the *Ontario College of Teachers Act, 1996* that impact employers, including the medical inquiries process, member self-reporting obligations, employer self-reporting obligations and an update on the therapy and counselling program.

At the end of March, staff hosted information sessions about teacher certification requirements in Ontario at a virtual job fair hosted by the Conseil des Écoles catholiques du Centre-Est. The event attracted approximately 1,000 attendees, including internationally educated teachers and teachers from Québec who were interested in teaching in Ontario.

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

We also continue to make presentations to Faculties of Education that provide teacher candidates with valuable information to help build awareness and knowledge of the College, the teacher certification process, and the wealth of services and supports available to OCTs. Between January and March, 2022, 13 faculty presentations were conducted using various virtual platforms.

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 March 31, 2022 (see *Appendix A for a comparison of 38 Ontario regulators' annual membership fee, staff complement, and ratio of staff-to-members*):

Budgeted positions for 2022	<u>181</u>
Staff with regular appointments	154
Temporary staff replacing staff on leaves and vacancies	10
Staff seconded from school boards	3
Vacant positions at the time of reporting	14
	<u>181</u>

Services to Applicants and Members

- Certification outcomes, new members first quarter 2022:

TOTAL BY CERTIFICATE TYPE		
Certificate Type	Language of Teaching Qualifications	Jan 1– Mar 31 2022
Certificate of Qualification and Registration	English	496
	French	47
Temporary Certificate of Qualification and Registration	English	758
	French	57
Transitional Certificate of Qualification and Registration	English	24
	French	20
TOTAL		1,402

- 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, 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. This number, 815, for the first quarter of 2022 is consistent with the issuance of certificates during this period in 2021. With the process for issuance of this certificate now almost fully automated, the rate of issuance of temporary certificates is expected to rise significantly in the next quarter.

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

EXPEDITED LICENSURE LIST		
	Language of Teaching Qualifications	Jan 1– Mar 31 2022
Received a Certificate of Qualification and Registration or had a certificate converted	English	252
	French	22
TOTAL		274

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

Member Statistics

Status	March 31, 2022	March 31, 2021
Inactive/Non-Practising	238,108	235,909
Good Standing	232,761	232,200
Expired	21,552	21,587
Cancelled – Resigned	3,225	3,286
Revoked	448	417
Cancelled	265	266
Suspended – Interim	87	82
Suspended	28	18
Total	496,474	493,765

Margaret Wilson Library

- The Margaret Wilson Library provides services for the ongoing education of OCTs, as well as in support of Council member and College employee research. The library continues to leverage YouTube, in French and English, to promote its resources. There were 171 views of the library's instructional videos between January 1 and March 31, 2022.
- During the COVID-19 pandemic, the library has continued to serve the OCT community through its shipping service and eResources. For the three-month period from January 1 to March 31, 2022, OCTs borrowed 5,424 items (electronic and print).
- In the first quarter of 2022, there were a total of 393 staff interactions with OCTs. Library staff support OCTs by providing reference and facilitating access to print and electronic resources via phone, email and ticketing communication channels.

Standards of Practice and Accreditation

January 1 to March 31, 2022

Description Additional Qualification Courses (AQs):	Statistics:
Accreditation: Submitted AQ Courses	108
AQ Courses Accredited	49
Governance Reviewed	3
Draft Guidelines Posted to Website Final Guidelines Posted to Website	10 (EN:5, FR:5) 44 (EN:24, FR:20)

Accreditation Pre-service Reviews and Program Change Requests

- In the first quarter of 2022, Accreditation unit staff continued to work virtually with program providers and review panels composed of new roster members in varying stages of the accreditation process. The work of the accreditation roster panelists informs the decisions rendered by the Accreditation Committee.

