



Registrar and CEO Report

Public Interest Rationale: This report assures the public that the Ontario College of Teachers (the College) is operating efficiently and supports Council in discharging its oversight responsibilities. It supports effective governance through the promotion of transparency and accountability by detailing activities undertaken during the third quarter of 2025 (July to September 2025).

Submitted By: Linda Lacroix, OCT/EAO, Registrar and CEO

Introduction

I am delighted to share the College's Q3 Registrar's report highlighting College work undertaken during the third quarter of 2025.

Progress of Development of KPIs

In my October report, I introduced Council to four key performance indicators (KPIs) developed by staff for each of our strategic plan goals.

In addition to updating these KPIs for quarterly reports, the College's leadership is continuing to review and update what we report as well as developing new KPI metrics to share with Council progress towards our strategic goals at a level of "outcomes" and "impact". As we move to a streamlined Registrar's Report for upcoming Council meetings, the focus will be on ensuring that Council has indicators that track key College functions for productivity, capacity and integrity, as opposed to solely reporting on output. To support Council's governance function, these indicators and KPIs will become increasingly important and effective in demonstrating outcomes, successes and challenges, and reporting on achievement of Council's strategic direction for the College.

Below is a summary of the College-wide activities that support the progress of the Strategic Plan, organized around each goal.

Goal 1: Accountable and agile processes to certify educators to teach in Ontario classrooms.

Work in this area emphasizes:

- certification and accreditation processes that target needs for Indigenous languages, French language, and technological education teachers; and,
- efficiencies to advance certification of internationally educated teachers as well as Ontario and labour mobility applicants.

Indigenous Advanced Education & Skills Council (IAESC)

The Accreditation Unit continues to work with representatives from the First Nations Technical Institute (FNTI) and the Indigenous Advanced Education and Skills Council (IAESC). FNTI has indicated its intention to submit what would be the first initial accreditation application from an Indigenous provider to offer an Indigenous language teacher education program.

Together, FNTI, IACESC and the College's Accreditation Unit are establishing a coordinated approach to the accreditation review process such that the College's review could proceed largely concurrently with that of the Indigenous Institutes Quality Assurance Board (IIQAB) with a view to time and resource savings.

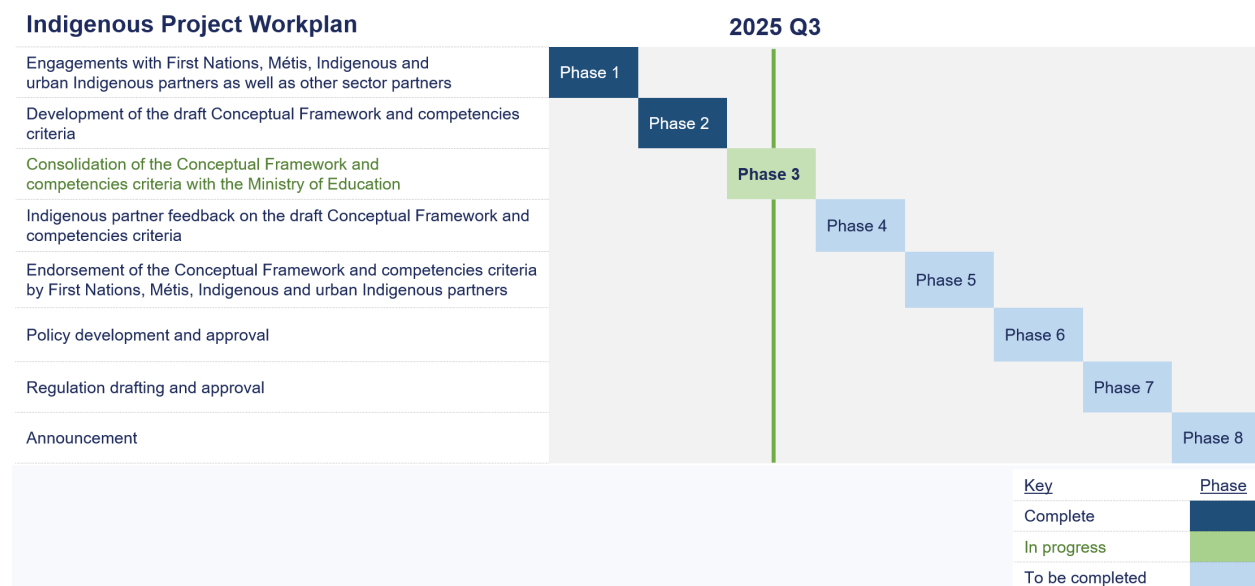
Expanding Leadership Pathways for Ontario Certified Teachers

At the direction of Council, College staff continue to collaborate with the Ministry of Education on the removal of barriers to the leadership pathway for technological education, Indigenous ancestry, and Indigenous languages teachers certified through the College's specialized pathways. These efforts help address the ongoing need for additional qualified administrators within the school system. Once the new leadership pathway has been introduced into law, the College will launch a robust communications plan to spread awareness for teachers and education partners. The communications will detail the components of the new pathway and how providers can offer pathway-aligned coursework.

