

REGISTRAR'S REPORT TO COUNCIL

October 1-2, 2020

Table of Contents

	Page
Registrar’s Report to Council.....	1
INTRODUCTION	3
Funding for Therapy and Counselling Program	3
COLLEGE STRATEGIC PRIORITIES	3
1. Strengthen transparency and accountability	3
2. Manage risk more strategically	7
3. Improve stakeholder engagement.....	11
STATISTICS	14
Human Resources.....	14
Communications.....	14
Member and Non-Member Statistics	19
Margaret Wilson Library	20
Standards of Practice and Accreditation.....	21
Investigations and Hearings	22
UNDERTAKINGS.....	27

INTRODUCTION

I am pleased to present my first quarterly report to Council organized around the College's three current strategic priorities. The report also includes information in response to any undertakings noted from the March and June 2020 meetings of Council and a statistical overview of activity since the beginning of the calendar year.

The report begins with additional updates on recommended changes in legislation.

Ontario College of Teachers Act, 1996

Funding for Therapy and Counselling Program

- On September 3, 2020, the regulation for Alternative Eligibility Requirements for Therapy or Counselling, under the *Ontario College of Teachers Act, 1996*, was filed as Ontario Regulation 493/20.

The regulation is now in force and addresses alternative eligibility requirements as well as withdrawal of allegation situations.

The regulation was reviewed and approved by Council at its June 4, 2020 meeting and will support the Funding for Therapy and Counselling Program Policy approved by Council in March to guide the College's implementation of the program.

COLLEGE STRATEGIC PRIORITIES

1. Strengthen transparency and accountability

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

- Staff in Investigations and Hearings have posted updates related to COVID-19 on the College website, specifically relating to the hearings schedule. In addition, all hearings participants who were impacted by the postponement of in-person hearings were notified that their hearings would be rescheduled and held remotely where possible.
- Many previously scheduled in-person hearings have been held remotely. Staff have worked effectively and efficiently to transition pre-hearings and hearings to a remote environment during the COVID-19 pandemic. This work included revising and implementing a number of remote hearings procedures, including those relating to public attendance in the remote setting. It also included regular training of all hearings participants to ensure that they are able to participate fully using new videoconferencing and file-sharing technologies when attending remote hearings.
- The Professional Conduct Unit maintained its Complaint Resolution (CR) functions throughout the year using video-conference and electronic document sharing technology. The unit also continues to use its small in-house legal team (Internal Resolution) to bring simpler matters before the Discipline Committee (DC) (36 hearings in 2019; 18 hearings in 2020), and continues to provide prosecution instructions to the

College's external legal teams in more difficult and complex cases for both Discipline and Fitness to Practise matters.

- This year, staff have taken steps to enhance transparency around the hearings process and foster greater accountability on the part of external prosecutors in particular:
 - Preliminary research and end-user needs assessments are underway on a cloud-based case management system that will enable external and internal counsel to input specific data-points and milestones in each DC or Fitness to Practise Committee (FTPC) case; cases that are lagging or that are failing to meet certain benchmarks will be flagged and appropriate action can be taken.
 - The associated costs of each file will also be tracked in the same case management system, with invoiced amounts being directly tied to each file in real-time; cases that exceed certain thresholds, or appear to be exceeding expectations based on file type, will be flagged and inquiries made to explain the variances.
 - In January, the College engaged a second external law firm that specializes in professional regulation to help share the College's caseload and determine if efficiencies can be found; having a second service provider will provide a basis to compare performance and costs, however a large enough sample size will not be available for some time.
 - Meetings between staff and the College's external prosecution teams have been regularized, now taking place every two to three months. This forum provides an opportunity to be transparent about processes that are working well and those that could be improved; meetings between Professional Conduct staff and the external counsel provide an opportunity to address concerns, ask about specific case files, and give direction as required.
 - The Unit Manager, under the direction of the Director, Investigations and Hearings, continues to provide instructions to external counsel on a near-daily basis. These include special instructions upon file transfer, initial prosecution instructions, initial penalty instructions and, in some cases, modified instructions as the matter unfolds. Counsel are accountable for providing complete information and rationale for each of their recommendations. Where the prosecution of a matter needs to take a turn due to unforeseen events, external counsel request supplementary instructions as required. Throughout the life of a file, staff provide guidance to external counsel to address issue-specific problems as the need arises.

Using these new approaches and technologies will enable the College to better monitor the cases assigned to external firms and identify problem or lagging cases at an earlier point in time. Also, having more transparency around the lifespan and particular challenges of individual files will bring greater accountability to the service providers who are trusted to carry those files to completion in a fair, efficient and effective manner.

- The College's *Your College and You* and *The Standard* e-newsletters continue to outperform industry standards. The average open rate for *Your College and You* was 49.9 percent in English and 50 percent in French between March and late-August. For *The*

Standard, it was 31 percent in English and 42.8 percent in French. These metrics are all well above the benchmark average for education based email, of 23.4 percent (<https://mailchimp.com/resources/email-marketing-benchmarks/>).

Monthly tracking of our e-newsletters helps us to identify topics of interest to readers. The most popular news items in English and French were the announcement of the development of an anti-Black racism Additional Qualification (AQ), the Council election launch, and Investigation Committee case studies.

