

REGISTRAR'S REPORT TO TSO

June 3, 2021

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INTRODUCTION

I am pleased to present my second quarterly report to you for 2021 in your capacity as the Transition Supervisory Officer (TSO). The report is organized around the College's three strategic priorities as determined by the members of the 8th Council.

The report includes a statistical overview of activity since the beginning of the calendar year as well as an update on activity related to the governance transition.

GOVERNANCE TRANSITION

Regulations and Legislative Requests

- College and Ministry of Education staff meet weekly to discuss various aspects of our transition to a new governance structure.
- On April 30, the College provided the Minister of Education with a detailed inventory of the regulatory intent required by the summer of 2021 in order to ensure implementation of the new governance structure by the end of the transition period.

The College has stressed to Ministry colleagues the importance of having the regulations approved by Cabinet ahead of the application period for the various Council, committees and roster of eligible panellist positions in late August of this year. The regulations are critical in defining the duties of the various positions and the core competencies required of appointees. The College's work in this regard, which was recently validated through a consultation survey of licensees and stakeholder organizations, has now concluded.

- On May 10, the College provided the Minister of Education with detailed recommendations from the TSO for additional legislative amendments to the *Ontario College of Teachers Act*. These amendments reflect further enhancements to the new governance structure as well as measures to streamline College processes. On May 13, the College reviewed these amendments with staff from the Ministry and the Minister's Office.

Rosters

- By March 31, appointments had been made to fill 85 positions on the College's transitional rosters. Roster members will serve on panels for Accreditation, Accreditation Appeal, Discipline and Fitness to Practise, Investigation, and Registration Appeals during the transition period. The roster appointments are currently in effect until December 31, 2021.
- All roster members have sworn or affirmed an oath of office and, for those who are new to the College's electronic systems, have participated in technical training sessions. Training sessions that were unique to the work of each roster were also completed by May 31.

- Biographies for all transition period roster members were posted to the College's external website as appointments were confirmed. In total, more than 150 (English and French combined) biographies were created.
- The transitional roster for the Investigation Committee brings a range of experience and diverse backgrounds to its role in screening and considering complaints made to the College. The 18-member roster includes:
 - 9 licensees and 9 non-licensees
 - 7 bilingual members
 - 6 administrators.

Since February 1, 2021 and the dissolution of the Investigation Committee, a volume of matters ready to be considered by the transition roster have accumulated. It is anticipated that the accumulated volume of files will be disposed of with the resumption of panels in May and panel dates scheduled between June and September.

- The transitional roster of the Discipline and Fitness to Practise Committees includes members who were appointed based on objective criteria related to their relevant skills and competencies. The 34-member roster includes:
 - 17 licensees and 17 non-licensees
 - 9 bilingual members
 - 9 administrators
 - representation from 6 Ontario regions (Northwest, Northeast, Southwest, Southeast, South Central and Central).

The diversity that exists on the transitional roster will provide significant scheduling flexibility in order to meet panel composition, language and peer review requirements, which reduces the College's risk of not being able to conduct hearings in a timely manner. The increased size of the transitional roster (by approximately 50 percent as compared to the previous committee and roster size) will also reduce scheduling limitations due to panel member availability.

When scheduling transitional roster members on panels for the first time, Tribunals staff have ensured that all panel composition requirements are met, that roster members generally receive an equal opportunity to participate on panels (subject to their availability) and that an experienced member is generally included as the panel Chair until new roster members have gained sufficient adjudicative experience. This allows for knowledge sharing between experienced and new roster members and, in turn, reduces the risk to the College that a panel would not have sufficient adjudicative experience to conduct procedurally fair hearings.

- Appointees serving on the transitional roster for the Registration Appeals Committee received orientation training on appeal mandate and process; certification requirements; decision-writing; language proficiency; membership services; terms, conditions, or limitations; the enhanced teacher education program; and the mathematics proficiency test. Two appeal panels were scheduled in May and additional

panel dates have been scheduled from June through September to ensure there is no accumulation of cases.

The 8-member roster includes:

- 4 licensees and 4 non-licensees
- 4 bilingual members
- 5 members with current or previous regulatory body experience
- The transitional roster for the Accreditation Committee is composed of 20 individuals:
 - 14 licensees and 6 non-licensees
 - 6 bilingual licensees and 1 bilingual non-licensee
 - 5 members currently or previously employed by a faculty of education.

Training for the roster members focused on an overview of the landscape of present-day accreditation principles, processes and procedures. Orientation participants benefited from first-hand accounts by recent panel members and Deans representing a cross-section of Ontario programs.

Accreditation roster members may be called upon to serve as panelists for initial teacher education program accreditation reviews occurring during the transitional governance period. As panellists, they will review accreditation renewals and any initial accreditation applications that may be submitted during this time to provide evidence-based findings and recommendations to the TSO.

- The six Accreditation Appeal roster appointees, three licensees and three non-licensees, received orientation training on accreditation, appeal mandate and processes, and decision-writing. There are currently no accreditation appeals necessitating a panel review or hearing.