Indigenous Languages Certification Pathway

The College and Ministry of Education continue to work with community partners in making progress in developing a new Indigenous Languages Certification Pathway, having completed a draft conceptual framework based on community and partner feedback. The draft framework visualizes the process by which Indigenous languages speakers will be able to obtain certification to teach Indigenous languages through a model where candidates will be recommended by their community or Elder circles.

As a result of this progress, the Ministry and College organized meetings for the fall to discuss technical aspects of the proposal, alongside First Nations, Métis, and Inuit community partners. Once a proposed community-supported framework and pathway have been developed, they will be shared with Council for consideration.



Alternative Documentation Policy and Parallel Processing Plan

On July 1, 2025, the *Fair Access to Regulated Professions and Compulsory Trades Act, 2006* (FARPACTA) and its regulations were amended to require regulators to develop an Alternative Documentation Policy and a Parallel Processing Plan with both the policy and plan due to the Office of the Fairness Commissioner (OFC) by January 1, 2026.

An Alternative Documentation Policy allows for the consideration of alternatives to documentation requirements in the certification process in exceptional circumstances. For example, consideration of alternative documentation should an applicant be unable to obtain documentation from an educational institution in a jurisdiction that is experiencing conflict.

A Parallel Processing Plan sets out how the College will support the ability of applicants to complete aspects of the application process simultaneously. In submitting its Parallel Processing Plan for OFC review, the College will note how its current registration practices already enable multiple registration processes to take place concurrently and how it permits applicants to complete multiple parts of the registration process simultaneously and without the need to complete them in sequence. To highlight this, the plan will include supporting data identifying major steps in the certification process along with associated timelines.

A draft version of the Alternative Documentation Policy was submitted to the OFC for review in September and a draft version of the Parallel Processing Plan will be submitted to the OFC in late fall.

Equivalent Standing Policy for Grade 11/12 Technological Education ABQs

To help remove barriers and respond to increasing demand for technological education teachers, the College has implemented an equivalent standing policy for Additional Basic Qualifications (ABQs) to teach technological education subject areas in Grades 11 and 12.

The policy applies in limited circumstances where a technological education teacher would be eligible to earn the qualification but is unable to do so because the corresponding ABQ course has not been offered by an (or any) AQ provider for an extended period of time.

To demonstrate their knowledge and ability to safely and successfully teach in the Technological Education subject area, the member must meet the following criteria:

- they must already hold a qualification to teach Grades 9 and 10 in the same subject area;
- they must have completed at least 12 months of post-secondary education and/or paid work experience in the subject area; and
- the member's principal or appropriate supervisory officer confirms that the member has safely and successfully taught the Grade 11 or 12 course in the Technological Education subject area at least once (e.g. under temporary letter of approval), and has no objection to the request for equivalent standing.

Since coming into effect in April 2025, four members have been granted equivalent standing under the policy. Members who believe they meet the criteria outlined above are encouraged to contact the College's Client Services for information on how to apply.

Language Proficiency Test Requirements Review

The College's language proficiency requirements are in place to ensure that Ontario Certified Teachers (OCTs) can communicate and teach effectively in English or French.

Applicants satisfy the requirements if they have completed their initial teacher education program entirely in English or French. If not, they must provide other proof of language proficiency, such as an acceptable score on a language proficiency test recognized by the College.

The last comprehensive review of the language proficiency tests and scores accepted by the College was completed over a decade ago. Since then, the number of internationally educated teachers applying for certification in Ontario has increased significantly. The College has also started accepting several additional tests – including all tests accepted federally for immigration purposes – to streamline access for applicants.

Given the time and changes since the last review – and with the goal of continuing to maintain requirements that are fair, appropriate and reflective of the needs of Ontario's classrooms – the College decided to collaborate with an external research team to complete a new, evidence-based review of the requirements and minimum acceptable scores. Teachers and school leaders from across the province contributed to panels in both English and French. The College expects to publish findings and refresh its requirements accordingly in early 2026.

Goal 2: Teachers who are informed of, and held accountable to, professional standards.

Work in this area will emphasize:

- engaging Ontario Certified Teachers in identifying professional standards that reflect what is needed to teach in today's classrooms.

Professional Standards Review

In August, 24 OCTs convened at the College for a two-day collaborative writing session focused on refreshing the professional standards. This diverse writing team represented educators from across Ontario's English, French, Public, and Catholic school systems, as well as First Nations Schools and Provincial School Authorities.

