

REGISTRAR'S REPORT TO COUNCIL

March 21, 2023

Table of Contents

	Page
INTRODUCTION.....	3
HIGHLIGHTS OF THIS REPORT	3
Expedited Certification Action Plan.....	3
Sexual Abuse Prevention Program.....	3
Accredited Programs Aligned with French-Language Strategy	4
Accreditation Resource Guide	4
Technological Education	4
COLLEGE STRATEGIC PRIORITIES	5
1. Strengthen transparency and accountability.....	5
2. Manage risk more strategically	9
3. Improve stakeholder engagement	12
STATISTICS.....	16
Human Resources	16
Services to Applicants and Members	16
Member Statistics.....	18
Margaret Wilson Library	18
Registration Appeals.....	19
Standards of Practice and Accreditation.....	19
Investigations and Hearings	20

INTRODUCTION

I am pleased to present the College's first quarterly report to Council in 2023. The report is organized around the College's three strategic priorities and provides statistics and activity for the fourth quarter of 2022 (October 1-December 31, 2022) as well as the 2022 year-end stats where appropriate. The report also includes updates on recent regulatory and legislative activity, and the College's responses thereto, the staff complement, membership services, and investigations and hearings, among others.

HIGHLIGHTS OF THIS REPORT

Expedited Certification Action Plan

In Q4-2022, work continued on a number of initiatives to support the digitization of the application process, including the launch of a document upload portal for applicants and external third parties or institutions. In addition to these system enhancements, the Membership Records Unit also took steps to improve procedures for required application documents to further support the digitization of the application process. This included acquiring new digital transcript providers to further assist applicants in obtaining their required documents and, where possible, automating the upload of these transcripts to member and applicant files. The College currently accepts or validates digital transcripts from nine authorized transcript providers servicing institutions in Ontario, Canada or outside Canada. In Q4, the Membership Services department approved two additional providers extending this service to additional institutions not covered through the existing platforms, namely Pakistan and India. In addition, changes were made to automate the upload of transcripts received from MyCreds.ca eliminating manual upload steps and providing applicants with faster confirmation of receipt. The MyCreds.ca platform provides access to official documents from across Canada and over 130 countries around the world.

Also, in Q4, the College launched additional self-serve options for members, applicants and third parties. Available 24/7, the online options include giving members and applicants the ability to upload documents directly into our system, reset their College accounts via SMS text message or email, and print professional designation documents online (for members only). As a direct result of the launch of the document upload portal, Client Services has been able to reallocate resources to manage email volumes and conduct email training. The redesigned *Contact Us* page is already showing positive results for Client Services with the reduction of questions submitted from this page. Information about the additional services was shared via a news item online. For more information, see **Manage risk more strategically** below.

Sexual Abuse Prevention Program

As of December 31, 2022, nearly 213,000 members and applicants had successfully completed the Sexual Abuse Prevention Program. Since its launch on January 3, 2022, the College has regularly communicated with stakeholders about the mandatory program and offered guidance on how to complete it, which in part contributed to the high compliance rate. Activities included:

- Memos to employers
- Direct emails to membership

- Stories in *Your College and You* and *The Standard*
- An FAQs page that was updated regularly when circumstance changed (i.e., membership-wide two-week extension from original deadline, etc.)
- College member accounts augmented with individualized deadline information to reduce inquiries
- Supporting our program partner's efforts to expand accessibility with a print version for individuals who are unable to use an electronic device.

Accredited Programs Aligned with French-Language Strategy

In 2022, the Accreditation Unit worked with two providers for the review of new French-language initial teacher education programs in the Primary/Junior divisions. In November 2022, the Accreditation Committee granted initial accreditation to a new francophone multi-session consecutive program at Université de l'Ontario français and in March 2023, they will render their decision regarding Université Laurentienne's French-language concurrent, consecutive and multi-session consecutive programs. Multi-session programs offer a flexible pathway for teacher candidates to take requisite coursework and complete an initial practicum to be reported for a transitional certificate. Once they have their transitional certificate, they can be employed while they are completing the remainder of their teacher education program. This is an example of leveraging an accredited pathway to respond to the need for teachers in the sector. For more information, see **Improve stakeholder engagement** below.

Accreditation Resource Guide

The purpose of the Accreditation Resource Guide is to clarify the intent of the core content that should be included in Ontario teacher education programs. The Guide is updated periodically to reflect system and program changes and was last revised in 2017. The updated Guide will reflect provincial stakeholder input gathered in 2022, via consultation sessions, an online survey and an iterative external stakeholder review process. For more information, see **Improve stakeholder engagement** below.

Technological Education

College staff are working with many stakeholders to address technological education in both pre-service and in-service teacher education. A roundtable 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. In December 2022, staff attended a York University Technological Education Advisory Committee meeting as observers. The meeting featured the announcement of a bundled delivery model for Qualifications in Technological Education (Schedule B AQs). Once accredited, the courses delivered under this model will open qualification pathways that have not been available for Ontario teachers in over five years. For more information, see **Improve stakeholder engagement** below.

COLLEGE STRATEGIC PRIORITIES

1. Strengthen transparency and accountability

Additional Qualification (AQ) Program Providers

In the final quarter of 2022, the Standards of Practice and Education (SP&E) unit augmented the tools and strategies developed to strengthen transparency and accountability between the College and in-service program providers.

The AQ Provider Hub is a SharePoint site that was launched in spring 2022. It features easy access to guidelines and review grids, AQ pertinent memorandums, forms and checklists for course accreditation. Fall 2022 brought the addition of two new features to the site, including a link to the provincial validation page for AQ course guidelines which raises awareness of opportunities to contribute to provincial validation feedback, thereby encouraging increased participation in the accountability process. The second enhancement, made in collaboration with Membership Records, serves to expedite processing times by giving AQ providers quick access to course codes.