Consultation Process

- The College engaged in a consultation process to obtain stakeholder and member feedback on the various regulatory proposals being advanced by the College. A total of 10,000 English and French licensees in good standing and 90 stakeholder organizations from the education and regulatory sectors received an invitation to complete the electronic consultation document over a two-week period from May 10 to 21, 2021. A report on the feedback received was shared with the TSO and an internal work group for the purposes of validating or modifying the advice to the Minister related to the governance reforms, sexual abuse prevention program and newly mandated mandatory reporting obligations.

Sexual Abuse Prevention Program (SAPP)

- The College is continuing its work on the development of a Sexual Abuse Prevention Program for members. Program planning work to support a January 2022 implementation date is ongoing. Activities have included:

- development of draft regulatory and policy recommendations for the Ministry of Education to support the SAPP as a certification requirement and certificate notation, to appear on the public register and on member Certificates of Qualification and Registration;
- release of a request for proposal to potential vendors for the development of a learning management system to build program content, integrate existing College resources and deliver the program; and
- updating College processes and operations to ensure that the delivery of the program occurs as scheduled. This will also involve updates to a variety of individual members resources and the deployment of a comprehensive member and stakeholder communication strategy.

COLLEGE STRATEGIC PRIORITIES

1. Strengthen transparency and accountability

- The College has continued to refine its electronic hearings processes to ensure that proceedings are conducted transparently and fairly. Recent process enhancements include the inclusion of each participant's role as part of their name that appears on screen (i.e., Panel Member, Independent Legal Counsel, College Counsel, Member's Counsel, staff) to clarify who is in attendance at the hearing and what role they play. Similarly, to be more transparent about who is in attendance during a hearing, public observers are now asked to keep their cameras on until the Chair has completed their opening remarks. This process change ensures that all participants are aware of who is in attendance, since this may be less obvious in the electronic setting than it is in person.

A Practice Direction for Electronic Proceedings, in consultation with Independent Legal Counsel has also been developed. The Practice Direction serves as a companion to the Rules of Procedure of the Discipline Committee and of the Fitness to Practise Committee. It provides guidance and direction about matters not covered in the Rules in addition to explaining or clarifying certain parts of the rules, specifically in relation to electronic proceedings. For example, the Practice Direction sets out electronic filing guidelines, requirements in relation to public observers and the decorum expected of all electronic hearings' attendees. The Practice Direction will be publicly available on the College website and will strengthen the transparency of the discipline process by setting out clear expectations relating to various aspects of the electronic hearings process. It crystalizes a year of learning and process refinement relating to electronic hearings in an accessible, public document.

- In January 2021, staff began development of a cloud-based Case Management System (CMS) that will track timelines in all Discipline and Fitness to Practise hearings (from referral to final decision), as well as costs on a case-by-case basis. Once in place, the CMS will give management better insight into current and historical observed timelines and trends, which in turn will help to establish benchmarks and expectations for the College's prosecutors. The same can be said with respect to legal costs. Once in place, the CMS will enable management to compare the costs of similar case types, identify

outliers, and take action as required. It will also allow for better visibility into the performance and costs of the College's two external prosecution teams, and provide more predictability and better planning in the budget process.

- No Complaint Resolution (CR) panels were held in the first quarter of 2021, however staff have continued to assess all investigation matters for suitability for the CR program. There were 23 Memoranda of Agreement fully prepared and ready to be considered by CR panels in May.
- The College had previously recommended changes to a number of Additional Qualification (AQ) course guidelines. The draft schedules A and C American Sign Language as a Second Language AQ course guidelines have been posted for provincial validation.
- Revisions have been completed for Cooperative Education, French as a Second Language, Language 7& 8 and Religious Education. Writing teams are focused on the Principal's Development Course and the Principal's Qualification Course, as well as the Schedule A Intermediate and Senior English, Law, and the Schedule D Media courses.
- A focus group for the Foundations of Professional Practice was completed in May 2021 as was the analysis of survey data on the name of the Schedule C: Teaching LGBTQ Students AQ. The provincial validation feedback data for 55 AQ course guidelines was received between February and April 2021.
- All *Accessibility for Ontarians with Disabilities Act* (AODA) compliance work is now up to date. Formatting of 122 AQ course guidelines to comply with AODA requirements in English and French has been completed, thereby ensuring that all content on the College website is accessible to individuals with disabilities. The College continues to manage this process through training with external subject matter experts, assessment and remediation work.
- To ensure excellence in customer service, the College's Communications Team liaise directly with Client Services to respond to inquiries received via social media within one to two business days. This is based on response time to private messages on Facebook, our most-used social channel for such inquiries. The Communication Unit responded to approximately 350 questions via Facebook direct message in English and French during the last quarter. This is up 172 percent over the same period last year (122 messages).
- The College has an ongoing and monthly advertising arrangement with student-advocacy group Parents Engaged in Education to include content in its monthly newsletter. Most recently, this featured:
 - In March, information on applying for the College's funding for therapy and counselling program, including providing basic answers to parents and students in need of therapy and counselling following cases of sexual abuse by teachers. This was also supported via the College's social media properties.
 - In April, a link to our *Who does what in education* brochure, which provides insight into the role different stakeholders have in Ontario's education system.