Prior to the session, participants engaged in a comprehensive review process that included:

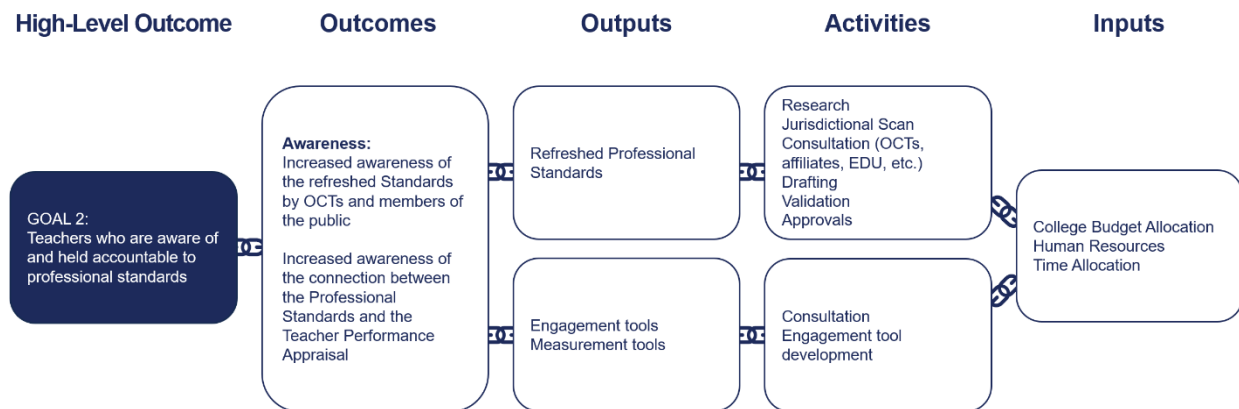
- reflecting on the current professional standards;
- analyzing a synthesis report of consultation data to date, including focus group and questionnaire responses from members and the public;
- examining models of professional standards from other jurisdictions.

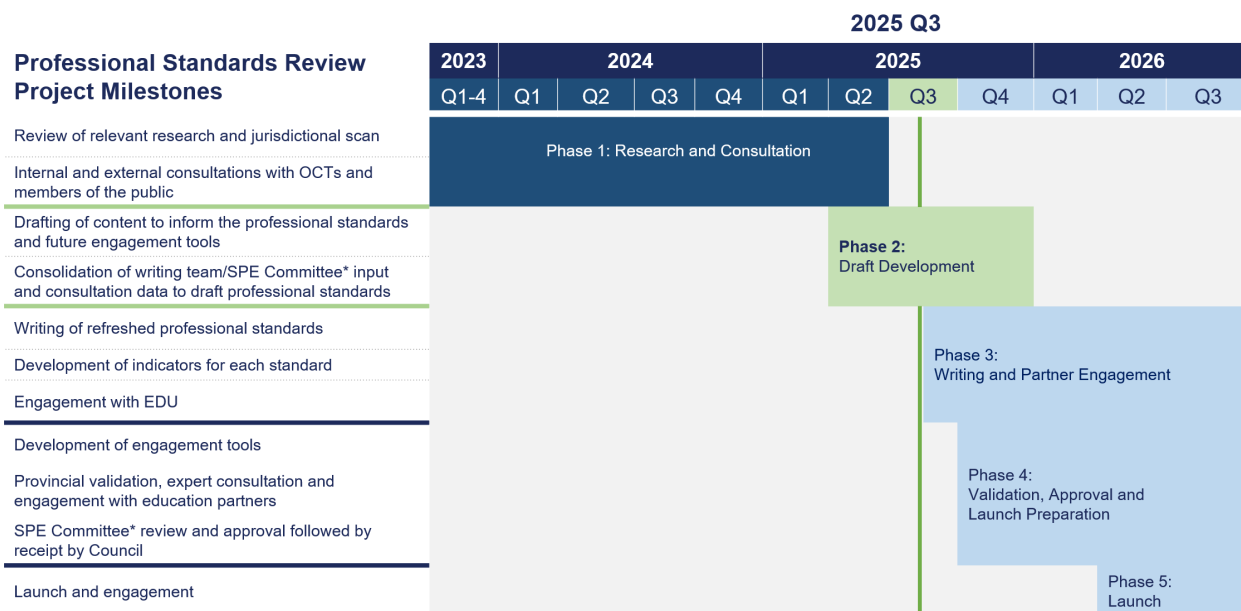
This preparatory work laid a foundation for the collaborative design process. Participants also contributed testimonials illustrating how they uphold the professional standards in their daily practice, adding valuable context and authenticity to the discussions.

The writing session surfaced key themes to guide the next phase of development. Participants emphasized that refreshed standards should:

- uphold human rights, demonstrate commitment to Truth and Reconciliation, and embed principles of equity, diversity, inclusion, and accessibility;
- strengthen accountability for OCTs;
- explicitly center students through the ethical standards of care, trust, integrity, and respect.