- The College monitors social media metrics regularly to identify what engages our audience online so that we can continually improve our social media communications. Our combined followers on Twitter, Facebook, LinkedIn, Instagram, Pinterest and YouTube grew by 2,691 between May 4 and August 25. To ensure good customer service, the College responds to most social media queries within one business day. Between May 4 and August 25, we responded to 389 questions via Facebook direct message in English and French, a 401 percent increase since the last report.
- With COVID-19 shuttering EQAO's mathematics proficiency testing centres, many College applicants were unable to meet the math requirement by March 31, 2020. Following a change in legislation, we were able to certify applicants with a condition to pass the math text by August 31, 2021. All those affected were informed and we revised all relevant materials such as our registration guides and online application form accordingly. We were transparent throughout to ensure fairness during certification.
- The College continues to use plain, accessible language on our social media channels, in *Professionally Speaking*, and in various new and refreshed materials. For example, in our March, June and September editions of *Professionally Speaking*, we provided quick access to the College's video conferencing guidelines to support online learning. We also clearly explained issues such as professional behaviour and signs of grooming, how the College' annual membership fee is apportioned, international trends in self-regulation, and fair registration practices. In addition, we have updated, streamlined and simplified information in our annual report, annual fee letters, credential assessment brochure, and registration guides.
- Earlier this year, the College deferred its annual membership fee due date from April 15 to September 30 to acknowledge the financial difficulties experienced by some members due to the COVID-19. Stakeholders, including school boards and trustees, received a copy of the deferral letter. Email, letter and mobile app reminders were subsequently sent to members who had not paid.
- The College has published the remaining elements of its refreshed website content. More than 45,000 words in English and French were edited after consulting internal stakeholders. We also simplified the site's navigation to make it easier to find information.
- The College is committed to the alignment of accreditation processes and resources in both official languages in preparation for upcoming French-language program reviews. Between April and August, staff worked to assure that there is a one-to-one correspondence of all application templates and related resources used in the accreditation review process. In total, more than twenty documents were reviewed and

translated. All documentation is now ready for the upcoming reviews including (1) a renewal of accreditation and (2) an initial accreditation request from a new francophone provider.

- Staff have been formatting and implementing the College's new 2020 *Accessibility for Ontarians with Disabilities Act (AODA)* compliance protocols within AQ course guidelines and standards-based teacher education resources.

To comply with the College's new 2020 AODA compliance protocols, staff have conducted an in-depth review and analysis of the alternate text for graphics and images contained within all AQ course guidelines and standards based resources, and written new alternative (alt) text and appendices as required. This included writing alternate text and creating appendices for most of the First Nation, Métis and Inuit images and conceptual frameworks.

Staff have created a manual of all of the AQ course guideline graphics and images found in standards-based resources, which include alternate text in both English and French.

- Staff virtually facilitated two presentations regarding the ethical standards and ethical leadership for Principal Qualifications Program (PQP) Part I candidates from l'Association des directions et des directions adjointes des écoles franco-ontariennes (ADFO).
- Staff have engaged with Deaf Educators from Sir James Whitney School for the Deaf related to the revision of the Teaching Students who are Deaf or Hard of Hearing AQ Program.
- Staff have collaborated with Providers of the PQP to acquire survey feedback regarding online PQP courses.
- Staff have analyzed over 5,000 AQ candidate surveys and provided feedback to AQ Providers. They have also responded to over 1,000 Find an AQ inquiries from members of the profession.
- Staff have been working with a Deaf Educator in the development of a teacher education resource focused on accessibility and inclusion.
- To date in 2020, staff have also:
 - developed and distributed five AQ Accreditation reports for AQ Providers
 - accredited 152 AQ courses
 - reviewed five AQ Governance Documents.
- The College has supported the following organizations in the process of becoming new AQ providers:
 - Association of Media Literacy
 - Université de l'Ontario français (UOF)
 - Ontario Public Supervisory Officers' Association (OPSOA)

- Collège la Cité

2. Manage risk more strategically

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

- The College has continued to process new concerns from members of the public and reports from employers while navigating challenges posed by board closures due to COVID-19. While there have been some delays related to board closures and internal procedures that have been altered to allow all staff to work from home, the receipt and processing of new files has largely been unaffected by changes due to the pandemic.
- Employers have been advised that the submission of information by electronic means is Intake's preferred method of receiving documents, and employers have abided by this request. This has mitigated concerns with respect to the receipt and processing of physical mail. Despite the recent reopening of school boards' physical offices and the increasingly reliable functioning of Canada Post and private couriers, Intake continues to recommend that documents be sent electronically to ensure quick and secure document receipt and processing.
- Pursuant to the Government's Limitations Order, the College has continued normal operations despite the temporary closure of our physical office. Investigations added language to its notification letters to members that reflects that accommodations may be required during the pandemic and that accommodation requests will be addressed on a case-by-case basis. Amendments have also been made to notification letters to members offering to assist members who may be having difficulty accessing federation assistance.
- In light of the COVID-19 pandemic, the safety of staff, members and visitors to the College has been a top priority. As of March 17, 2020, all in-person hearings have been postponed to limit the transmission of COVID-19. In compliance with government restrictions, the last in-person hearing was held on March 10, 2020 and the last in-person pre-hearing conference was held on March 12, 2020.
- In consultation with stakeholders and other regulators, the College has re-designed its hearings processes so that they may be fairly and efficiently run in a remote setting. On April 8, 2020, the College's first remote pre-hearing and set date hearings were successfully held, while the first remote hearing was held on April 22, 2020. Since the early days of the pandemic, we have gradually increased our hearings volume in response to rapidly changing circumstances, while also recognizing the unique challenges faced by many hearings participants due to COVID-19. The rescheduling of hearings has been prioritized by considering a number of criteria, including the severity of the alleged misconduct, the amount of time that has passed since the alleged misconduct and the risk posed to students and the public. The DC and FTPC have been able to hold a significant number of remote hearings, given the various restrictions related to COVID-19.
- Staff in Investigations and Hearings have also ensured that adjudicators and the staff that support their hearings work had the necessary computer equipment and training to

run effective and efficient hearings. While technological issues arise from time to time, best efforts have been made to minimize hearings disruptions and regular training is provided to all hearings participants with respect to new hearings technology.