Staff held two information sessions for AQ providers in November 2022. A total of 66 individuals, representing 50 AQ providers, participated in the sessions. Participants expressed appreciation for the AQ Provider Hub and the clarity of information received throughout the accreditation process. The College's commitment to accountability, transparency and effective risk management was underscored throughout the sessions and the feedback received.

AQ Course Guidelines

The Standards of Practice and Education Committee viewed updated AQ course guidelines for *Reading* and *Special Education* at their November 30, 2022 meeting. The revisions were informed by findings from a series of provincial focus groups held by the Standards of Practice and Accreditation Department in English and French. The guidelines now available on the College website include revised elements related to the importance of early identification of struggling readers, explicit instruction of concepts such as phonemic awareness and differentiated instruction. They also address the importance of recognizing multiple valid approaches to teaching literacy and cultivating a love of reading in all learners.

Social and Digital Media

In the fourth quarter of 2022, the College's overall social media presence continued to expand across all platforms (i.e., Twitter, Facebook, LinkedIn, Instagram, Pinterest and YouTube), with an increase in the total number of followers of 2.1 per cent (1,208). Our year-over-year growth from 2021 to 2022 is 9.9 per cent, an increase from 53,821 to 59,126. This steady growth is a clear indication of the effectiveness of our social media strategy in building brand awareness and fostering a strong connection with our target audience.

The College's Communications team, in partnership with internal stakeholders, manages inquiries – including questions from members and applicants – received through our social media platforms. From Q3 to Q4, there was a decrease in the total number of inquiries by 57 per cent (266), from 468 to 202, respectively. This decrease can be attributed to a change in our social media strategy, which focuses on fewer impressions and more engagement. By

prioritizing engagement instead of reach, we are fostering stronger connections with our audience and encouraging more meaningful interactions.

Despite the decrease in inquiries during Q4, overall, the number of messages received in 2022 was 2,548, an 8 per cent increase from the previous year of 2,361. This annual increase can be attributed to the high number of questions received regarding the College's Sexual Abuse Prevention Program.

The College continues to highlight the professional development resources offered by the Margaret Wilson Library, such as eBooks, digital magazines and other materials. Since the last report, these resources have received 25,854 views on social media. Overall, for the year 2022, these resources generated 133,689 views on social media.

The Communications team continues to monitor and analyze the effectiveness of our social media strategy to ensure we are meeting the needs of our audience and responding to their inquiries in a timely and efficient manner.

Communications tracks and analyzes online data for the College's e-newsletters including *Your College and You (YCAI)*, which is sent to members and applicants monthly, and *The Standard*, our quarterly publication for the public. Both newsletters have above, or near, industry-standard open rates. On average, education-based emails have an open rate of 23 per cent.

In Q4, YCAI had an open rate of 47 per cent for English emails and 57 per cent for French emails. When compared to Q3 of 2022, the open rate decreased by 20 per cent for English emails and increased by 10 per cent for French emails. These fluctuations were expected as open rates have historically been slightly lower in the fourth quarter of each year.

In 2022, the total open rate for English emails was 57 per cent, which is a 23 per cent increase from 2021. Similarly, the total open rate for French emails was 53 per cent, which is a 19 per cent increase from 2021. This increase in open rates could be attributed to more captivating and/or personalized subject lines, which encouraged more people to open our emails. This means that YCAI's open rate is performing much better than the average, demonstrating our effectiveness in reaching and engaging our audience via email.

The December issue of *The Standard* had open rates of 39 per cent in English and 51 per cent in French. As part of the redesign mentioned in our September report, the newsletter was refreshed with improved AODA compliance and readability.

Year over year, *The Standard* has significantly increased its open rates. The English version rate increased by 16 per cent, from 30 per cent in 2021 to 46 per cent in 2022, while the French version rate increased by 8 per cent, from 22 per cent in 2021 to 30 per cent in 2022.

College Mobile App

The College's membership mobile app was decommissioned in November 2022 due to lower-than-expected adoption, and a shift in focus to deliver member services and information with more direct and effective outreach, including email, the member's online account, *The Standard* and YCAI.

AODA Compliance

Communications works collaboratively with internal stakeholders to ensure College documents posted to the 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.

Working in collaboration with the Library team, closed captioned English and French library videos and their accompanying transcripts have been developed. The closed captions conform to best practices for accessibility, while maintaining the College's visual style. These videos are part of the Library's *How To* series, which help members better access the resources available to them.

December 2022 marked the culmination of a two-year collaborative effort to assure compliance with AODA for all Standards of Practice & Education publications. SP&E staff worked with Communications to streamline processes, improve accuracy and clear a backlog of more than 300 non-compliant documents.

Annual Membership Fee Process

Communications has been working with Membership Services to draft, finalize, and distribute the first in a series of reminders and invoices to members to pay for their 2023 membership fee. Due in mid-April, a reminder will be sent out mid-February. Members who have not provided a current email address will receive a mailed reminder. Additionally, information about the annual membership fee deadline was also included in the January edition of YCAY.

Following our usual process, a notice of status change from Good Standing to Inactive / Non-Practising will be issued by email and mail to those who have not paid once the fee payment window closes on April 19, 2023.

Discipline Decision Summaries

New IT requirements were developed to increase the visibility of discipline summaries on the College's public register. This included the restructuring of YCAY and how it links to discipline summaries on the public register. Doing so increases transparency and accountability of the profession, and enhances the educational and deterrence value that these summaries provide.

Complaint Resolution

Complaint Resolution (CR) is a process for concluding complaints early in the process that leads to a final disposition. Resolving less significant matters through CR is a responsible use of resources, freeing up Investigations' time and resources for more serious complaints. CR panel meetings are conducted electronically and take place in either English or French, as required.

Single-member panels of the Investigation Committee (IC) held between October 1 and December 31, 2022 adopted 31 CR agreements (between members and the College). Panels between January 1 and December 31, 2022 adopted a total of 82 CR agreements. This is an 86 per cent increase over 2021 and represents an average of 6.8 files per month. Monthly file averages for 2021 and 2020 were 3.6 and 5.0, respectively.