The consolidation and refinement of the writing team’s contributions will continue into Q4, marking a significant milestone in the evolution of Ontario’s professional standards for educators.





*SPE Committee refers to the Standards of Practice and Education Committee

Key	Phase
Complete	Dark Blue
In progress	Light Green
To be completed	Light Blue

Goal 3: Efficient and proportionate responses to alleged and actual misconduct, incompetence, and incapacity.

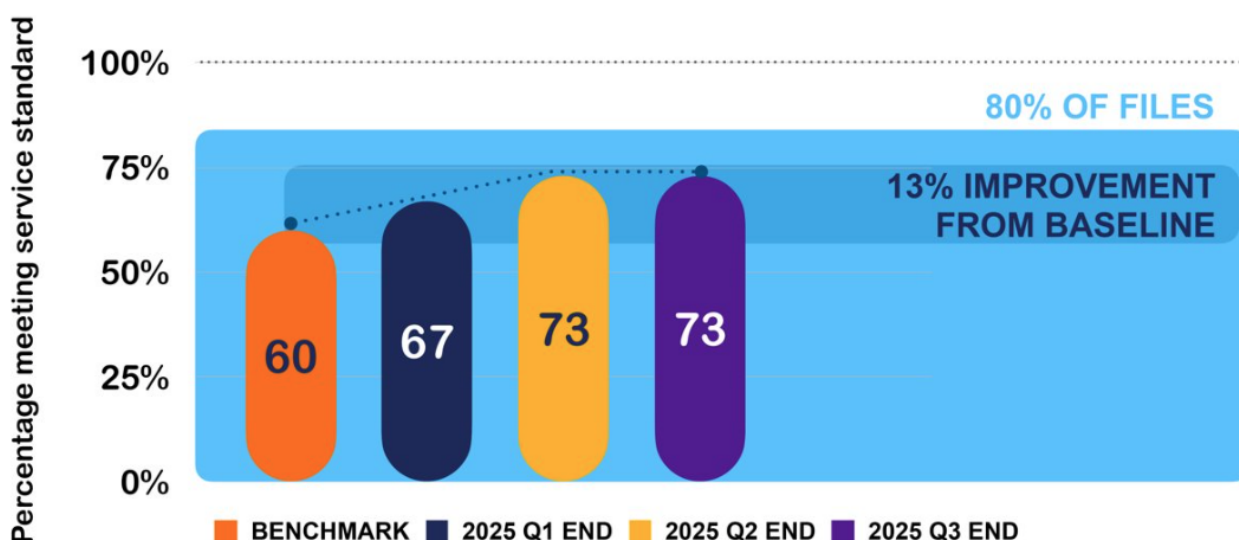
Work in this area will emphasize:

- enhanced analytics of data to assess risk;
- internal processes that result in efficiencies and enhance procedural fairness;
- ongoing professional development to support committees.

Responses to Alleged and Actual Misconduct

The College has set a goal of meeting the 90-day service standard for 80 per cent of files that are identified as high-risk for student harm by December 31, 2025.¹ For the 15 most recent files ending in Q3 of 2025, the service standard was met 73 per cent of the time. While there has been no change to this figure since Q2 of 2025, this remains a 13 per cent improvement from the baseline and a 6 per cent improvement since Q1 of 2025.

¹ The College has established a service standard of 90 days from either (1) the date a member’s employer notifies the College about the member’s alleged conduct to the date the Registrar authorizes the investigator to seek an interim suspension of the member’s certificate before the Adjudicative Body of Chairs, or (2) the date a public complainant notifies the College about a member’s alleged conduct to the date the College decides to seek an interim suspension before the Adjudicative Body of Chairs following the initiation of a public complaint. The College’s baseline ending in December of 2024 showed that the 90-day standard had been met in 60 per cent of the 15 most recent high-risk files.



Investigation Committee EDIA Training

The College's Investigation Committee (IC) reviews and screens complaints made to the College about its members regarding professional misconduct, incompetence and incapacity. On August 21, 2025, the Investigation Committee and Roster completed its annual Equity, Diversity, Inclusion and Accessibility (EDIA) training. This year's training focused on the following learning objectives:

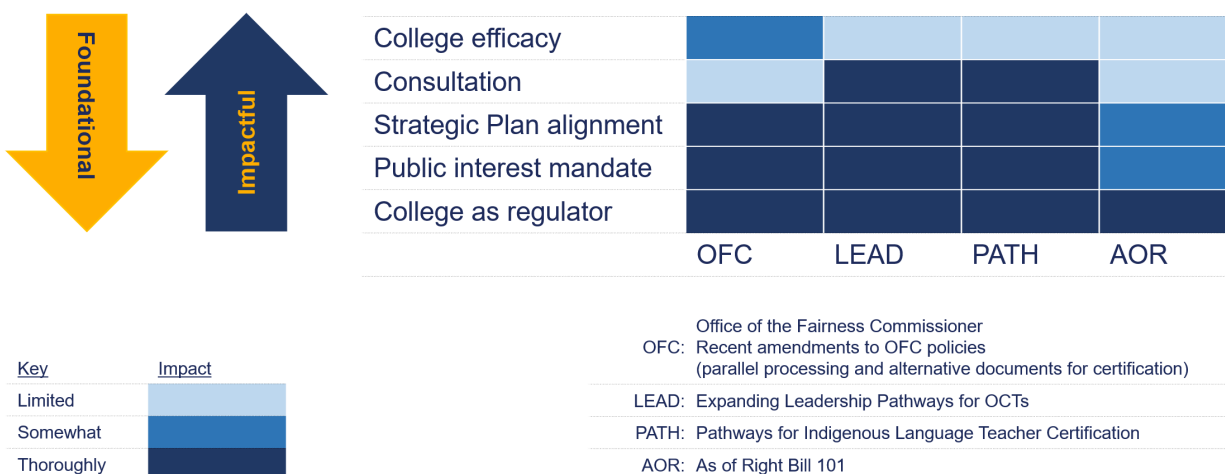
1. Review basic tenets of equitable practices and their application in educational contexts, such as Ontario's *Human Rights Code*, the spheres of influence, and intent vs. impact;
2. Situate systems of power and oppression in education and decision-making, identifying examples of discrimination and stereotyping, and the impacts of intersectionality; and
3. Learn basic strategies and self-reflective skills for equitable collective decision-making.

The training will assist the IC/Roster when it considers all complaints, but particularly those that involve EDIA issues.

Goal 4: A clear and independent role in the education system.

Work in this area will emphasize:

- the College's mandate as a framework for interactions with interestholders;
- the College's branding as Ontario's teaching regulator.



The College has established an observable KPI that aims to ensure that at least three of the five indicators² are thoroughly met for each of the projects in the chart. For this quarter, two of the four projects meet this target. As of Right legislation (AOR) is a government-initiated requirement that reflects the nuance of our legislated role within the education system.

As of Right (AOR) Legislation

In September, the government released O. Regulation 199/25, which provided essential details on the implementation of the updates to the Labour Mobility Act. These updates are scheduled to go into effect on January 1, 2026, after which the College will be ready to receive applicants seeking certification through the AOR pathway. The regulation clarified that applicants would be "Deemed Certified" and hold the same Certificate of Qualification and Registration (CQR) as any other teacher who is fully certified by the College, and also provided details on documents the College is able to request prior to deemed certification.

The College working group will ensure the College is in compliance with the new regulation and will have updates to the online application system available on January 1 for labour mobility applicants seeking certification through this pathway. The working group has also developed a new landing page with FAQs for applicants, and a memo to School Boards to inform them of the new updates to labour mobility.

² An indicator that the College maintains a clear and independent role is its ability in its work to achieve the criteria:

1. College as regulator: The College is correctly positioned as the province's teaching regulator.
2. Public interest mandate: Requests made of and/or initiated by the College are aligned with the College's public interest mandate.
3. Strategic Plan alignment: The College's participation in the project is clearly aligned with the College's Strategic Plan.
4. Consultation: The College has ensured the project involves thorough, thoughtful, and authentic consultation with relevant partners.
5. College efficacy: The College is positioned as a decision-maker in relation to its mandate in the project.

Public Website Modernization

The College's public website, oct.ca., is our most visited public touchpoint, connecting hundreds of thousands of people each year to essential information about applying to the College, professional learning opportunities and other aspects of our public interest mandate.

To advance our strategic goals and uphold our commitments to responsive client service and transparency, the College has redeveloped the website to deliver a more accessible and user-friendly experience.

The new site offers a seamless and intuitive journey for all visitors. Meeting modern accessibility standards, the site's enhanced functionality, streamlined navigation, and updated, plain-language copy will help visitors find what they need quickly and with ease. A new font, updated colour palette and inclusive, consistent imagery further elevate the user experience.

We look forward to launching the new site in early 2026.

College Landscape

Summary of the process of project portfolio management

Much of the College's work is focused on improvement of processes and systems and it is project-based. In Q3 2024, the College introduced a process of project portfolio management aimed at increasing organizational capabilities in prioritizing and successfully delivering projects. Using this process allows for a balanced approach, ensuring resources are allocated to projects that will advance the strategic goals and key operational enablers while also continuing to meet legislative responsibilities and respond to emerging requirements.