- Via personalized email, we offered support to members and applicants at different times during the pandemic. This included providing information about health and mental health, professional advisories and video conferencing advice, online education resources and resources from the Margaret Wilson Library.
- With Ontario's Learn at Home program in place, the College issued guidelines to help elementary and secondary school teachers use video conferencing with students. The guidelines included best practices to maintain professional boundaries, minimize risks and model the professionalism expected from teaching professionals. As well, members were directed to College advisories regarding the use of electronic communication and social media, supporting students' mental health, responding to the bullying of students and duty to report. The print-ready and downloadable guidelines garnered favourable media mentions.
- The College commenced the collaborative development of an anti-Black Racism AQ guideline in June. Karen Murray, OCT, the Toronto District School Board's Centrally Assigned Principal for Equity, Anti-Racism and Anti-Oppression, has been contracted to lead the project. Communications drafted the news items announcing the AQ and facilitated multiple interviews with CBC radio outlets, resulting in national media coverage reaching about 4.4 million listeners and positioning the College as a progressive supporter of diversity and inclusion. College communications were also updated to help Client Services address questions in the wake of well-publicized local and international incidents of social and racial injustice.
- The College recently updated our registration guides to include new certification requirements, specifically the condition requiring applicants to pass a mandated Ontario Mathematics Proficiency test.
- *Professionally Speaking's* March issue featured our annual AQ supplement, a guide to professional development for College members. The September issue highlighted the College's top eight professional advisories and guidelines members reference the most in their practice. The same issue featured the video-conferencing guidelines and showcased members who are putting the advice from the *Supporting Students' Mental Health* professional advisory into action. The magazine also included a feature, "Confronting Inner Conflict," with strategies and professional development resources to help teachers move past their biases, including AQs on teacher leadership, inclusive classrooms and teaching LGBTQ students. We continue to enable public access to hearing summaries by developing accessible web-friendly editions of the magazine.
- Journalists from Quebec, which currently does not have a self-regulatory body for teaching, are interested in the work and mandate of the College. Accordingly, we have been working to provide timely and accurate information to Québec magazine *L'Actualité* for an article they are developing. We have also briefed Toronto Star reporters thoroughly for a yet-to-be-published article about teacher discipline in Canada.

- Communications assisted with the visual and graphic design and production of placemats for ecological learning for use with faculties and AQ course providers.
- In support of students and families affected by sexual abuse by College members, we posted an eligibility guide for therapy and counselling program applicants.
- To support Council members in their role of managing risk, we provide real-time updates to CouncilNet to ensure members have access to documents, forms and high level, as-it-happens information.
- Following the Ministry of Education's recent announcement to enhance sanctions for teachers who engage in racist or other discriminatory behaviour and to work with the College to publish a professional advisory on racism for College members, the College has to begun initial research of provincial, national, and international resources to support the development of the new advisory. The College is reviewing its own disciplinary cases as well as analogous cases from other regulators and other institutions. The advisory will be reinforced with a new Policy/Program Memorandum, which will provide guidance in dealing with this behaviour.
- At the request of the Ministry of Education, staff have facilitated virtual writing teams for AQ course guidelines for Proposed American Sign Language as a Second Language – Schedule C and Proposed Langues des signes Quebecois (LSQ) as a Second Language – Schedule C.
- Staff expedited the development of two new AQs dealing with ASL as a Second Language and LSQ langue seconde as there will be a new secondary school curriculum for both of these languages in January 2021. These curricula are the first of their kind and respond to feedback from the ASL/LSQ community for a more equitable and inclusive education system. These AQ course guidelines will provide teachers with the relevant pedagogy to be able to provide secondary school learners with opportunities to develop their ASL and LSQ language skills, increase their knowledge and understanding of the respective cultures, and expand their knowledge, education and career options.
- Staff facilitated a virtual writing team for the Schedule D: Teacher Librarian –AQ course guidelines.
- Staff have engaged in several provincial surveys related to the Schedule D: Teaching Students who are Blind/Low Vision AQ course since the inception of the College. As part of this review process, staff engaged in two surveys related to two areas of inquiry:
 1. Additional AQ courses that would augment the current Schedule D: *Teaching Students who are Blind/Low Vision* AQ and support educators ongoing professional education in this field as identified by educators involved in this area of continuing teacher education.
 2. The structure of teaching qualifications for teaching students who are blind or low vision (for example, AQ structure, Program structure or Masters of Education Degree).

These provincial surveys invited feedback from the public, members of the profession, educators involved in teaching the current Schedule D: Teaching Students who are Blind/Low Vision AQ course, AQ course providers, members of the public, staff from W.

Ross MacDonald School for the Blind, Ministry of Education staff and external experts in the field identified by the profession. Staff have collected and analyzed the data from these surveys.

- Staff have been engaging in a provincial consultation related to a proposed new AQ course(s) in *Mental Health and Well-Being*, and has been consolidating feedback responses to an initial survey that was shared with the profession and the public.
- Six Nations Polytechnic has developed draft guidelines for Schedule C: Teaching Onondaga and Teaching Tuscarora.
- Staff used the content of the Schedule C Teaching Onondaga and Teaching Tuscarora guidelines to inform and develop these Native language AQ course guidelines in Schedules A, D and E.
- Staff have notified members and stakeholders regarding the public release of the following two newly developed teacher education resources designed to support inquiry into the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*:
 - A Rotinonhsyón:ni Representation of the Ethical Standards for the Teaching Profession.
 - Poster depicting the Educator and Learner (Recently revised to comply with AODA).
- A new anti-oppressive teacher education resource was released in June 2020 to support an anti-oppressive stance within AQ courses and initial teacher education. This resource is entitled *Intentional Design: AQ Courses*, and was designed by experienced teacher educators committed to anti-oppressive and inquiry practices.
- A new resource entitled, *Companion Resource: Supporting Religious Education in Catholic Schools AQ Course Guideline* has been developed by a member of the provincial writing team for the Religious Education AQ guidelines. This is an educative resource that posits professional inquiries related to the conceptual framework for *Religious Education in Catholic Schools* AQs. The inquiries contained within this resource invite providers, instructors and course candidates to engage in critical inquiries that may enhance their conception of the tenets contained within the conceptual framework of these AQ courses.
- In April 2020, College staff participated with other education partners in a technical briefing with the Deans of all faculties of education in the province to discuss the amendment to *Ontario Regulation 176/10 Section 37.1. Persons impacted by emergency declaration* pertaining to practicum completion requirements for the current cohort of teacher candidates. At that time, the Deans were advised that short-term changes to program delivery and practicum expectations in response to the COVID-19 pandemic would need to be documented and provided for accreditation accountability.