Staff assess every complaint for possible suitability for the CR program. Between October 1 and December 31, 2022, 65 complaints were assessed and CR was offered in 26 matters (40 per cent). A total of 301 complaints were assessed for suitability in 2022 and CR was offered in 97 matters (32 per cent). As is the case for all IC dispositions, CR outcomes are not made

public. However, the Member, employer(s), and complainant(s) each receive a copy of the IC's Decision and Reasons, thus ensuring transparency. CR also allows the College to resolve low-risk complaints more expeditiously, in line with the College's commitment to be both nimble and accountable to members whose conduct has been impugned.

Internal Resolution

Between October 1 and December 31, 2022, staff assessed 17 referrals to the Discipline Committee for suitability for prosecution by internal staff (16 in 2021). Of those 17 matters, 6 (5 in 2021) were retained for internal prosecution (35 per cent) and the remainder were transferred to external counsel. In 2022, staff assessed 76 referrals to the Discipline Committee and retained 20 matters (26 per cent) for internal prosecution.

In addition to having carriage of files internally, Professional Conduct (PC) 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.).

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, implementing process efficiencies, and ensuring that hearings processes are transparent. In Q4 of 2022, staff have, among other things:

- continued to close hearings files on a weekly instead of monthly basis, to shorten the overall lifespan of a file;
- developed more standardized and consistent eScribe sites for use in hearings (i.e., meeting management software that is used during all electronic hearings to set out the order of proceedings and to attach relevant electronic documents for ease of access by all hearings participants);
- completed a significant project with a third-party provider to automate and streamline certain aspects of the scheduling process, particularly in relation to panel composition, and implemented this new process with Discipline and Fitness to Practise committee and roster members.

The Discipline and Fitness to Practise Committees have also approved amendments to the *Rules of Procedure of the Discipline Committee and of the Fitness to Practise Committee* (the "Rules"), which came into effect on December 16, 2022. The amendments were made to ensure that the Rules continue to align with current practices and legislation, and to ensure greater clarity with respect to certain hearings procedures. In particular, the amendments related to:

- revising definitions that had become outdated following amendments to the *Ontario College of Teachers Act, 1996* relating to the College's new governance structure;
- clarifying pre-hearing conference processes and ensuring alignment with current practices;
- codifying common law tests relating to motions for production of third-party records, and sealing orders, to make these procedures clearer and more transparent for hearings participants; and

- clarifying where costs may be ordered against a party for non-compliance with the Rules.

The amended Rules have been published on the College website and key stakeholders have been notified of the amendments.

2. Manage risk more strategically

Temporary Certificate Holders

In early 2022, the temporary certificate program was expanded to teacher education candidates who had successfully completed a portion of their practicum and were expected to successfully complete their program by the end of 2022 or 2023. The expansion of the temporary certificate program also included Ontario teacher candidates enrolled in a concurrent teacher education program. As a result of these changes, the application rates for Ontario candidates increased over the previous year by 31 per cent. In 2022, a total of 4,106 Temporary Certificates of Qualification and Registration were granted and 2,768 temporary certificate holders had their certificates converted to a Certificate of Qualification and Registration. The regulation governing the Temporary Certificate ends in December 2023 and so only those candidates who will graduate prior to the end of December 2023 can continue to apply for it. The College anticipates that this will result in a noticeable reduction in the number of certifications as this year ends and 2024 begins.

Internationally Educated Teachers

The number of internationally educated teacher applications in 2022 was comparable to pre-pandemic rates from 2019 (1,406). The increase in international applications can also be attributed to factors such as the rise in immigration rates in Canada and the ongoing recruitment of French teachers conducted by external stakeholders. In 2022, the College saw a significant rise in applications from Cameroon, Ivory Coast, Algeria and France.

Improved Credential Assessment Policies and Tools

Since the last Registrar's Report, the Evaluation Services Unit has developed two policies including additional enhancements to language proficiency and increasing the percentage of successful teaching experience accepted in lieu of formal teacher education coursework. In addition, the unit has started to implement a policy to recognize a day of practice teaching as equivalent to a day of successful teaching experience. By affording the same weight between practice teaching and teaching experience days at the certification stage, the College will remove a barrier to certification. Developing the department's policy library is an initiative from the Optimus Report to improve tools and resources for staff to assess credentials and make licensure decisions and recommendations. In addition, these new policies align with the College's Expedited Certification Action Plan as they help remove barriers to certification and expedite the licensure process.

Enhanced *Find an AQ* portal

Staff implemented a new process for addressing member queries received through the *Find an AQ* portal on the College website. Member queries include requests for information about the availability of particular AQ courses and questions about course prerequisites. The revised approach includes replacement of an outdated information management system and automation of input. All backlogs have been cleared and staff are now able to respond to queries within one week.

Teacher Education Program Adjustments

Responding to the COVID-19 pandemic has required adjustments on the part of Faculties of Education to adapt pre-service teacher education program delivery and respond to practicum situations in classrooms across the province.

As an accountability measure, faculties reported program adjustments for all accredited programs to the Accreditation Unit in August 2022 through Program Structure and Accountability (PSA) Reports. These accountability reports were an extension of the Pivot Reports submitted by faculties to the College in the early stages of the pandemic in 2020 and 2021.

Faculties submitted their PSA Reports advising the College of course format and sequence, practicum placement structure, and total number of practicum days for the 2022-2023 academic year. Accreditation Unit staff reviewed the reports and worked with faculties to clarify any enduring changes that might require a regulatory process for substantial changes in program.

The Accreditation Committee reviewed a summary of the types of adjustments that were reported by the faculties at their September and November meetings. While adjustments were reported in (1) program sequence, (2) mode of delivery of course work and (3) total number of practicum days, all programs continue to meet accreditation requirements.