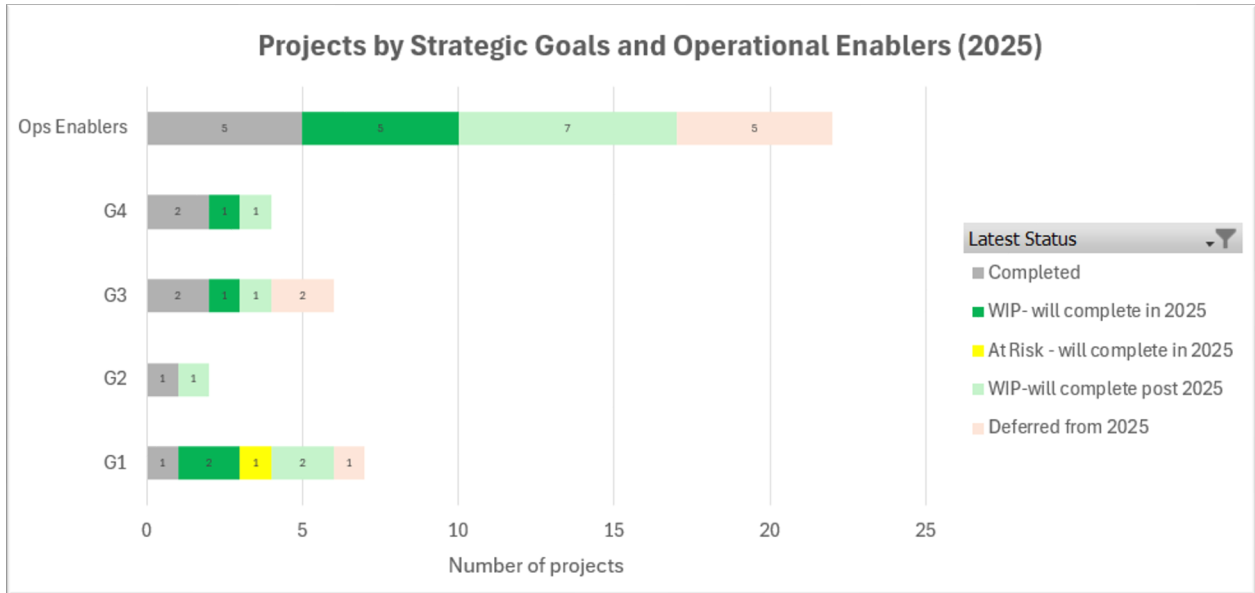
In addition to multiple projects executed wholly within Digital Technology and Services (formerly IT), which are managed separately, the College is set to complete 21 projects in total in 2025. To support the 2024-2028 strategic plan, the College is on track to complete 11 key projects this year. Another 10 projects that support the College's overall organizational effectiveness are also set to be completed this year. This is in addition to several projects which were initiated in, or continued throughout 2025, such as the Math Proficiency Test (MPT) and Sexual Abuse Prevention Program (SAPP) compliance monitoring.

Under this process, projects were formally proposed for consideration by the Senior Leadership Team (SLT) and, once prioritized, work began on approved projects, across departments, where required.

The Office of the Registrar monitors progress on key initiatives each month. Additionally, the entire SLT conducts quarterly reviews, where additional projects can be proposed and/or existing projects reprioritized to ensure balanced momentum across all goals and necessary operational enablers.

The graph below illustrates projects that were in progress during 2025 (including those carrying into 2026) in relation to the goals of the Strategic Plan.

Projects in relation to the goals of the Strategic Plan



WIP indicates work-in-progress

Please note, a small number of projects were cancelled or placed on indefinite hold.

Conclusion

I trust that this information is a valuable tool in supporting your governance duties.

Linda Lacroix, OCT/EAO
Registrar and Chief Executive Officer

Attachments

- Appendix A – Quarterly Statistics

Appendix A – Q3 Statistics

Membership Services

In Q3 of 2025, Client Services assisted 35,239 clients using various communication channels. The breakdown by channel is below:

Phone calls: 23,968
 Emails: 7,135
 Callback feature: 3,477
 Escalated outbound calls: 479
 Reception: 110
 Social Media: 13
 Outreach sessions: 57

In Q3, 28,104 clients received assistance from a Client Service Assistant (CSA) the same day they contacted the College.

In the third quarter of 2025, the volume of answered calls was 23,968 compared to 14,301 calls for a similar period in 2024.

New Members by Certification Type:

Certificate Type	Q3
Certificate of Qualification and Registration	
• English	1,109
• French	124
Multi-Session Transitional Certificate of Qualification and Registration	
• English	84
• French	31
Transitional Certificate of Qualification and Registration	
• English	879
• French	70
TOTAL	2,297

Average Certification Timeline by Applicant Type (Days) Q3			
Applicant Type	July 2025	August 2025	September 2025
Labour Mobility	11 calendar 7 business	9 calendar 6 business	8 calendar 6 business
International	41 calendar 28 business	38 calendar 26 business	44 calendar 30 business

The average certification timeline represents the number of days from the date the College is in receipt of all required documents to the satisfaction of the Registrar to the date the certification decision was issued. For the third quarter of 2025, the average certification timeline for labour mobility applicants remained consistent and within the legislated

timeline of 30 business days outlined in the *Fair Access to Regulated and Compulsory Trades Act*.