Staff developed an Accreditation Accountability process and related tools to monitor pandemic-responsive modifications made to accredited programs of professional education. The two-phase process consists of:

- a) the completion of Pivot Reports by program providers, detailing short-term modifications to program delivery and practicum expectations made in response to provincial emergency measures resulting from the COVID-19 pandemic;
- b) program providers' subsequent reporting of changes that will be sustained beyond the period of emergency measures.

3. Improve stakeholder engagement

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

- Staff gave two presentations as part of the Council on Licensure, Enforcement and Regulation's (CLEAR) webinar series and annual educational conference. CLEAR is an international organization that promotes regulatory excellence. On May 6, 2020, the presentation titled "Pass the Remote: An Electronic Hearings Primer" explained how the College rapidly transitioned its in-person hearings processes to electronic or remote processes in light of the COVID-19 pandemic. College staff shared practical tips for preparing and conducting electronic hearings, and positioned the College as a leader in this area. Staff encouraged other regulators to think beyond the pandemic and to embrace the opportunity to reimagine the way that hearings can be conducted in the 21st century.
- On September 14, 2020, staff co-presented with Steinecke, Maciura, LeBlanc (Independent Legal Counsel to the DC and FTPC) at CLEAR's 40th Annual Educational Conference. Their presentation was titled: "Anyone? Anyone? Bueller? Bueller? Who Can Support the Decision-Writing Process and How Can They Help?" This presentation discussed the type of decision-writing assistance adjudicators can receive while ensuring that their independence is maintained, and it shared best practices developed at the College to support panels in the drafting of legal decisions.
- On July 8, 2020, staff gave two virtual presentations to prospective teachers at the Queen's University Faculty of Education. In these presentations, they provided an overview of our Intake, Investigations and Hearings processes at the College. They also discussed the importance of establishing and maintaining professional boundaries as teachers, particularly when using social media and electronic communications, and drew attention to the College's updated Professional Advisory on the Use of Electronic Communication and Social Media.
- As part of staff's ongoing commitment to the College's duties of working in the public interest and the Investigation Unit's collaborative efforts, Nicholas Woloszczuk, Investigator, was selected by the CLEAR to receive the 2020 CLEAR Investigative Excellence Award. The CLEAR Investigative Excellence Award recognizes an investigator who has demonstrated exceptional performance in a particular case that resulted in a direct and significant impact on the protection of the public.
- The College recently launched a microsite and a web and print-based magazine supplement for the upcoming 2021 Council election and is promoting both through social media channels. These provide extensive resources for members and potential

candidates about the election, nomination and voting. We have also reached out to Principal/Vice-Principal and Affiliate publications to have them consider the placement of College advertising to support awareness of the election process for the ninth Council.

- To support the election, the College updated our short animated whiteboard video that highlights the nomination period and process, links to which appear online and will appear in all election materials. A similar video about voting is being revised and videos explaining the roles of Council committees are in progress.
- The College has staffed information displays at a variety of community events for many years. The events attended were those that resonated with members of the general public, particularly those with school-age children.

Unfortunately, the advent of the COVID-19 pandemic resulted in the cancellation of all the events the College had planned to attend during the spring and summer of 2020. To date, only one of the in-person events the College had planned to attend was transitioned into a virtual event. Subscriptions to the College's public newsletter, *The Standard* stand at 29,683.

- We continue to promote online resources from the Margaret Wilson Library relevant to teachers' professional development via social media. *Professionally Speaking / Pour parler profession* provides public access to articles highlighting professional development and AQ activities available for College members.
- Using social media, we continue to invite and promote member participation in consultations for additional qualifications for anti-Black racism, mental health and supporting learners who are blind or have low vision.
- As part of the September editions of *Your College and You* and *The Standard*, two Q&As were drafted for the e-newsletters' respective audiences. Focused on private tutoring and learning pods, the Q&As explain the benefits of having an up-to-date membership, hiring Ontario Certified Teachers and answer questions about curriculum and COVID-19 health protocols. The information was created in response to inquiries received by Client Services, as many parents are opting to home school this year. College members have also inquired about whether they were able to teach privately.
- Expert and critical readers representing a wide variety of stakeholders were consulted over several months and following extensive research to develop the College's professional advisory about professional boundaries, which is presented at this meeting for Council approval. An advisory regarding anti-racism is also in the early stages of development.
- The College continues to provide presentations to members enrolled in PQP and SOQP across the province. The presentations reinforce the concept and importance of self-regulation, including the duty of the College to operate in the public interest and provide interactive case studies to help candidates understand and reflect on the standards of practice and the ethical standards as well as the investigations and hearing process. Staff have presented at ten PQP and SOQP sessions during this period.

As PQP and SOQP sessions continue to occur in a variety of virtual environments, College staff are working to develop sessions appropriate to this format.

- College presentations to teacher candidates continued during the COVID-19 pandemic, in a virtual environment. The summer session generally includes presentations to incoming teacher candidates enrolled in specialty multi-session programs. While a number of faculties cancelled programming during this time, College staff did present at five virtual sessions.

College staff are currently working with faculties to determine the best way to provide virtual presentations during the fall of 2020 and delivered three virtual presentations to York University teacher education candidates on September 8.

- The College received over 220 submissions by the August 31st deadline for the 2020-2021 scholarships. Staff are currently reviewing submissions to determine eligibility before the Scholarship Selection Sub-Committee can commence their review to make recommendations to the Executive Committee at their November meeting.

Applicants must currently be enrolled in a concurrent or consecutive program at an Ontario faculty of education and expect to graduate in 2021 to be eligible to apply for one of the three \$2,000 scholarships that will be awarded.