Accreditation Roster Work	
O. Reg 347/02, Section 18 Renewal of Accreditation	O. Reg. 347/02, Section 21 Review, Substantial Change in Program
<p>Trent University, School of Education and Professional Learning</p> <p>Panel work: Dec 2021 – May 2022</p> <p>Virtual Site visit: April 2022</p> <ul style="list-style-type: none"> • Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions • Concurrent program of professional education that combines studies in Indigenous Education with areas of study in the Primary/Junior and Intermediate/Senior divisions 	<p>Nipissing University, Schulich School of Education</p> <p>Two-person, roster sub-committee review of:</p> <p>(1) Change in duration pertaining to the multi-session consecutive Indigenous education and Indigenous language teacher education programs</p> <p>(2) Change in course sequence in the consecutive and concurrent programs of professional education</p> <p style="text-align: center;">January 18, 2022</p>

Investigations and Hearings

Description	2022	2021
Origin of Concerns for New Intake files		
- Member of the public	63	66
— Secretary of Board – Teacher Performance Appraisal ⁽¹⁾	0	2
- Member of the College	7	14
- Registrar (including employer notifications)	131	75
- Minister of Education	0	0
Total New Intake files	201	155
- Resolved at Intake ⁽²⁾	51	63
• Employer notifications resolved at Intake	21	13
- Transferred to Investigations Unit ⁽²⁾	138	107
- Active Intake files	70	46
Therapy and Counselling Funding Program		
- New applications	1	0
- Applications approved	1	0
- Applications denied	0	0
- Applications being processed at end of reporting period	0	0

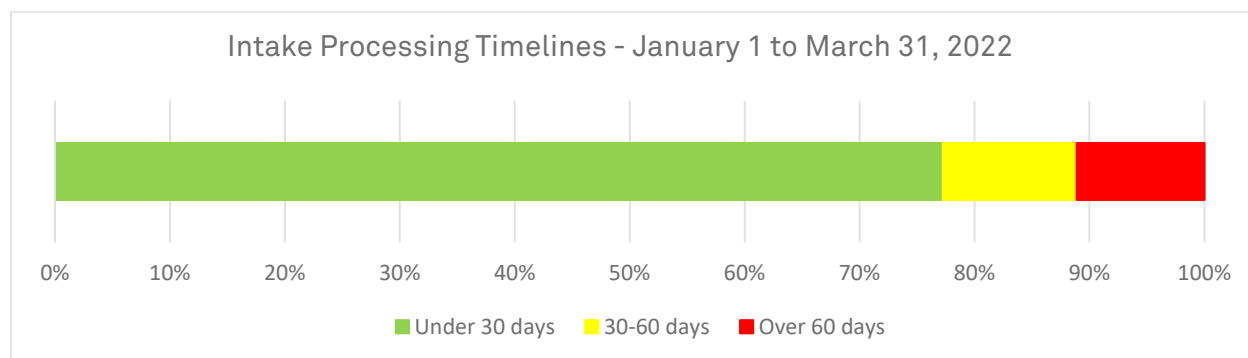
(1) Reports related to resignation or termination as a result of unsatisfactory teacher performance appraisal.

(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.

- Between January 1 and March 31, 2022, Intake received approximately 200 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 189 formal expressions of concern and employer notifications in the first quarter of 2022. Intake processing timelines are as follows:

Files completed in under 30 days – 146
 Files completed in 30 to 60 days – 22
 Files completed in over 60 days – 21



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

- Combined CR/IR activity:

	2022-Q1	2021	2020	2019	2018
Complaint Resolution					
CR/Resolution by Undertaking assessments (all complaints are assessed for suitability)	59	299	284	386	340
CR resolutions (agreements adopted by single-member IC panels)	9	44	61	86	61
Resolutions by Undertaking (incompetence/TPA complaints)	0	6	3	9	5
Internal Resolution					
DC assessments (all DC referrals are considered for possible Internal Resolution prosecution)	12	39	65	158	89
DC hearings completed by Internal Resolution staff (in-house prosecutions staff)	2	19	25	36	12

The following table compares cases concluded by Investigation Committee panels in Q1 2022 vs. Q1 2021.