The average certification timeline for internationally educated teachers also remained consistent during this quarter. While some of the evaluations for internationally educated teachers were a result of applications received prior to 2024 and processed under the “120 days or best efforts” timeline, 83% of the evaluations completed were for applications received after January 2, 2024, and with the exception of one file, processed within 60 business days as outlined in the Fair Registration Practices Regulation 271/09.

For Ontario applicants, once the final document has been received and deemed acceptable, the certification decision is issued automatically. This consistently resulted in a zero-day average timeline for the third quarter of 2025 as previously reported for both Q1 and Q2 of this year.

Membership Statistics

Status	September 30, 2025	September 30, 2024
Cancelled	265	265
Cancelled – Resigned	2,976	3,128
Expired	22,532	21,442
Good Standing	229,620	227,076
Revoked	519	503
Suspended	8	13
Suspended – Interim	90	93
Inactive/Non-Practising	258,289	259,111
Total	514,299	511, 631

Standards of Practice and Accreditation

Pre-Service Teacher Education

Accreditation Decisions (Q3 2025)

Accreditation Unit staff continued to manage an increased volume of reviews in varying stages of the accreditation process. In Q3 2025, the Accreditation Committee rendered five decisions compared to one in the same period in 2024:

Initial Accreditation – No Conditions

Université de l'Ontario français

- Concurrent program with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions [French-language program]

Accreditation Renewals – No Conditions

Laurentian University

- Concurrent and consecutive programs with areas of study in the Junior/Intermediate divisions

Université de l'Ontario français

- Multi-session consecutive program with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions [French-language program]

Addition to Program**Lakehead University**

- Multi-session consecutive program for persons of First Nations, Métis or Inuit ancestry and multi-session consecutive program, with areas of study in the Primary/Junior divisions [referred to as Keewatinase Indigenous Teacher Education Program (KITEP – P/J)]

Substantial Change to Program**Tyndale University**

- Continued accreditation confirmed for the consecutive program with areas of study in the Primary/Junior and Junior/Intermediate divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, with the following change:
- The offering of French as a Second Language as a general education subject in the Junior/Intermediate divisions.

In-Service Teacher Education (Q3 July to September 2025)

- Accreditation: Submitted Additional Qualification Courses – 58
- Courses Accredited – 54
- Governance Models Reviewed – 1
- Draft Guidelines Posted to Website – 38 (19 EN, 19 FR)
- Final Guidelines Posted to Website – 24 (12 EN, 12 FR)

Find an Additional Qualification (AQ) Feedback Analysis

July to September 2025: Total Inquiries Received: 73 (58 English, 15 French)

Nature of Find an AQ Inquiries

- General inquiries – 26
- Expression of Interest to take the course – 17
- Recommending a Tech Course be offered – 6
- Qualification requirements – 10
- Course registration process – 1
- Online and in-person availability of a course – 2
- When and where to take a specific course – 8
- Recommending a course to a specific provider – 2
- Recommending a course be offered in French – 1

Top AQ Course Inquiries

- Construction Technology, Grades 11 and 12 – 4
- Computer Technology, Grades 11 and 12 – 3
- Teaching Students Who Are Deafblind – 3
- French as a Second Language – 5
- Reading – 2

- English – 2
- Special Education – 2
- Business Studies – 2
- Religious Education in Catholic Schools – 2

Investigations and Professional Conduct

Origin of Concerns for New Intake files

Description	Q3 2025	Q3 2024
• Member of the public	162	107
○ Secretary of Board – Teacher Performance Appraisal (Number included in public complaints) ³	3	5
• Member of the College	17	14
• Registrar (including employer notifications)	193	156
• Minister of Education	0	0
Total New Intake files	372	277
• Resolved at Intake ⁴	143	118
○ Employer notifications resolved at Intake	7	15
• Transferred to Investigations Unit ⁵	195	174
• Active Intake files	240	149
Therapy and Counselling Funding Program		
• New applications	3	4
• Applications approved ⁶	2	1
• Applications denied	1	0
• Applications being processed at end of reporting period	1	3

Between July 1 and September 30, 2025, Intake received approximately 230 telephone calls and email inquiries. While telephone calls were typically addressed on the day they were initially received, email responses at times took beyond the service standard of one to two business days due to high volumes.

In addition to addressing concerns by telephone and email, Intake completed the processing of 338 formal expressions of concern and employer notifications from July 1 to September 30, 2025. Processing timelines for these files are as follows:

³ Reports related to resignation or termination as a result of unsatisfactory teacher performance appraisal.

⁴ The number of Intake files noted as “Resolved at Intake” 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.