- With respect to Accreditation, the College continues to situate its work in an era of Truth and Reconciliation by developing and refining culturally informed practices and processes that will better enable the work of accreditation reviews in Indigenous settings. In particular, learning led by Indigenous scholars has resulted in the development of more culturally responsive site visit practices, interview protocols and interview questions.
- College staff collaborate with faculties, government and other stakeholders as part of a shared commitment to ensure a high standard for teacher education programs in the province of Ontario. This relational work is especially timely and relevant during this period of emergency measures imposed in response to the COVID-19 pandemic. Pre-service program providers recognize Accreditation Unit staff as a valued source of guidance as they navigate adjustments to practicum placements in light of K-Grade 12 school closures and hybrid program delivery. The College receives multiple inquiries from providers and Ministry personnel weekly. Information requests address accreditation requirements, regulatory interpretations, program offerings, practicum and the reporting for certification of graduates. Accreditation Unit staff collaborate with staff from Policy and Research and Membership Services to provide accurate and informative responses.
- Staff attended a site visit at Sir James Whitney School for the Deaf to tour the facility and share feedback related to the draft *Teaching Students who are Deaf or Hard of Hearing Program* guideline.
- Staff engaged in the following teleconference meetings:
 - Ministry of Education regarding Teaching Students who are Blind/Low Vision AQ.
 - OISE/University of Toronto staff related to a possible mindfulness course/program for continuing education – applicable to graduates and practicing teachers.

- York University related to technological education issues in Ontario as well as a potential provincial consultation process for the review of technological education qualifications.
- College staff continue to meet bi-weekly with Ministry of Education staff to discuss a long list of Council approved legislative and regulatory priorities that have accumulated over the years. Updates on these deliberations are typically reported out as they occur on CouncilNet.

STATISTICS

Human Resources

- Recruitment is ongoing as vacancies arise from time to time in the 180.5 regular staff positions approved by Council for the 2020 budget. The following summary includes regular College staff, staff seconded from school boards and temporary staff as of August 31, 2020:

Budgeted positions for 2020	<u>180.5</u>
Staff with regular appointments	157
Temporary staff replacing staff on leaves and vacancies	10.5
Staff seconded from school boards	2
Current vacant positions (interim)	11
	<u>180.5</u>

Communications

- Monthly tracking of the use of our *Your College and You* and *The Standard* e-newsletters helps identify topics of interest to readers. Positive open rates for our newsletters indicate that the content is interesting to members, applicants and the public. For example, *The Standard's* open rates in March, April and June were as follows:

Month	Language	Open rate	Industry Standard	Top stories
March	English	31%	22%	Apps analysis Online resource for parent Therapy and counselling
	French	44%	22%	Apps analysis College conference

Month	Language	Open rate	Industry Standard	Top stories
				Great Teaching video
April	English	34%	22%	COVID-19 learning at home info/ resources
	French	47%	22%	COVID-19 learning at home info/ resources
June	English	31%	22%	Video conference guidelines COVID-19 materials Apps analysis
	French	43%	22%	COVID-19 materials Anti-Black Racism Apps Analysis

Services to Applicants and Members

- Additional Qualifications and Equivalencies

Type of AQ	Total AQs added to member files Jan 1-Dec 31, 2019	Total AQs added to member files Jan 1-Dec 31, 2018	Percentage change
AQ	28,534	32,167	-11%
AQ Equivalencies	340	388	-12%

- The most frequently awarded English AQs in 2019 were:

English AQ Awarded	Total added to member files Jan 1-Dec 31, 2019	Total added to member files Jan 1-Dec 31, 2018
Special Education, Part 1	3,101	3,710
Teaching English Language Learners, Part 1	1,695	1,846
Mathematics, Primary and Junior, Part 1	1,662	2,476
Special Education, Part 2	1,579	1,606
Religious Education in Catholic Schools, Part 1	1,338	1,307

In 2019, there was a significant decline in Schedule D AQs over 2018 in the following subjects: Mathematics, Primary and Junior (1,373 fewer), Kindergarten (998 fewer) and Special Education (585 fewer). In total, 2,956 fewer qualifications were awarded in these subjects alone – contributing significantly to the 11 percent overall decline in AQs. The College will continue to monitor this trend.

For equivalencies, there was a 12 percent decline from 2018 to 2019 compared to a 4 percent decline comparing 2017 to 2018. However, between 2016 and 2017 there was a 16 percent increase. The College will continue to monitor to determine if there is a trend.

- The most frequently awarded French AQs were:

French AQ Awarded	Total added to member files Jan 1-Dec 31, 2019	Total added to member files Jan 1-Dec 31, 2018
Éducation de l'enfance en difficulté, partie 1	234	220
Éducation religieuse en milieu scolaire catholique, partie 1	196	164
Éducation de l'enfance en difficulté, partie 2	127	95
Éducation de l'enfance en difficulté, spécialiste	85	109
Qualifications à la direction d'école, partie 1	85	58
Qualifications à la direction d'école, partie 2	60	66

A total of 26,757 English AQs were awarded in 2019, representing a decline of 12 percent since 2018.

A total of 1,437 French AQs were awarded in 2019, representing an increase of 10 percent since 2018.

- PQP AQs

Type of AQ	Total awarded Jan 1-Dec 31, 2019	Total awarded Jan 1-Dec 31, 2018	Percentage change
Part/partie 1	1,188	1,147	3.5 %
Part/partie 1 (Equiv)	2	1	+100%
Part/partie 2	1,036	859	17 %
Part/partie 2 (Equiv)	2	0	n/a

Equivalency may be granted to members who have completed AQ coursework outside Ontario and who satisfy the prerequisites as specified in regulation, as well as those applying under the *Ontario Labour Mobility Act*, which became law in December of 2009.

Under the terms of labour mobility, professionals and tradespeople certified in one Canadian jurisdiction will be considered to have met the requirements for certification in other Canadian jurisdictions without having to undergo material additional training or assessment or additional experience requirements.

The College has interpreted labour mobility requirements to include certificates for principal qualifications. The following Canadian jurisdictions have principal certificates where we grant equivalency: Manitoba, Northwest Territories and Nunavut.

- Supervisory Officer AQs

Type of AQ	Total processed Jan 1-Dec 31, 2019	Total processed Jan 1-Dec 31, 2018	Percentage change
SO	83	96	-14%

In 2019, there was a 14 percent decrease in Supervisory Officer (SO) Qualifications awarded when compared to 2018. When reviewing the SO qualifications awarded over a four-year period, the 83 SO qualifications awarded in 2019 is consistent with the 89 SO qualifications added in 2016. We will continue to monitor to determine if there are any trends.