- The TSO has approved changes to the policy that governs the funding of therapy and counselling for students if they have been a victim of sexual abuse, a prescribed sexual act or a prohibited act of child pornography perpetrated by a member, as required by the College's Act. The first change to the policy removes a requirement that funding can only be provided for acts of misconduct that occurred on or after January 1, 2020. The maximum cap for funding in the policy was also amended to reflect the increase in OHIP funding for counselling upon which the cap is based. Communication and application materials for the funding program have been amended to reflect both of these changes.
- Bill 229, or the *Protect, Support and Recover from COVID-19 Act (Budget Measures), 2020* amended the *Ontario College of Teachers Act* to require that terms, conditions and limitations (TCLs) ordered by the Discipline Committee permanently remain on the public register. Prior to these amendments, TCLs were removed from the public register when they were satisfied. The TSO approved a bylaw amendment to allow for notations to be placed on the public register beside TCLs to indicate that they have been satisfied and the date on which they were satisfied. This change allows for transparency for the public as well as for school board employers who turn to the public register to determine if members are able to return to the classroom.
- In April, the College wrote to the Minister of Education to reiterate Council's recommendation that the *Education Act* be amended to require that all Ontario schools provide information about the role and mandate of the College. This information would be provided to parents/guardians at the start of each school year and ensure Ontario families are aware of the role of the College in supporting students.

2. Manage risk more strategically

- The Investigation and Hearings Department has completely adapted to the remote working environment and continues to process new matters without significant delay. Nearly all employers have adopted Intake's preferred paperless submission format for new reports. Similarly, almost all new matters brought to our attention by members of the public arrive by way of the College's online form.

The near-universal adoption of electronic delivery of items, combined with weekly audits of processed Intake files, have ensured that new matters are being addressed in a timely and thorough manner.

- Intake staff participated in a workgroup that addressed the new requirement of members to self-report offences as outlined sections 51.1 and 51.2 of the *Ontario College of Teachers Act*, including assisting with the development of an online submission form that will allow members to submit these reports online. At this point, the need for additional resources to address these new matters is not anticipated but incoming matters will be tracked and reported on once the online system is fully operational and we begin receiving reports.
- The Tribunals Unit has implemented several initiatives designed to manage risk more strategically, including:

- a) Virtual Zoom backgrounds have been developed specifically for panel member use and Tribunals' staff use during electronic hearings. This ensures that panel members and staff have professional-looking backgrounds, that their privacy is protected, and that participants can more easily identify the panel and support staff.
 - b) Additional Zoom licenses were obtained to allow the Tribunals Unit to hold simultaneous electronic hearings (subject to panel and staff capacity). Putting in place the infrastructure to hold more hearings is in the public interest as it would mean that hearings could be held sooner after they are referred to the Discipline or Fitness to Practise Committee.
 - c) The procedure relating to the storage and destruction of panel member notes or other hearing materials (printed or electronic) was revised given the changing circumstances whereby panel members are now conducting College business remotely. Clear instructions were provided with respect to the storage and destruction of hearings materials, which may contain sensitive or confidential information.
 - d) The Tribunals Book of Authorities was revised, most notably to add the recent decision of the Divisional Court in *Bradley v. Ontario College of Teachers*, 2021 ONSC 2303. Additional training was also provided to transitional roster members about this decision. In this decision, the Divisional Court adopted the public interest test for rejecting a joint submission that was articulated by the Supreme Court of Canada in *R. v. Anthony-Cook*, 2016 SCC 43, and clearly stated that this legal test applies to disciplinary bodies. The decision provides clear and helpful guidance from the courts that disciplinary panels cannot tinker with the parties' joint submissions other than in very exceptional circumstances. This decision will help to ensure that future disciplinary panels do not impermissibly tinker with parties' agreements. By continuing to provide comprehensive legal training on this issue, the risk of future appeals on this basis will be mitigated.
- In December 2020, the Director of Investigations and Hearings held meetings with representatives from the principals' councils to discuss launching a joint project designed to bring greater efficiency and uniformity to investigations conducted by principals and vice-principals. The project proposal was well-received and in April 2021, the group held its first meeting. The objective of the project is the development of templates, tips on the conduct of interviews, including notetaking, and other tools that can be used by principals and vice-principals during investigations at the school level. Once completed, the materials that have been developed will be distributed by the principals' councils to their respective membership. The use of the materials is not mandatory but will be a resource that principals and vice-principals may use to assist in school-based investigations. If the resources are employed, their use will help the College conduct more timely and effective investigations.
 - The Professional Conduct unit and its prosecution teams are actively ensuring that their cases are ready to be scheduled and heard without delay. The risk with dated hearings is that participant, victim and witness memories tend to fade over time; participants may become less willing to take part in the hearing; and the evidence may not be as strong or as complete as it would have been had the hearing taken place sooner. The unit is managing these risks by overcoming objections to proceeding electronically and being

prepared to proceed with digital documents and witnesses appearing by videoconference in virtually every case.