The College's role as the accreditor is to review program modifications that respond to the ever-changing educational landscape. The approach taken with the PSA Reports has allowed the College to maintain its accreditation oversight role.

In 2022, the College included the Pivot Report initiative in its annual report to the Office of the Fairness Commissioner (Ontario) as an example of fair registration practices that successfully addressed the impacts of the pandemic. The 2022 Program Structure and Accountability reporting process is a further example of the College's commitment to fair, yet accountable, processes in the public interest.

Self-Service Options

In Q4 of 2022, the College launched additional self-serve options for members, applicants and third parties. Available 24/7, the online options include giving members and applicants the ability to upload documents directly into our system, reset their College accounts via SMS text message or email, and print professional designation documents online (for members only). Information about the additional services was shared via a news item online.

The College's "Contact Us" page on the website has been updated to better triage inquiries before individuals attempt to call or email the College. Language was developed to nudge these individuals toward self-serve options as part of the ongoing efforts to reduce volumes for Client Services.

ASL/LSQ translations for AQ guidelines

A series of videos with links to corresponding AQs online were created to complement AQ Guidelines on American Sign Language (ASL) and langue des signes québécoise (LSQ) to support the delivery of ASL/LSQ as second language courses in Ontario's schools. Video translations for both languages are on the College's YouTube page and will be accessible via an updated version of the Guidelines.

Intake Pilot

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 *Ontario College of Teachers Act, 1996* (the Act), the closure of a file at Intake can be a challenging endeavour, as complainants do have the right to have a concern addressed by the College's Investigation Committee if they insist. The pilot has changed the manner in which the recommendation is communicated to a complainant, putting a more well-defined requirement on a complainant to push a matter forward.

The success rate for closure of files that have been identified as candidates for the pilot has remained high throughout the pilot period. Between October 1, 2022 and December 31, 2022, 42 files were identified for file closure. Of these, 38 files were successfully closed at Intake, for a success rate of just over 90 per cent.

Intake staff have monitored feedback from members of the public whose files have been identified for closure and the responses have been largely positive. Complainants have been satisfied that the choice remains theirs as to whether they wish to move forward with a complaint despite Intake staff recommendations, while most members of the public have understood and agreed with the recommendations. Evidence of this can be seen in the high success rate of file closure attempts.

Due to the success of the pilot, this new local resolution protocol has now been implemented on a permanent basis.

Investigation Committee Panels

Between October 1, 2022 and December 31, 2022, panels of the Investigation Committee met seven times. Five of these meetings were regularly scheduled meetings. Three panels were for seized or urgent matters. The panels considered 65 files and 16 matters 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 23 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 sections in the Act, a panel of the Investigation Committee can resolve fitness to practise matters by way of an Undertaking negotiated between the College and a member. The medical inquiries process will lead to a reduction in costs in the prosecution of fitness to practise files because the resolution at the Investigation

Committee stage means a referral to the Fitness to Practise Committee is not required.

Professional Conduct

The Professional Conduct unit has continued to manage risk more strategically in 2022 by (a) staying up-to-date with Investigation Committee precedents when assessing matters for CR suitability, ensuring that resolutions proposed through this process are consistent with prior Investigation Committee decisions and take into account the feedback of Investigation Committee panel members, (b) 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 (c) 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.

3. Improve stakeholder engagement

New Pathways for Indigenous Language Teachers

In 2022, the College continued its work with stakeholders to foster new pathways to support the entry of Indigenous language teachers into the profession, particularly those who teach the Inuktitut language.

The College is considering a pathway to certification for language speakers recommended by the Uqausilirijiit Circle, which is comprised of Inuk Elders who assess potential applicants' language proficiency, educational experiences and qualifications to teach Inuktitut. The College would then consider the recommendation alongside its own certification requirements as set out in regulation. Teachers certified in this pathway would help fill the need for teachers of the Inuktitut language in the Ottawa region. The College values its work with the Uqausilirijiit Circle, the Ministry of Education and the Faculties of Education to consider alternative pathways as a way to support the licensure of these language speakers.

New Pathways for Principals and Supervisory Officers

The College also worked with Ministry of Education staff to consider how teachers who entered the profession without a post-secondary degree can pursue leadership positions within schools and school boards. Currently, the Principal's Qualification Program (PQP) as well as the Supervisory Officer's Qualification Program (SOQP) have post-secondary degree prerequisite requirements.

Some teachers of Indigenous languages, teachers of First Nations, Metis and Inuit ancestry and technological education teachers received licensure through specialized pathways that do not require a post-secondary degree. PQP and SOQP post-secondary degree prerequisites have prevented teachers who were certified through specialized pathways to licensure, and without these academic qualifications, from taking on leadership roles as principals or supervisory officers. The College will continue to work with the Ministry to develop alternative qualification equivalents and exemptions that can be used to allow these teachers to enroll in PQPs and SOQPs and thereby pursue leadership opportunities.

Information Sharing with Indigenous Institutes

The College shared information about pre-service teacher education program accreditation requirements and processes with one of the nine Indigenous Institutes in Ontario recognized

in regulation under the *Indigenous Institutes Act, 2017*. The Act provides a pathway for Indigenous Institutes to offer post-secondary degrees and diplomas. Some Indigenous Institutes have partnered with university faculties to offer accredited programs, but this would be the first accredited Indigenous teacher education program to be solely administered by an Indigenous institute. The College will continue to work with eligible Indigenous providers as they move towards expanding their post-secondary offerings.

Accredited Programs Aligned with French-Language Strategy

In 2022, the Accreditation Unit worked with two providers for the review of new French-language initial teacher education programs in the Primary/Junior divisions.

In November 2022, the Accreditation Committee granted initial accreditation to a new program of professional education at Université de l'Ontario français (UOF). As of January 2023, UOF is offering a part-time multi-session consecutive program with areas of study in the Primary/Junior divisions. A full-time cohort is expected to start in September 2023. Two cohorts are anticipated to be eligible for the transitional certificate starting in January 2024 and the first cohort is expected to graduate in December 2024.