- AQs to Satisfy Conditions

A Certificate of Qualification and Registration with conditions may be issued to members who have incomplete requirements related to their teacher education program. With the implementation of the enhanced teacher education program on September 1, 2015, the College expanded this practice. If an applicant's teacher education program is at least two semesters of postsecondary study but fewer than four, the Registrar imposes conditions to complete additional teacher education coursework. In many cases, the condition added refers to the completion of one or more courses in complementary education coursework that is used to satisfy the duration component of the professional registration requirement. In these cases, members are required to successfully complete one or more AQ courses listed in Schedule C. In 2019, 753 AQs from Schedule C were completed by members to satisfy conditions related to incomplete requirements. This is an increase from 2018, when 473 AQs from Schedule C were completed by members to satisfy conditions related to incomplete requirements.

- The most frequently Schedule C AQs used to satisfy conditions were:

Schedule C AQ	2019	Schedule C AQ	2018
Classroom Management	122	Classroom Management	86
Student Assessment and Evaluation	103	Student Assessment and Evaluation	60
Teaching Students with Behavioural Needs	91	Teaching Students with Behavioural Needs	53
Occasional Teaching	60	Occasional Teaching	40

Teaching Students with Communication Needs (Autism Spectrum Disorder)	51	Teaching Students with Communication Needs (Autism Spectrum Disorder)	35
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- The most frequently French Schedule C AQs used to satisfy conditions in 2019 were:

Schedule C AQ	2019
Enseignement aux élèves ayant des besoins particuliers (troubles de comportement)	12
Évaluation de l'élève	10
Introduction à l'enseignement en Ontario	10
Mathématiques - 7e et 8e année	8
Suppléance	7

In 2018, only two members took French Schedule C AQs to satisfy conditions. Those were *Mathématiques - 7e et 8e année* and *Introduction à l'enseignement en Ontario*.

- The 5 most frequently awarded English Schedule C qualifications completed by members other than for completing conditions in 2019 were:

Schedule C AQ Title	Members Reported
Student Assessment and Evaluation	239
Teaching Students with Behavioural Needs	215
Classroom Management	211
Teaching and Learning Through e-Learning	178
Teaching Students with Communication Needs (Autism Spectrum Disorder)	175

- The 5 most frequently awarded French Schedule C qualifications completed by members other than for completing conditions in 2019 were:

Schedule C AQ Title	Members Reported
Enseignement aux élèves ayant des besoins particuliers (troubles de comportement)	17
Mathématiques - 7e et 8e année	12
Enseignement aux élèves ayant des besoins particuliers en communication (troubles du spectre autistique)	12
Évaluation de l'élève	12
Introduction à l'enseignement en Ontario	11

- Members certified with conditions after August 31, 2015:

Jurisdiction	Total certified	Fulfilled all conditions	Members with outstanding conditions
Ontario	693	90	603
International	2,047	600	1,447
Total	2,740	690	2,050

Of all those certified with conditions in 2016 (730), 36 percent (260) have fulfilled all their conditions. These members have until 2021 to complete their conditions (prior to the certificate expiry date.)

Of all those certified with conditions in 2017 (720), 17 percent (122) have fulfilled their conditions. These members will have until 2022 to complete their conditions (prior to the certificate expiry date.)

Of all those certified with conditions in 2018 (563), 9 percent (50) have fulfilled their conditions. These members will have until 2023 to complete their conditions (prior to the certificate expiry date.)

Of all those certified with conditions in 2019 (560), 8 percent (58) have fulfilled their conditions. These members will have until 2024 to complete their conditions (prior to the certificate expiry date.)

Although the member's certificate received annually contains information regarding the conditions remaining and the certificate expiry date, the Membership Records Unit also communicates with members a year in advance of expiry to remind them to complete conditions or apply for a one-year extension.

Member and Non-Member Statistics

Status	August 2020	August 2019
<u>Appears on the Public Register</u>		
Good Standing (incl. subject to terms, conditions, limitations)	238,017	233,051
Retired	156,097	151,263
Suspended Non-Payment of Fees	72,029	78,886
Expired	21,620	21,651
Cancelled – Resigned	3,320	3,380
Revoked	377	347
Cancelled	268	271
Suspended and Suspended – Interim	89	95
Sub Total	492,627	489,304
<u>Does Not Appear on the Public Register</u>		
Deceased	36,380	34,139

Member and Non-Member Statistics

Status	August 2020	August 2019
Unprofiled ⁽¹⁾	21,000	20,922
Closed	12,677	6,712
Removed	6,438	6,366
Unsubmitted ⁽²⁾	5,265	9,356
Document Assessment	4,982	5,038
Denied	3,244	3,197
Never Registered	1,013	1,013
Evaluation Validity Expired	976	983
Submitted to Evaluation	509	576
Waiting for Payment Approval	433	426
Applicant Hold	405	318
Cancelled by Minister	121	123
Administrative Review	50	67
Credential Evaluation Letter	10	10
Under Registrar Review	2	3
	Sub Total	92,099
	581,453	87,294
Total		

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

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

Margaret Wilson Library

- For the eight-month period January to August 2020, total library book circulation increased 3 percent year over year [including print and electronic items]. Members borrowed 20,999 items in the current period versus 20,362 items in the same period the previous year. Due to the COVID-19 pandemic, print items were not shipped from March 17. As of August 10, library staff resumed the shipping of print items to members.
- For the eight-month period January to August 2020, total e-book circulation increased 38 percent year over year. Members borrowed 13,793 items in the current period versus 9,995 items in the same period the previous year [full text and download].
- Recent library software enhancements enabled members to perform many more research database searches. For the eight-month period January to August 2020, total searches increased 483 percent year-over-year. There were 863,668 searches in the current period versus 148,165 searches in the same period the previous year.
- For the eight-month period January to August 2020, there were a total of 1,085 staff interactions with members versus 1,086 interactions the same period the previous year, even without current in-person library services from March 17. During the COVID-19

pandemic, the library continues to respond to reference and research questions by members.