- The College is also managing risk more strategically by permitting College prosecutors to increasingly offer Undertakings to Resign and Never Reapply in suitable cases. By removing certain members from the profession and eliminating their ability to teach again, Undertakings allow the College to secure a final outcome that protects the public interest without the need for a protracted and costly discipline hearing. These Undertakings take place either as (a) part of a guilty plea by the member and a finding of professional misconduct and/or incompetence at a Discipline hearing, or (b) as part of an agreement to withdraw the College's allegations in exchange for the Undertaking. The latter is only permitted in cases that meet certain criteria and are authorized by both the Director of Investigations and Hearings and the Registrar. In exchange for the Undertaking, and to ensure the transparency of the process, the member agrees to have a notation placed on the public register noting how the matter was resolved.
- In 2021 (with Investigation panels meeting only in January and a deferred matter panel in March 2021), one matter was disposed of by Undertaking (14 in 2020). The Undertaking process helps ensure that matters requiring a full investigation can be considered by the Investigation Committee and helps to reduce the number of files that are referred to the Discipline or Fitness to Practise Committees, which assists in the management of prosecutorial resources.
- The College continues to seek feedback through provincial consultation initiatives regarding Schedule C – Teaching and Learning through E-Learning, and Schedule D – The Inclusive Classroom.
- The Standards of Practice and Education Unit is contributing to a week-long bilingual validation of Language Competency Test standard setting, conducted by the Teacher Certification Initiatives Branch of Council of Ministers of Education, Canada. Staff have also partnered with the Ontario Council for Technology Education and York University to host a two-day online conversation regarding technological education qualifications in Ontario.
- Online resources from the Margaret Wilson Library that are relevant to teachers' professional development were highlighted via the College's social media, *Your College and You*, and web versions of *Professionally Speaking / Pour parler profession*. The web versions of the magazine also provide access to articles highlighting professional development and AQ activities available for College members.
- A series of new digital advertisements were created for *Your College and You* to draw the attention of members to the College's professional advisories, mobile application, and AQs for continued member information, training and development. These ads will run in each issue for the balance of 2021.
- Communications reached out to members who were newly certified in 2020 with an email survey to gather feedback about the digital and print versions of the new member package. The intent was to determine what resources members found useful and identify areas for improvement.

Topline results indicate that 75 percent of respondents prefer receiving the printed package upon initial certification, citing the printed copy of the Certificate of Qualification and Registration as the most useful. Nearly half (46 percent) had not downloaded the mobile application, saying they were unaware of the app despite consistent promotion and mentions of the app in the welcome package.

Communications has reviewed the feedback and will work with the appropriate stakeholders to update resources for the 2022 membership package. The survey itself will be conducted annually to provide year-over-year comparisons of member opinion.

- The College magazine, *Professionally Speaking / Pour parler profession* exists in three online formats and traffic to the publication is tracked on both formats, including:
 - Page views on our website: Tracked via Google analytics, the number of page views for the March edition of *Professionally Speaking / Pour parler profession* were 4,967 and 690 respectively (as of April 21, 2021).
 - The most popular content included discipline hearing summaries, the cover feature “Connected Learning”, Transition to Teaching, Investigation Committee case study and Great Teaching. In French, readers were most interested in the cover feature “Connected Learning”, discipline hearing summaries, Remarkable Teacher, Transition to Teaching and the Investigation Committee case study.
 - Uberflip, which tracks metrics for the flipbook version of the publication, reported 13,426 and 2,990 page views in English and French respectively (as of April 21, 2021). In 2020 those metrics were 11,651 and 2,110 respectively, showing an increase in reader engagement with the March 2021 edition.
 - Meanwhile, the PDF format of our magazine generated 636 total views in English and 67 in French.
- The Registrars for Teacher Certification, Canada will introduce a language competency assessment test, which will serve as the only language proficiency test for applicants to teacher regulatory bodies in Canada. This test will obviate the need for a discretionary approach to language proficiency. Section 7(2) of O. Reg 176/10 – the Teachers’ Qualifications Regulation (TQR) currently provides an exemption for applicants in establishing language proficiency, whereas this exemption will no longer be required with a pan-Canadian test. The College will be recommending an amendment as a proactive step and in preparation for the acceptance of the pan-Canadian language proficiency in the future.

As an interim measure, the College is considering accepting all of the following tests as alternatives to TESTCan to assess French language proficiency: (1) Diplôme approfondi de langue française (DALF)-Diplôme d’études en langue française (DELFF), (2) Test de connaissance du français (TCF), and (3) the Test d’évaluation de français (TEF).

- On April 29, the government confirmed that it had secured a vendor to offer Ontario’s Mathematics Proficiency Test and that testing would begin in May. This affects new College members who were certified since March 2020 but whose certification carried a condition that they pass the test by August 31, 2021 *, as well as teacher candidates graduating from Ontario programs and seeking College certification. The College has worked closely with program partners to ensure that affected members and candidates

have been informed of the test requirements, and notifications were sent to teacher education institutions, the Ministry of Education and Education Quality and Accountability Office (EQAO) highlighting the test requirement and its impact on maintaining certification with the College.

The College has also written to all members and applicants who will be required to pass the test to reinforce the requirement and the consequences of failing to meet the requirement before August 31, 2021 *. These direct and individualized notifications will be repeated during the summer months to ensure the requirement is clearly understood.