Accreditation Unit staff has also been working on the review of Université Laurentienne's French-language programs, including the addition of areas of study in the Primary/Junior divisions to their existing concurrent and multi-session consecutive programs. As noted above, in early March 2023, the Accreditation Committee will render its decision regarding the general accreditation of Laurentienne's French-language concurrent, consecutive and multi-session consecutive programs with areas of study in the Primary/Junior and Junior/Intermediate divisions.

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.

The updated Guide will reflect provincial stakeholder input gathered in 2022, via consultation sessions, an online survey and an iterative external stakeholder review process. The input and external review process included involvement of French and English language stakeholders, representing faculties of education, federations and the affiliates, the Accreditation Committee and roster and Ministry of Education personnel from a variety of units. Researchers and practitioners were also invited to review the first draft of the Guide and to conduct their review from the perspective of their area of expertise. These specialized consultative areas included climate justice, environmental and sustainability education, Indigenous knowledge systems and perspectives, accessibility, and equity, diversity and inclusion.

Technological Education

College staff are working with many stakeholders to address technological education in both pre-service and in-service teacher education. A roundtable 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 roundtable is part of ongoing collaborative efforts to respond to the need for qualified technological education teachers.

SP&E staff also met with members of the Ontario Council for Technology Education (OCTE) to discuss progress on the availability of Schedule B Additional Qualifications. OCTE representatives expressed appreciation for the College's focus on Schedule B rather than Schedule F courses.

In December 2022, staff attended a York University Technological Education Advisory Committee meeting as invited observers. The meeting featured the announcement of a bundled delivery model for Schedule B AQs. Once accredited, the courses delivered under this model will open qualification pathways that have not been available for Ontario teachers in over five years.

World Teachers Day

The 2022 World Teachers Day initiative acknowledged the day and thanked OCTs in a social media post that was designed in-house and without any costs associated with digital advertising. The post also brought attention to UNESCO's call for a recognized professional status for teachers and highlighted how Ontario is the only Canadian jurisdiction that provides it.

Presentation to IETs

On November 24 2022, representatives from the Membership Services Department presented with the Ministry of Labour, Immigration, Training and Skills Development, Global Talent & Settlement Services Division, to groups of internationally educated teachers. The virtual sessions were hosted by the YMCA-GTA.

Other Stakeholder Engagement Events

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

Date	Event
October 1	Elementary Teachers' Federation of Ontario Symposium - Generation Black: You're Next!
October 3	Brock University - Foundation of Education Plenaries
October 6	Faculty Presentation - Ottawa University - Year 2
October 6	Teacher Supply and Demand/Transition to Teaching presentation – University of Guelph
October 6	Brock University - Foundation of Education Plenaries
October 12	Faculty Presentation - Lakehead University (Orillia) - Year 2
October 12	Faculty Presentation - Lakehead University (Orillia) - Year 1
October 13	Ontario Regulatory Authorities Conference
October 21	Presentation to delegation from the Netherlands
October 24	Canadian Network of Agencies of Regulation (CNAR) Conference
October 29	Programme menant à la qualification de direction d'école - Partie I – Association des directions et directions adjointes des écoles franco-ontariennes (x2)

Date	Event
November 1	Advice to the Profession presentation – New Teacher Induction Program – Upper Canada District School Board
November 9	Ethical Decision-making presentation – Hamilton Wentworth Catholic District School Board
November 9	Faculty Presentation - Niagara University Year 1
November 15	Faculty Presentation - Trent University Year 2
November 16	Faculty Presentation - University of Windsor Year 1
November 16	Faculty Presentation - University of Windsor Year 2
November 16	Presentation to delegation from the Netherlands
November 17	Presentation on Advice to the Profession - University of Ottawa
November 18	Faculty Presentation - Trent University Year 1
November 21	Faculty Presentation - Nipissing University Year 1 (x3)
December 7	Faculty Presentation - Ontario Institute for Studies in Education Year 2

As noted in the table above, College staff attended regulatory conferences including the Ontario Regulatory Authorities Conference and the Canadian Network of Agencies of Regulation Conference. In October, College staff hosted an information booth at the Elementary Teachers' Federation of Ontario's *Generation Black: You're Next!* symposium. Also in October, University of Guelph students were engaged in a College presentation on teacher supply and demand using data from the most recent *Transition to Teaching* survey.

College staff welcomed two delegations from the Netherlands in October and November. The two groups consisted of various educational staff who learned about the education landscape in Ontario, as well as the College's role, mandate and responsibilities.

In November, College staff presented the *Advice to the Profession* presentation to both new teachers at the Upper Canada District School Board, as well as teacher candidates at the University of Ottawa. Administrators at the Hamilton Wentworth Catholic District School Board attended a virtual College presentation on ethical decision making.

Per the table above, College staff presented two PQP Part 1 sessions for Association des directions et directions adjointes des écoles franco-ontariennes in Q4-2022. A total of 14 PQP and SOQP presentations were made between January 1 and December 31, 2022.

The College regularly presents to members enrolled in PQPs and SOQPs 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 12 faculty presentations in the fourth quarter of 2022. A total of 53 faculty presentations were made between January 1 and December 31, 2022.

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.

Throughout 2022, College staff continued to participate in regular meetings with the Ontario Association of Deans of Education, and with the Ontario Teachers' Federation and its affiliates.

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. They also continue to provide presentations about hearings processes to university students who are completing their studies in Education, and who attend discipline proceedings from time to time as part of their program requirements.