Standards of Practice and Accreditation

Accreditation Pre-Service Reviews and Program Change Requests

- The accreditation review process is cyclical with program renewals occurring every seven years. As such, staff in the Accreditation Unit are continually working with providers, review panels and committee members in varying stages of the accreditation process. Fortunately, site visits for two accreditation renewals were completed just before the emergency measures of the COVID-19 pandemic were enacted. Panel work continued virtually to prepare and finalize these two Panel Reports of recommendations for the Accreditation Committee. In early summer 2020, the Accreditation Committee considered the summaries of the panels' findings, facts and reasons in the rendering of their decisions regarding the renewal of the accreditation of the following pre-service programs:

	Provider	No. of Programs of Professional Education	Site Visit	Accreditation Decision
Pre-service Reviews	University of Ottawa, Faculty of Education	1 program	February 23-28, 2020	June 22, 2020
	Brock University, Faculty of Education	1 program	March 1-4, 2020	July 6, 2020
	2 Providers	2 Programs		

The regulation requires providers to notify the Accreditation Committee before adding to, or substantially modifying, an accredited program. Accreditation Unit staff support the work of the panels that are appointed to review the proposed changes and make recommendations to the committee. In this quarter, Accreditation Unit staff worked with:

- a 4-person panel for the addition of an area of study in Media Arts as a teaching subject area in the Intermediate/Senior divisions to an accredited program
- a 2-person panel for review of a program change to offer an environmental education stream alternative.

The Accreditation Committee considered the panels' recommendations in the rendering of their decisions regarding the continued accreditation of the following pre-service programs:

	Provider	Type of Change	Accreditation Decision
Program Changes Reviews	University of Windsor, Faculty of Education	Addition to Program (Added an area of study of Media Arts to the Intermediate and Senior divisions)	January 27, 2020
	Tyndale University College, Department of Education	Substantial Change (Modified to include an optional Environmental Education stream)	July 6, 2020
	2 Providers	2 Program Changes	

Investigations and Hearings

- Staff oversaw the resolution of numerous CR matters and Discipline/Fitness to Practise cases in the January to July 2020 period:

Internal	
CR assessments (all complaints are assessed for CR-suitability)	181
CR resolutions (agreements adopted by single-member IC panels)	43
DC assessments (all DC referrals are considered for possible Internal Resolution prosecution)	36
DC hearings completed by Internal Resolution staff (in-house IR staff prosecutions)	18
External	
Prosecution/Penalty Instructions given to External Counsel – DC	53 hearings
Prosecution/Penalty Instructions given to External Counsel – FTPC	7 hearings

- The following chart summarizes concerns received at Intake for the period of January 1 to July 31, 2020, as compared to the previous year.

Description	2020	2019
Origin of Concerns for New Intakes		
- Member of the public	160	190
— Secretary of Board – Teacher Performance Appraisal ⁽¹⁾	4	8
- Member of the College	28	44
- Registrar (including employer notifications)	192	304
- Minister of Education	0	0
Total New Intakes ⁽²⁾	380	538

Description	2020	2019
- Resolved at Intake	167	277
- Employer notifications resolved at Intake	50	64
- Transferred to Investigations Unit	236	314
- Active Intake files	78	70

- (1) Reports related to resignation or termination as a result of unsatisfactory teacher performance appraisal.
- (2) Intake files forwarded to the investigation stage or resolved at Intake during this period may have been created in a previous reporting period. As a result, the number of new intakes does not directly correlate to the number of intakes transferred to Investigations, resolved at Intake or awaiting further information.

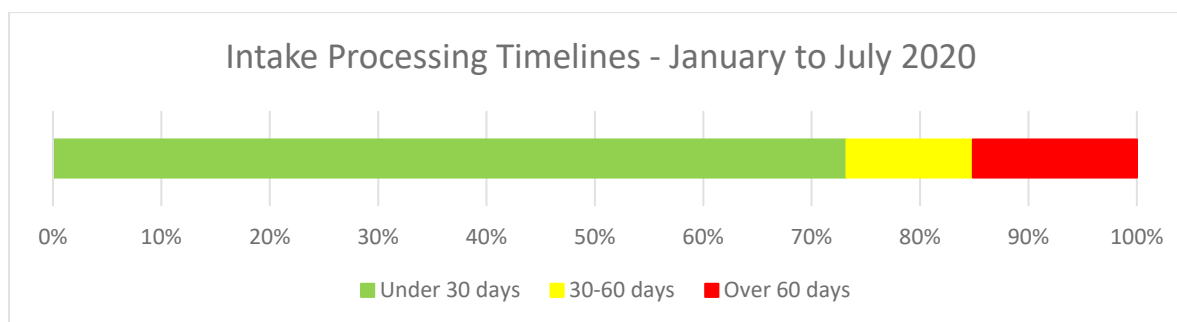
Between January 1 and July 31, 2020, Intake received approximately 350 telephone calls and emails. The vast majority of calls to Intake are resolved on the day they are received. Email responses are typically sent within 24 hours.

In addition to addressing concerns by telephone and email, Intake completed the processing of 403 formal expressions of concern and employer notifications from January 1 to July 31, 2020. Timelines for Intake processing these files are as follows:

Files completed in under 30 days – 295 (73.2% of all files)

Files completed in 30 to 60 days – 47 (11.7% of all files)

Files completed in over 60 days – 61 (15.1% of all files).



The majority of the files that remained open for over 60 days were kept open as further information was needed from employers to determine an appropriate course of action. The duration of open Intake files was also affected by COVID-19 related closures at many school boards. Intake does regular outreach to employers to advise of the importance of providing the College with required information in an expeditious manner.

- The following is a summary of the disposition of cases concluded by panels of the Investigation Committee between January 1 and July 31, 2020.