The TSO has approved a bylaw amendment and regulatory amendment to allow for a notation indicating successful completion of the Mathematics Proficiency Test to appear on the public register and on certificates of qualification and registration, respectively. This change was requested by the Ministry of Education to ensure transparency and accountability regarding the test. The College and the Ministry will work to develop the necessary regulatory changes to the TQR. The bylaw amendment will take effect once the regulatory amendment to the TQR is filed.

[On June 10, 2021, following the presentation to the Transition Supervisory Officer, the Ministry of Education extended the deadline from August 31, 2021 to December 31, 2021. For additional information, visit the College website at: www.oct.ca]*

3. Improve stakeholder engagement

- Inter-staff meetings with staff from the Principals' Councils of Ontario and the Ontario Teachers' Federation and its Affiliates were respectively held on May 11 and 18, 2021. Some of the topics discussed included: departmental processes of interest to the inter-staff representatives; settlement offers; costs; scheduling hearing dates process; redirection from Discipline to Fitness to Practise; therapy and counselling program update; undertakings; OCT-principals' councils project; new reporting obligations for College members: offences and charges, bail conditions or other restrictions; and Investigations and Hearings caseload statistics.
- Accreditation program reviews continue to be navigated virtually. Currently, a panel is reviewing an Indigenous program of professional education with a virtual site visit scheduled in early June. Digital posters announcing opportunities for public submissions have been translated into French, English and Ojibway, the local language in which the program is being delivered.
- The multi-session program pathway to the Transitional Certificate of Qualification and Registration is recognized as a flexible model for program delivery. Considering current sector pressures and teacher shortages, there is increased interest by several stakeholders to understand the possibilities of this program delivery model. Accreditation Unit staff have met with Ministry personnel, and the Deans from both the Ontario Association of Deans of Education and the Independent Ontario Deans and Directors of Education to outline the multi-session programs currently accredited in the province. In addition, staff have developed summary charts describing the variety in the models of delivery offered provincially using data infographics.

Of note, one of the upcoming accreditation reviews includes the addition of a multi-session program for the Primary/Junior divisions with a French as a Second Language focus. This will be the first initial teacher education FSL program to be offered as a multi-session.

- On April 20, 2021, Accreditation Unit staff facilitated a five-hour professional development session for the Annual General Meeting of the Association of Accrediting Agencies of Canada. The workshop, entitled Braiding Two World Views - Developing Culturally-Responsive Regulatory Practices in an era of Truth and Reconciliation, involved the sharing of accreditation site visit practices that have been adopted by the Unit for the review of both Indigenous and non-Indigenous programs of professional education. Accreditors of professional programs including nursing, law, architecture, and rehabilitative medicine were among the participants who appreciated this opportunity to share and learn.
- The College's social media audience grew by a combined total of 933 followers (Twitter, Facebook, LinkedIn, Instagram, Pinterest and YouTube), bringing our total audience reach to 51,134. This upward trend indicates ongoing and growing interest in our content.
- The Ontario College of Teachers Scholarship Program recognizes and supports excellence in teacher education through annual scholarships to assist in the education of future teachers. The 2020 recipients were announced in December via our digital media properties and were featured in the March edition of *Professionally Speaking / Pour parler profession*.
- As part of the communications activity developed and executed to promote the College's campaign to fill transition period roster positions, a series of visually interesting videos were created and posted to our social media accounts. More than 687,000 Ontarians viewed the videos and 3,303 individuals clicked through to our applications page from the social media ads to learn more about the roster positions.

Additionally, the promotional campaign included job postings on LinkedIn, as well as the Council on Licensure, Enforcement and Regulation (CLEAR) and Canadian Network of Agencies for Regulation (CNAR) websites.

- The College issued an April news release to welcome the introduction of second language courses in American Sign Language and Langue des signes Québécoise to Ontario high schools in September 2021. The news release demonstrated support for the government's announcement. It also highlighted the College's commitment to diversity and inclusion.
- Over the years, the College has participated in numerous popular community events targeting parents and guardians of school-aged children to help increase public awareness and encourage these stakeholders to sign up for *The Standard*.

The College adapted to this reality by participating in the virtual events listed below where staff presented to a variety of audiences to ensure we could continue to strategically engage with stakeholders.

Date	Event
March 2 and 3	Investigations and Hearings Employer Webinars
March 6	Presentation for PQP Part 1 and 2 Candidates
March 6	PQD Partie 1 - l'Association des directions et des directions adjointes des écoles franco-ontariennes (ADFO)
March 29	Presentation to FSL undergraduate students on Les norms d'éthiques de la profession enseignante
April 8	Part 1 PQP Presentation
April 29	Webinar – Professional Advisory on Boundaries
May 5	Presentation to Grade 11 and 12 students on Pathways to Teaching
May 14	SOQP presentation (Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO))
May 18	Webinar on registration requirements hosted by the Ministry of Education & the Institut national supérieur du professorat et de l'éducation (INSPÉ)

The March employer webinars (two English, one French) provided information about the reporting obligations for employers of Ontario Certified Teachers. Over 154 participants from 29 school boards and 25 private schools participated.

The March presentation to French as a Second Language undergraduate students from McMaster provided students with information on the ethical standards for the teaching profession as well as on the qualifications required to teach FSL in publicly funded schools.