Disposition of Cases	Jan.-Mar. 2022	Jan.-Mar. 2021 *
Referred to Discipline Committee under subsection 26(5)(a)	12	2
Referred to Fitness to Practise Committee under subsection 26(5)(a)	1	0
Admonishment in person under subsection 26(5)(c)	18	1
Written admonishment under subsection 26(5)(d)	5	0

Disposition of Cases	Jan.-Mar. 2022	Jan.-Mar. 2021 *
Caution in person under 26(5)(c)	5	0
Written caution under subsection 26(5)(d)	9	1
Advice under subsection 26(5)(d)	2	0
Reminder under subsection 26(5)(d)	4	0
Not referred following an investigation and no further action taken under subsection 26(5)(b)	11	4
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)	1	1
Undertaking to Resign	5	0
TPA Undertaking	0	2
Complaint resolution	9	0
Total	82	11

Note: The total number of dispositions does not include matters that were withdrawn or abandoned before reaching a panel of the Investigation Committee (17 matters).

* In Q1 2021, Investigation Committee panels only met in January as all College committees were dissolved on February 1, 2021 due to the governance transition.

- 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>. Fitness to Practise hearing dates have been scheduled for May 10 and for June 3, 7, 9 and 20, 2022.
- The following is a summary of the dispositions from the 25 concluded discipline hearings from January 1 to March 31, 2022. Where a disposition included multiple sanctions (e.g., suspension, reprimand, and terms, conditions or limitations) only the most severe sanction (i.e., suspension in the previous example) is recorded below.

Disposition of Cases	Cases Disposed of by the Discipline Committee
Revocation	2
Suspension	16
Reprimand	2
Resigned – Cancelled	2
Terms, Conditions or Limitations	1
Withdrawal of Notice of Hearing	2
Not Guilty	0
Reinstatements denied	0
Reinstatements granted	0
TOTAL	25

- In addition to the above dispositions, the Fitness to Practise Committee concluded five hearings with the following outcomes:
 - one resulted in a member's certificate being Resigned/Cancelled;

- two resulted in the imposition of terms, conditions or limitations; and
 - two resulted in the withdrawal of the Notice of Hearing.
- The year-end, cumulative number of open hearing files for the Discipline Committee and Fitness to Practise Committee is summarized below:

2022 (as of March 31, 2022)	2021	2020	2019	2018
132	148	285	321	232

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

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

In *R. v. Anthony Cook*, [2016] 2 S.C.R. 204, 2016 SCC 43, the Supreme Court of Canada examined the reasons joint submissions should generally be accepted by adjudicators, including that the defendant is giving up their right to a full hearing and that the parties, the public and other stakeholders often gain by having such agreements generally accepted. For example, witnesses are spared having to give testimony, the parties benefit from the certainty of an uncontested proceeding, and the resource savings of uncontested proceedings are significant. The Court concluded that a very high threshold must be met in order to reject a joint submission. Before rejecting a joint submission, adjudicators must consider whether accepting it would bring the administration of justice into disrepute or would not otherwise be in the public interest.

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

- Concluded Matters

30 hearings were concluded in Q1 2022. A matter is considered to be concluded after the hearing has ended and the panel has issued its Decision and Reasons. In Q1 2022, the number of concluded matters (i.e., 30) was 16% higher than the average number of concluded matters (i.e., 25.8) during this same period of the previous four years (the “2018-2021 Average”).

Month	2022	2021	2020	2019	2018
January	7	8	12	5	13
February	12	10	16	6	6
March	11	11	9	5	2
TOTAL	30	29	37	16	21

- In Q1 2022, 9 days were spent conducting contested Discipline and Fitness to Practise proceedings (13 in Q1 2021); 25 uncontested proceedings (i.e. hearings and/or motions) were heard (23 in Q1 2021); and three pre-hearing conferences were held (four in Q1 2021).
- This data demonstrates that the Discipline and Fitness to Practise committees have continued to conduct and conclude a high volume of hearings in Q1 2022. Notably, hearings volume did not decrease in the first quarter despite the governance transition, with new Committee and Roster members only taking on their adjudication responsibilities as of February 1, 2022 after having received significant training in January 2022. It is also noteworthy that the cumulative volume of open hearings files (132 on March 31, 2022) has continued its downward trend, having decreased by 56% since the beginning of the pandemic (300 on March 31, 2020).

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

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

Chantal Bélisle, OCT
Interim Registrar and CEO