STATISTICS

Human Resources

Recruitment is ongoing as vacancies arise from time to time in the 190 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 December 31, 2022, with comparative figures for 2021:

	December 31	
	<u>2022</u>	<u>2021</u>
Budgeted positions	188	181
Staff with regular appointments	155	152
Temporary staff replacing staff on leaves and vacancies	16	9
Staff seconded from school boards	3	4
Vacant positions at the time of reporting *	14	16
	188	181

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

Services to Applicants and Members

Throughout 2022, and continuing into 2023, the Membership Services teams have introduced and implemented new policies, staffing, and technological changes to manage and respond to a significant influx in applications. This is reflected in the table below:

TOTAL APPLICATIONS		
	2022	2021
Ontario - applied as a graduate of an Ontario accredited program of professional education	6,574	5,015
International – applied from a jurisdiction outside Canada	1,574	973
Labour Mobility – applied from a Canadian province/territory	536	493
TOTAL	8,684	6,481

NEW MEMBERS			
Jurisdiction	New Members Jan. 1-Dec. 31, 2022	New Members Jan. 1-Dec. 31, 2021	New Members Jan. 1-Dec. 31, 2020
Ontario	6,623	4,656	4,610
International	832	613	964
Labour Mobility	505	489	251
TOTAL	7,960	5,758	5,825

DENIALS			
Jurisdiction	Jan 1 – Dec. 31, 2022	Jan 1 – Dec. 31, 2021	Jan 1 – Dec. 31, 2020
Ontario	3	5	3
International	98	116	79
Labour Mobility	0	0	2
TOTAL	101	121	84

CERTIFICATES ISSUED			
Certificate Type	Language of Teaching Qualifications	Oct. 1-Dec. 31, 2022 (Q4)	Jan. 1-Dec. 31, 2022 (full year)
Certificate of Qualification and Registration	English	1,004	3,193
	French	65	329
Temporary Certificate of Qualification and Registration	English	480	3,815
	French	56	291
Transitional Certificate of Qualification and Registration	English	53	221
	French	17	106
TOTAL			2,439

EXPEDITED LICENSURE LIST			
	Language of Teaching Qualifications	Oct. 1-Dec. 31, 2022 (Q4)	Jan. 1-Dec. 31, 2022 (full year)
Received a Certificate of Qualification and Registration or had a certificate converted	English	93	1,007
	French	14	107
TOTAL		107	1,114

The volume of Client Services interactions over the past three years is represented in the table below:

Transaction	Interactions Jan. 1-Dec. 31, 2022	Interactions Jan. 1-Dec. 31, 2021	Interactions Jan. 1-Dec. 31, 2020
Telephone	69,167	75,857	61,331
Emails	54,430	49,113	38,834
TOTAL	123,597	124,970	100,165

Member Statistics

Status	Dec. 31, 2022	Dec. 31, 2021
Inactive/Non-Practising	246,281	239,567
Good Standing	229,269	230,932
Expired	21,505	21,558
Cancelled – Resigned	3,182	3,238
Revoked	469	447
Cancelled	265	265
Suspended – Interim	89	85
Suspended	22	42
Total	501,082	496,134

Margaret Wilson Library

Library subscribers continue to enjoy the benefits of both print and electronic resources. For the three-month period from October to December 2022, a total of 5,560 items were borrowed – 1,830 print items and 3,730 eBooks. For the full year in 2022, members borrowed 26,010 items – 8,244 print and 17,766 electronic resources.

Resources that support the teaching of reading, with a focus on the application of science of reading pedagogy, were the top circulators in both French and English. The top five English resources in both formats (eBook and print) focused on reading, whereas 4 out of 5 of the top resources in both formats in French focused on reading. Apart from reading, other popular subjects in English included social studies and Kindergarten, while math, oral communication and leadership were popular in French.

In Q4-2022, staff had 406 direct interactions with members. As detailed in the chart below, email continues to be the preferred method of communication.

	Oct. 1-Dec. 31, 2022 (Q4)	Jan. 1-Dec. 31, 2022 (full year)
Email	327	1,433
In-person	4	8
Phone	44	193
Web portal	31	173
TOTAL	406	1,807

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 Q4-2022 and for the full year in 2022:

Registration Appeals	Oct. 1-Dec. 31, 2022 (Q4)	Jan. 1-Dec. 31, 2022 (full year)
Appeals received	6	32
Decisions rendered	1	15

The committee will continue to process appeals expediently.

Standards of Practice and Accreditation

Description	Oct. 1-Dec. 31, 2022 (Q4)	Jan. 1-Dec. 31, 2022 (full year)
Accreditation: Submitted Additional Qualification Courses	67	349
Courses Accredited	130	276
Governance Reviewed	7	16
Draft guidelines posted to website	40 (EN:20, FR:20)	75 (EN:39, FR:36)
Final guidelines posted to website	40 (EN:20, FR:20)	128 (EN:69, FR: 59)

Find an AQ Feedback Analysis

For the full year in 2022, a total of 318 inquiries (270 English, 46 French) were received via the web portal:

Nature of Inquiries	Top AQ Course Inquiries
<ul style="list-style-type: none"> • Recommendation for Tech Ed course offering • When and where to take a specific course • General information about a course • Recommending a course to a specific provider • Qualification requirements • Providing feedback about courses • Registration process • Online and In-person availability of a course • Recommending a course be offered in French 	<ul style="list-style-type: none"> • Technological Education: <ul style="list-style-type: none"> ○ Hospitality and Tourism ○ Health Care ○ Teaching Hairstyling and Aesthetics ○ Construction Technology • Special Education • Mathematics

Staff continue to work with program providers and review panels in varying stages of the accreditation process. In 2022, five decisions were rendered pertaining to 10 programs of professional education offered by four different providers in the province:

Accreditation Decisions (2022)			
Renewals/ Initial Accreditation	Initial Accreditation with Conditions	1 program	Université de l'Ontario français
	Accreditation Renewal No Conditions	2 programs	Trent University
Program Changes	Addition to Program	-	-
	Substantial Change in Program	4 programs	Nipissing University
Removal of Conditions		3 programs	Université d'Ottawa – removal of conditions regarding Requirement 2, 6, and 10 (June 2022) and Requirement 3.1 and 4 (November 2022). No conditions remain.
Revocation		1 AQ program	Lakehead District School Board - ceased to be a provider of <i>First Nations, Métis, Inuit Studies, Part 2</i> Additional Qualification program