On May 18, College staff participated in a webinar presentation to teacher candidates at l'Institut national supérieur du professorat et de l'éducation (INSPÉ) in France. The focus of the webinar, hosted in partnership with the Ministry of Education as part of their initiative to recruit teachers from France, was intended to help with the shortage of French teachers in Ontario.

- The College typically coordinates a tour of in-person events in cities across the province of Ontario to support the launch of its professional advisories. Due to the continued restrictions on gatherings because of the COVID-19 pandemic, the events this year were transformed into a virtual webinar format. The online webinar format allowed the College to invite stakeholders from various locations across Ontario.

The Professional Advisory webinar on upholding professional boundaries inside and outside of the classroom took place on April 29, 2021. The virtual event included the following College staff and external experts:

- Dr. Derek Haime, OCT, Registrar and CEO, Ontario College of Teachers
- Chantal Bélisle, OCT, Deputy Registrar, Ontario College of Teachers

- Linda Lacroix, OCT, Director of Investigations and Hearings, Ontario College of Teachers
- Noni Classen, Director of Education, Canadian Centre for Child Protection
- Laina Andrews, OCT, Superintendent of Education, Hastings and Prince Edward District School Board.

More than 700 registered for the event with 261 viewers tuned into the live webinar, which was hosted on the Kudo platform and allowed for simultaneous translation into French and American Sign Language. Recordings of the webinar in English and French are posted on the College website as a resource for stakeholders who were not able to tune in live. The 36 percent attendance rate is in line with the industry average for free online events. For context, paid online events average a 45 percent attendance rate.

- The College's work group continued its work on the development of our next professional advisory on anti-black racism. The College has partnered with Amorell Saunders N'Daw to provide professional advice on the advisory's development that is scheduled for release to College members later this year. Saunders N'Daw is the principal of Amorell & Co, as well as a Partner and Equity, Diversity and Inclusion Lead at KBRS, one of Canada's leading authorities on human capital. She has extensive experience working with a broad range of public and privately owned organizations providing counsel and training on inclusive cultures.
- The College continues to provide presentations to members enrolled in the Principal's Qualification Program (PQP) and Supervisory Officer's Qualification Program (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. Staff provide members with interactive case studies to help them understand and reflect on the standards of practice, ethical standards and the investigations and hearing processes from an administrator's perspective. These sessions also provide an opportunity for the College to highlight resources available to administrators to assist them in their roles. College staff presented at four PQP and SOQP sessions from March 2021 to May 2021.
- The College has received confirmation from CNAR that its proposal to share updates on our governance transition journey has been accepted. College staff will also participate with other regulatory colleagues on a panel discussing future trends in complaints and discipline processes. CNAR's annual conference will be held virtually over six afternoon sessions in October 2021.
- The Margaret Wilson Library continues to provide resources for the ongoing education of members of the profession. Recent software enhancements have provided a significant benefit to members by enabling individuals to perform many more research database searches. For the four-month period January to April, there were 326,261 searches conducted. New Zendesk software was also added as another avenue for members to connect with the library team. The live chat feature allows real-time service online and work is ongoing to continue to enhance Zendesk functionality.
- The College has released its Transition to Teaching survey to over 20,000 early career teachers to gather input on experiences with employment, their job search, and their

initial and ongoing preparation and development. Now in its 20th year, the survey culminates in a public report used across a variety of organizations and by a range of education stakeholders.

In addition to surveying cohorts of members who have recently obtained College certification, the study also surveyed all holders of the emergency Temporary Certificate of Qualification and Registration, which was issued this year in light of staffing shortages in Ontario schools.

- As part of the College's commitment to continuous improvement, we have entered into partnership with Optimus SBR to conduct an internal review of our Membership Services department that focuses on the operations, accompanying policies, practices and procedures of Client Services and Records. TE Consulting Inc, a subcontractor for Optimus SBR, has been tasked to do the same for Evaluation Services. The review will provide valuable insights that will enable us to operate more efficiently and effectively, and will help to inform what resources are needed to meet the evolving needs of our members and the public. A report of the review's finding will be available this fall.

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 2021 budget. The following summary includes regular College staff, staff seconded from school boards and temporary staff as of May 27, 2020:

Budgeted positions for 2021	<u>180.5</u>
Staff with regular appointments	159.5
Temporary staff replacing staff on leaves and vacancies	11.5
Staff seconded from school boards	2.5
Vacant positions at the time of reporting	7
	<u>180.5</u>

Services to Applicants and Members

- Client Services and Membership Records (Welcome Counter) interactions for the period January 1 to December 31, 2020 and 2019 are represented in the table below:

Transaction	Interactions Jan. 1-Dec 31, 2020	Interactions Jan. 1-Dec. 31, 2019
Telephone	61,331	56,529
Emails	38,834	29,841
Welcome counter	*	2,969

Transaction	Interactions Jan. 1-Dec 31, 2020	Interactions Jan. 1-Dec. 31, 2019
Courtesy call backs	6,408	7,352
Outbound calling campaign	N/A	2,085
TOTAL	106,573	98,776

* Unavailable due to pandemic closure of the office to the public

The increase in calls and emails can be attributed to regulatory changes, communications sent out to clients on matters such as the fee increase, *Professionally Speaking/Pour parler profession* content, single sign-on Members' Area login issues, Anti-Black racism and the mathematics proficiency test. An additional component was issues such as those identified above resulting in longer wait times and clients then trying to reach the College through multiple channels.