Disposition of Cases	Complaints
Refused to investigate: not related to professional misconduct or incapacity 26(2)(a), OR, frivolous, vexatious, abuse of process, manifestly without substance or made for an improper purpose; 26(2)(b) (Request for Direction)	6
Referred to Discipline Committee under clause 26(5)(a)	42
Referred to Fitness to Practise Committee under clause 26(5)(a)	4
Not referred under clause 26(5)(a) or (b) and no further action taken	18
Written reminder under subsection 26(5)(d)	2
Written advice under subsection 26(5)(d)	6
Written caution under subsection 26(5)(d)	17
Written admonishment under subsection 26(5)(d)	20
Oral caution/ under subsection 26(5)(c)	0
Oral admonishment under subsection 26(5)(c) (in person)	30
Resolved through complaint resolution under subsection 26(5)(d)	42
Resolution by Undertaking	10
TOTAL	197

Note: Resolution by Undertaking numbers include six matters resolved through the Pilot Undertaking to Resign and Never Reapply process. The total number of dispositions does not include 23 matters that were withdrawn or abandoned before reaching a panel of the Investigation Committee.

- The following chart shows CR annual activity for January 1 to July 31, 2020, compared to the previous full calendar year. Pursuant to the Act, Complaint Resolution outcomes are overseen and approved by one-member panels of the Investigation Committee, the outcomes of which have the same force and effect as decisions of three-member panels after a full investigation has been conducted.

	2020 to July 31, 2020	2019
Memoranda of Agreement adopted by the Investigation Committee	43	86

- The total number of open files at year end (DC and FTPC) is summarized below:

2020 (as of July 31)	-	287
2019	-	321
2018	-	232
2017	-	172
2016	-	218

- DC/FTPC 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 usually 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 Court concluded that a very high threshold must be met in order to reject a joint submission. Before rejecting a joint submission, adjudicators must consider whether accepting it would bring the administration of justice into disrepute or would not otherwise be in the public interest.
- The following table highlights the number of concluded matters of the DC and FTPC between January 1 and July 31, 2020. Data from previous years is included for comparison.

Month	2020	2019	2018	2017
January	12	5	13	18
February	16	6	6	8
March	9	5	2	6
April	2	13	5	5
May	6	13	2	8
June	5	12	8	8
July	10	13	1	7
TOTAL	60	67	37	60

- The Tribunals Unit had a very productive start to the year before the COVID-19 pandemic occurred. After the first quarter of 2020, the DC and FTPC had concluded 37 matters. The average number of concluded matters during the first quarter of the previous three years (2017-2019) was 23. Therefore, in the first quarter of 2020, there was a 61% increase in the number of concluded matters compared to the same period during the previous three years. It is also noteworthy that the significantly higher number of concluded matters in March 2020 (compared to March 2017-2019) was achieved while holding hearings only during the first two weeks of March 2020, due to the pandemic.

As anticipated, the monthly number of concluded matters has decreased somewhat during the pandemic. While the Tribunals Unit has quickly responded to the pandemic and revised its processes to facilitate the hosting of remote hearings, there are considerable practical limitations to resuming hearings operations at pre-pandemic levels. As restrictions have eased, the Tribunals Unit has continued to respond quickly by increasing hearings volume to the extent possible. By July 2020, volume had returned to pre-pandemic levels. Given the changing nature of restrictions and the uncertain course of the pandemic, it is reasonable to anticipate a decreased number of concluded

matters by year end, despite the College's best efforts to hold as many hearings as possible.

As forecast at the May 2020 Investigations and Hearings' budget presentation to the Finance Committee, hearings costs in 2020 remain stable despite the postponement of numerous hearings due to the COVID-19 pandemic and the subsequent closure of the College's office to the public. External legal counsel costs (which fall under the Professional Conduct Unit budget) account for the majority of the department budget each year. External counsel provide legal services at all stages of the hearings process, not solely at the hearing itself (from providing prosecutorial viability assessments, to reviewing all files referred to DC and FTPC, to drafting Notices of Hearing, to negotiating agreements with members and their counsel, to preparing for and attending pre-hearing conferences and hearings). As of July 31, 2020, Professional Conduct costs are up 8.2% compared to the same period in 2019 despite completed hearings being down 10.4% (60 hearings in 2020; 67 in 2019). The following factors help explain this anomalous situation:

- 28 hearings, motions and pre-hearing conferences scheduled to take place in March-June were postponed due to the closure of the College in mid-March; given that the vast majority of work required to bring a matter to a hearing (or prepare for a motion, etc.) takes place before the actual hearing date, external counsel prepared for hearings/motions/conferences that were eventually postponed on short notice; as a result, completed hearings are lower, while legal costs are relatively stable;
- The notable uptick in hearings completed in January-February 2020 (28) compared to January-February 2019 (11) suggests that external counsel were making great efforts to bring more cases to a hearing in 2020; preparation work on dozens of files was well underway in early-2020 and, if not for the pandemic, the trend of approximately 14 hearings per month would likely have carried over into March, April and the rest of the year, thus increasing costs on a year-over-year basis;
- Hearing costs have not decreased as expected due to the quick and effective expansion of electronic hearings soon after the College's doors closed in mid-March; as a result, counsel have continued to prepare and bring cases before panels by videoconference and have remained committed to working through the high volume of open DC/FTPC files (currently 287); as noted above, by July 2020 the College had returned to pre-pandemic hearings volume;
- Also during this period, a number of complex contested hearings were ongoing, along with an appeal of a Discipline Committee decision to the Ontario Divisional Court, all of which have associated costs to the Department; a lower number of hearings completed does not necessarily mean that less work was performed by the prosecution teams;
- Finally, the high rate of referrals to the DC/FTPC in 2019 (53%, compared to 46% in 2018 and 43% in 2017) translated into more early-stage hearings activities in the first part of 2020, including an increase in preliminary file assessments, drafting and serving of Notices of Hearing, pre-hearing conferences, and

conducting preliminary negotiations; more referrals means more work being assigned to external counsel.

UNDERTAKINGS

There were no undertakings from the March and June 2020 Council meetings.

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

Chantal Bélisle, OCT
Deputy Registrar