Investigations and Hearings

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

Intake

Description	2022 (Q4)	2022 (full year)
Origin of Concerns for New Intake files		
- Member of the public	131	343
— Secretary of Board – Teacher Performance Appraisal ⁽¹⁾	0	0
- Member of the College	16	49
- Registrar (including employer notifications)	104	444
- Minister of Education	0	0
Total New Intake files	251	836
- Resolved at Intake ⁽²⁾	133	311
• Employer notifications resolved at Intake	17	66
- Transferred to Investigations Unit ⁽²⁾	115	508
- Active Intake files	79	79

Description	2022 (Q4)	2022 (full year)
Therapy and Counselling Funding Program		
- New applications	1	6
- Applications approved	1	6
- 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.

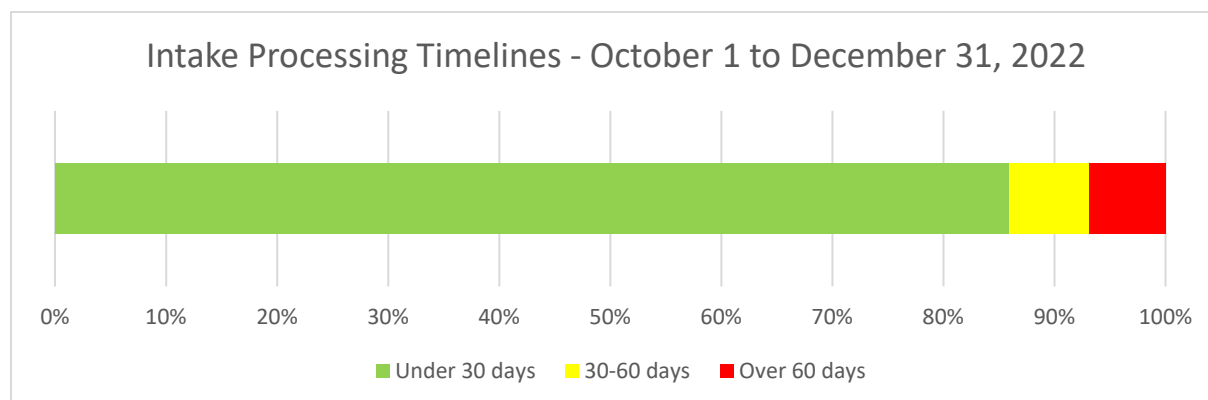
Between October 1 and December 31, 2022, Intake received approximately 180 telephone calls and email inquiries. The vast majority of inquiries are resolved on the day they are received.

In addition to addressing concerns by telephone and email, Intake completed the processing of 248 formal expressions of concern and employer notifications in Q4-2022. Intake processing timelines were as follows:

Files completed in under 30 days – 213

Files completed in 30 to 60 days – 18

Files completed in over 60 days – 17



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 fourth quarter of 2022, compared to the full year for 2022.

Disposition of Cases	Oct. 1-Dec. 31, 2022 (Q4)	Jan. 1-Dec. 31, 2022 (full year)
Referred to Discipline Committee under subsection 26(5)(a)	16	75
Referred to Fitness to Practise Committee under subsection 26(5)(a)	1	3
Admonishment in person under subsection 26(5)(c)	10	59
Written admonishment under subsection 26(5)(d)	3	19
Caution in person under 26(5)(c)	7	19
Written caution under subsection 26(5)(d)	2	20
Advice under subsection 26(5)(d)	2	12
Reminder under subsection 26(5)(d)	1	11
Not referred following an investigation and no further action taken under subsection 26(5)(b)	14	71
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)	4	28
Undertaking to Resign	4	10
TPA Undertaking	1	4
Complaint resolution	31	82
Total	96	413

The total number of files considered by the Investigation Committee does not include files that were abandoned or withdrawn. From October 1, 2022 to December 31, 2022, eight files were abandoned or withdrawn. From January 1, 2022 to December 31, 2022, 58 files were withdrawn or abandoned.

Professional Conduct

	2022 (Q4)	2022	2021	2020	2019	2018
Complaint Resolution						
CR/Resolution by Undertaking assessments (all complaints are assessed for suitability)	65	301	299	284	386	340
CR resolutions (agreements adopted by single-member IC panels)	31	82	44	61	86	61
Resolutions by Undertaking (incompetence/TPA complaints)	0	2	6	3	9	5
Internal Resolution						
DC assessments (all DC referrals are considered for possible Internal Resolution prosecution)	6	76	39	65	158	89
DC hearings completed by Internal Resolution staff (in-house counsel)	5	24	19	25	36	12

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

2022 (Q4 only)	31
2022	82
2021	44

2020	61
2019	86
2018	61

Note: Due to the governance transition period in 2022, there were no CR panels between January 1 and March 7, 2022.

Tribunals

Hearings Schedule

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.

Discipline Committee Dispositions

The following is a summary of the dispositions from the 21 concluded discipline hearings in Q4 of 2022 (i.e., from October 1 to December 31, 2022) and the 96 concluded discipline hearings over the course of the full year (i.e., January 1 to December 31, 2022). Where a disposition included multiple sanctions (e.g., (1) reprimand; (2) terms, conditions or limitations; and (3) suspension) only the most severe sanction (i.e., suspension in the previous example) is recorded below.