⁵ The number of Intake files noted as “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.

⁶ The number of Therapy and Counselling applications approved in this chart may have been received by the College in a previous reporting period. The number of applications approved during a reporting period will therefore not match the number of new applications received during the same period.

Files completed in under 30 days – 289

Files completed in 30 to 60 days – 14

Files completed in over 60 days – 35

Investigations Statistics⁷

Disposition of Cases	Q3 2025	Q3 2024
Referred to Discipline Committee under subsections 26(5)(a) or 26(9)	14	14
Referred to Fitness to Practise Committee under subsection 26(5)(a)	1	0
Admonishment in person under subsection 26(5)(c)	10	11
Written admonishment under subsection 26(5)(d)	7	5
Caution in person under 26(5)(c)	10	10
Written caution under subsection 26(5)(d)	10	3
Advice under subsection 26(5)(d)	8	3
Reminder under subsection 26(5)(d)	7	3
Not referred following an investigation and no further action taken under subsection 26(5)(b)	35	14
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)	11	14
Undertaking to Resign under subsection 26(5)(b)	0	3
Undertaking - Medical	1	1
Direct the Registrar to suspend a member's Certificate of Qualification and Registration under subsections 26(4.7) and 26(4.10) and Regulation 616/20	0	0
Complaint resolution under subsection 26(5)(d)	47	23
Coursework under subsection 26(5)(d)(ii)	2	0
Total	163	104

The total number of files considered by the Investigation Committee does not include files that were abandoned or withdrawn. In Q3 of 2025, 21 files were abandoned or withdrawn.

Policy, Governance, and Tribunals

Registration Appeals

The Registration Appeals Committee is a statutory committee established under the Act that is objective, fair and transparent. It determines requests for review from applicants who were not granted College membership, or who had terms, conditions or limitations placed on their Certificate of Qualification and Registration as part of the registration process.

⁷ The number of dispositions does not match the number of files considered because there may be more than one disposition in some files. As well, some of the seized panel matters may not be final dispositions.

Between July 1 and September 30, 2025, panels of the Registration Appeals Committee met five times and heard six cases. The following table shows the number of requests for review received and decisions rendered in Q3 of 2025 and for the same period in 2024:

Registration Appeals Committee	2025 (Q3)	2024 (Q3)
Requests for review received	3	13
Decisions rendered	9	9

Tribunals

Discipline Committee Dispositions

The following is a summary of the dispositions from the 16 concluded discipline hearings in Q3 of 2025 (i.e., from July 1, 2025, to September 30, 2025). 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	July 1-September 30, 2025 (Q3)
Revocation	6
Suspension	7
Reprimand	1
Cancelled-Resigned	1
TCL	0
NOH Withdrawn	0
Not Guilty	1
Reinstatement denied	0
Reinstatement granted	0

Fitness to Practise Committee Dispositions

There were no Fitness to Practise matters concluded in Q3.

Cumulative Volume of Open Hearings Files

There were 73 open hearing files for the Discipline and Fitness to Practise Committees at the end of Q3 (as of September 30, 2025).

Communications

Our social media audience

The College's social media audience continued to grow across all platforms including X (formerly Twitter), Facebook, LinkedIn and YouTube. From Q2 2025 to Q3 2025, our total followers increased by 1,221 (1.8%) to 67,847.

Social media inquiries and responses

The College manages and responds to inquiries received through social media platforms. From July 1 to September 30, the total number of inquiries decreased by 42 (50.6%) from 83 in Q2 2025 to 41 in Q3 2025. This drop aligns with typical seasonal trends for Q3.

The College's newsletters

Communications develops, distributes, monitors and evaluates online engagement metrics for the College's e-newsletters including *Your College and You* (YCAJ), which is sent to members and applicants monthly, and *The Standard*, our quarterly outreach to the public.

Both versions of YCAJ and *The Standard* continue to achieve open rates that meet or exceed the industry benchmark. On average, emails in the education sector have a 23% open rate.

***Your College and You* (monthly distribution)**

In Q3, 2025, YCAJ recorded a 39% open rate for English and 35% for French versions. This represents a 1% increase for both the English and French editions compared to Q2 2025.

The most popular stories of each month for YCAJ Q3, 2025 include:

English

- July: The 2025 Focus on Teaching survey is coming soon!
- August: Your experiences matter: The 2025 Focus on Teaching survey is available now
- September: September 30: National Day for Truth and Reconciliation

French

- juillet: Rencontrez Tammy Webster, EAO, présidente par intérim du conseil
- août: Lire le rapport de 2024
- septembre: Le 30 septembre : Journée nationale de la vérité et de la réconciliation

The Standard (quarterly distribution)

In Q3, 2025, *The Standard* recorded a 33% open rate for English and 41% for the French version. This represents a 11% increase for English and a 10% increase for the French edition compared to Q2, 2025.