Disposition of Cases – Discipline Committee	Oct. 1-Dec. 31, 2022 (Q4)	Jan. 1-Dec. 31, 2022 (full year)
Revocation	5	24
Suspension	12	45
Reprimand	0	8
Resigned – Cancelled	2	9
Terms, Conditions or Limitations	1	3
Withdrawal of Notice of Hearing	1	6
Not Guilty	0	0
Reinstatements denied	0	1
Reinstatements granted	0	0
TOTAL	21	96

Fitness to Practise Committee Dispositions

In addition to the above dispositions of the Discipline Committee, the Fitness to Practise Committee concluded two hearings in Q4 of 2022, one of which resulted in the imposition of terms, conditions or limitations and one of which resulted in revocation – both following findings of incapacity. Over the course of the full year (i.e., January 1 to December 31, 2022), the Fitness to Practise Committee concluded a total of 14 hearings in which members were found to be incapacitated, with the following outcomes:

- 1 resulted in a member's certificate being Resigned/Cancelled;
- 1 resulted in revocation;
- 10 resulted in the imposition of terms, conditions or limitations; and
- 2 resulted in the withdrawal of a Notice of Hearing.

Cumulative Volume of Open Hearings Files

The cumulative number of open hearing files at the end of Q4 (i.e., as of December 31) for the Discipline Committee and Fitness to Practise Committee is summarized below:

2022	2021	2020	2019	2018
104	148	285	321	232

Discipline and Fitness Statistics

The following tables are included to highlight the work of the Discipline and Fitness to Practise Committees, and the Tribunals Unit that supported their work, in Q4 of 2022 and during the full year 2022. Five years of data is included to demonstrate trends.¹

In 2022, 110 hearings were concluded, 23 of which were concluded in Q4. A matter is considered to be concluded after the hearing has ended and the panel has issued its Decision and Reasons. In 2022, the number of concluded matters (110) was **1.4% higher** than the average number of concluded matters during the previous four years (108.5). During Q4 alone, the number of concluded matters (23) was **30% lower** than the average number of concluded matters during Q4 of the previous four years (32.8).

Month	2022	2021	2020	2019	2018
January	7	8	12	5	13
February	12	10	16	6	6
March	11	11	9	5	2
April	10	12	2	13	5
May	10	14	6	13	2
June	19	13	5	12	8
July	5	18	10	13	1
August	8	11	9	8	1
September	5	13	4	3	4
October	8	13	8	18	10
November	6	21	9	15	12
December	9	3	10	4	8
TOTAL (Q4)	23	37	27	37	30
TOTAL (Full Year)	110	147	100	115	72

- **158 panel days** were spent holding hearings, deliberation sessions, or pre-hearing conferences in 2022. The amount of time spent conducting the work of the Discipline and Fitness to Practise Committees (158 days) was **20% higher** than the 2018-2021 average (131.8 days). During Q4-2022, the amount of time spent conducting this adjudicative work (47 days) was **13% higher** than the Q4 average over the previous four years (41.5 days).
- **49 days** were spent conducting **contested** Discipline and Fitness to Practise proceedings (i.e., hearings and/or motions) in 2022. This represents a **29% increase** in the number of contested proceeding days compared to the 2018-2021 average (38 days). During Q4

¹ Note that hearings conclusion data for DC/FTPC fluctuates greatly from quarter to quarter.

alone, 17 days were spent conducting contested proceedings, which represents a **45% increase** over the Q4 average from 2018-2021 (11.8 days).

- **99 uncontested proceedings** were heard in 2022. This represents a **0.8% increase** compared to the 2018-2021 average (98.3 uncontested proceedings). During Q4 alone, 24 uncontested proceedings were heard, which represents a **29% decrease** compared to the Q4 average from 2018-2021 (34 uncontested proceedings).
- **9 pre-hearing conferences** were held in 2022. This represents a **56% decrease** from the 2018-2021 average (20.3 pre-hearings). During Q4 alone, 5 pre-hearing conferences were held, which represents a **5% increase** compared to the Q4 average from 2018-2021 (4.8 pre-hearing conferences).

The above data reveals several key trends in terms of hearings volume and output in 2022, and Q4 of 2022 in particular. First, as observed in Q3 of 2022, the number of contested proceeding days has remained significantly higher than previous averages (45% increase in Q4 alone, and 29% overall increase in 2022).

Second, the number of uncontested proceedings in 2022 was generally consistent with previous trends. There was, however, a marked (29%) decrease in uncontested proceedings in Q4 of 2022, as the Discipline and Fitness to Practise Committees spent more time than usual hearing contested cases towards the end of 2022.

Third, the number of panel days held in 2022 remained high (158 days). This is a measure of how busy the Discipline and Fitness to Practise panels were. There appears to be a correlation between the high number of panel days held in 2021 and 2022, and the increased number of Discipline and Fitness to Practise Committee and Roster members who were appointed following the College's governance transition. The larger size of these Committees has enabled them to hear more cases. The shift to electronic hearings as the default hearings format (and the increased efficiencies of this format) also likely contributed to the relative increase in hearings volume in 2021 and 2022 compared to previous years.

Fourth, the concluded matters data reflects a 30% decrease in output during Q4 of 2022 compared to previous Q4 averages. This decreased output, however, is consistent with the 45% increase in contested proceeding days in Q4 of 2022 (which followed an 83% increase in contested proceeding days in Q3 of 2022) and the 29% decrease in uncontested proceedings in Q4 of 2022, because it takes significantly more time and resources to conclude complex contested proceedings than uncontested ones. Simply put, contested proceedings do not conclude as quickly as uncontested ones. Overall, in 2022, the total of 110 concluded matters was consistent with the previous four-year averages. The 2021 high of 147 concluded matters appears to be an outlier.

Finally, the sustained, high hearings volume over the past several years has contributed to a significant decrease in the cumulative volume of open hearings files, from its high of 321 at year end in 2019 to the 104 open hearings files at year end in 2022. However, with the current high volume of new complaints and investigation files, it is anticipated that the number of hearing files will grow in step with the 23 % referral rate noted above.

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

Linda Lacroix, OCT
Registrar and Chief Executive Officer