- Client Services continues to manage interactions from members, applicants, stakeholders and the public in general via telephone and email. Finance, Records and Evaluation Services generate courtesy callbacks, internally. They cover a wide range of queries from financial questions and document concerns to evaluation requirements. Client Services receives these call back escalations through our Customer Relationship Management (CRM) software and places these outbound calls.

The outbound calling campaigns assist internal partners to recruit members for focus groups and other College outreach initiatives. As a result of COVID-19, we did not host any focus groups last year. Client Services also uses this method to capture and update current and relevant member contact information for our database. The unit uses the dialer software, a component of our call centre management systems, to facilitate these outbound calling campaigns.

Issue	2020	2019
Applicants who paid their fees to activate membership	5,825	5,526
Members who, subsequent to certification, paid their own fees	82,595	83,025
In-person attendance at Certification Information Sessions – 10 sessions per year	56	253

Due to the pandemic, information sessions were cancelled from March to December 2020, which accounts for the low attendance numbers.

- The Applicant Eligibility Assessment Tool is a free online assessment tool based on the College's certification requirements that takes approximately 30 minutes to complete. The tool is designed to help internationally educated teachers make an informed decision on applying for licensure in Ontario. It does not provide a certification decision, which is made clear in the disclaimer. Through the tool, internationally educated teachers are able to input information about their credentials and language proficiency,

which returns information on the likelihood of them meeting our regulatory requirements. The tool also provides general information on the certification process.

Applicant Eligibility Assessment Tool Activity	2020	2019
Number of times viewed	37,354	36,807
Number of times used	11,552	11,100

Member and Non-Member Statistics

Status	April 2021	April 2020
<u>Appears on the Public Register</u>		
Good Standing (incl. subject to terms, conditions, limitations)	232,964	234,394
Retired	162,099	156,410
Suspended Non-Payment of Fees	73,718	73,245
Expired	21,575	21,636
Cancelled – Resigned	3,267	3,334
Revoked	420	370
Cancelled	267	269
Suspended and Suspended – Interim	102	92
Sub Total	494,412	489,750
<u>Does Not Appear on the Public Register</u>		
Deceased	38,385	35,707
Unprofiled ⁽¹⁾	21,023	20,971
Closed	12,589	12,691
Removed	6,490	6,417
Unsubmitted ⁽²⁾	5,498	5,479
Document Assessment	5,360	5,739
Denied	3,298	3,249
Never Registered	1,013	1,013
Evaluation Validity Expired	969	980
Waiting for Payment Approval	440	446
Applicant Hold	403	377
Submitted to Evaluation	376	620
Cancelled by Minister	121	121
Administrative Review	77	31
Credential Evaluation Letter	10	10
Under Registrar Review	3	5
Sub Total	96,055	93,856

Member and Non-Member Statistics

Status	April 2021	April 2020
Total	590,467	583,606

⁽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.

Standards of Practice and Accreditation

Description	Statistics
Find an AQ January 1 – May 5, 2021	171 (143 EN) / (28 FR)
Accreditation: Submitted Courses during the period January 1 to May 5, 2021	117
Courses Accredited during the period January 1 to May 5, 2021	84
Governance Reviewed during the period January to May 5, 2021	4
Sample/Feedback Reports during the period January 1 to May 5, 2021	3 in progress
<i>Thought Exchange</i> (Inclusive Classroom)	533 Participants 544 Thoughts 9,260 ratings Status: Open until May 14, 2021
<i>Thought Exchange</i> (Teaching and Learning through E-Learning)	189 participants 201 Thoughts 3,529 ratings Status: Closed March 16, 2021
Draft AQ Course Guidelines in Provincial Validation until July 12, 2021	23 EN 23 FR

Find an AQ Feedback Analysis

171 Inquiries received from January to May 2021

143 English language inquiries & 28 French language inquiries

NATURE	AQ COURSES	PROVIDERS
<p>The nature of the inquiries:</p> <ol style="list-style-type: none"> 1. General information about a specific course 2. Providing feedback about courses 3. Online and/or Face-to-Face availability of a course 4. When and where to take a specific course 5. Recommending a course to a specific provider 6. Qualification requirements 7. Course registration process 8. Recommending a course be offered in French 9. Course Equivalency 	<p>The top AQ Courses/Programs referenced in the inquiries:</p> <ul style="list-style-type: none"> • Teaching Students with Communication Needs (Autism Spectrum Disorder) • Guidance and Career Education • Mathematics • English • Health Care 	<p>The top 5 Providers referenced in the inquiries:</p> <ul style="list-style-type: none"> • York University • Brock University • University of Ottawa • Elementary Teachers' Federation of Ontario • Western University

- Staff have continued to work virtually with providers and review panels in varying stages of the accreditation process. Ongoing core work pertaining to Ontario Regulation 347/02 Sections 18, 21 and 32(4) includes:

Section 18 Initial Accreditation Or Renewal of Accreditation	Section 21 Review, Substantial Change in Program
<p>Université d'Ottawa 3 French-language programs [anticipated decision – May 2021]</p>	<p>Lakehead University – Addition of Intermediate/Senior areas of study at the Orillia campus [carry-forward; decision pending Senate approval]</p>
<p>University of Ottawa Indigenous Teacher Education program [site visit June 2021]</p>	<p>Trent University – Change in assessment practices and addition of Environmental Science Intermediate/Senior teaching subject area to its consecutive program</p>
<p>Université d'Ottawa French-language Technological Education program [application submission May 2021]</p>	
<p>Queen's University 5 programs + 2 new multi-session programs [application submission June 2021]</p>	

Investigations and Hearings

- In the first quarter of 2021, the College's Internal Resolution team completed three hearings before the Discipline Committee. The team currently has carriage of nine open matters, three of which are scheduled for hearings in May or June. The College anticipates a substantial increase in activity once the Investigation Committee resumes referring matters to the Discipline Committee. In addition to internal files, Professional Conduct continues to provide prosecution, penalty and scheduling instructions to the College's external legal teams.

	2021 (to date)	2020	2019
Complaint Resolution			
CR/Resolution by Undertaking assessments (all complaints are assessed for suitability)	110	284	386
CR resolutions (agreements adopted by single-member IC panels)	0	61	86
Resolutions by Undertaking (incompetence/TPA complaints)	1	3	9
Internal Resolution			
DC assessments (all DC referrals are considered for possible Internal Resolution prosecution)	6	65	158
DC hearings completed by Internal Resolution staff (in-house prosecutions staff)	3	25	36

- The following chart summarizes concerns received at Intake for the period of January 1 to March 31, 2021, compared to the same period the previous year.

Description	2021	2020
Origin of Concerns for New Intakes		
- Member of the public	66	90
— Secretary of Board – Teacher Performance Appraisal ⁽¹⁾	2	2
- Member of the College	14	16
- Registrar (including employer notifications)	75	111
- Minister of Education	0	0
Total New Intakes	155	217
- Resolved at Intake ⁽²⁾	63	105
• Employer notifications resolved at Intake	13	25
- Transferred to Investigations Unit ⁽²⁾	107	118
- Active Intake files	46	83
Therapy and Counselling Funding Program		
- New applications	0	0
- Applications approved	0	0
- Applications denied	0	0
- Applications being processed at end of reporting period	0	0

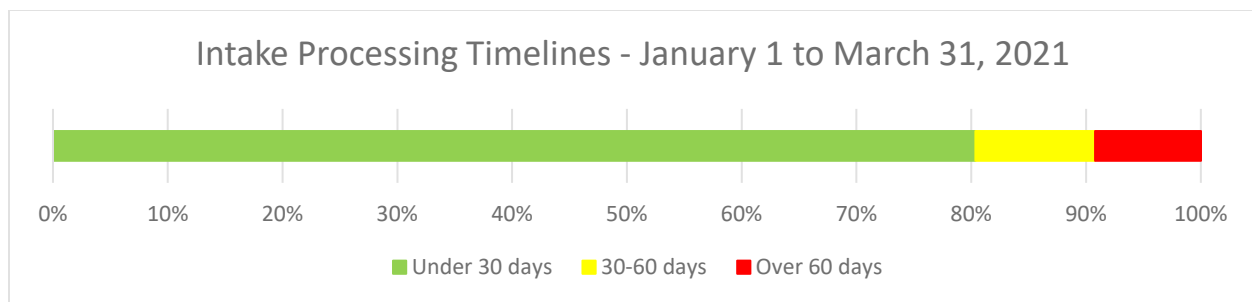
- (1) Reports related to resignation or termination as a result of unsatisfactory teacher performance appraisal.
- (2) The number of Intake files noted as “Resolved at Intake” and “Transferred to Investigations Unit” in this chart may have been received by the College in a previous reporting period. The number of matters resolved or closed during a reporting period will therefore not match the number of new files received during the same period.
- Between January 1 and March 31, 2021, Intake received approximately 120 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 161 formal expressions of concern and employer notifications from January 1 to March 31, 2021. Timelines for Intake processing these files are as follows:

Files completed in under 30 days – 131 (81.4% of all files)

Files completed in 30 to 60 days – 17 (10.6% of all files)

Files completed in over 60 days – 13 (8% of all files)



- The Investigations Unit continues to focus on statistical tracking. File dispositions are tracked in increments of 120 days; 6 months; 8 months; 10 months and 12 months. The unit also continues to capture statistics reflecting files closed and/or abandoned during the investigation stage. There was an increase in 2020 of 29% of files disposed of within 120 days compared with 21% in 2019 (11% in 2018). The percentage of matters completed within 6 months dropped slightly from 32% in 2019 to 26% in 2020 (16% in 2018). The percentage of matters completed within 12 months was comparable, with 14% disposed of within this timeframe in 2020 compared with 13% in 2019 (37% in 2018).
- The following is a summary of the disposition of cases concluded by panels of the Investigation Committee to March 31, 2021, with comparatives for the years 2020 and 2019.

Disposition of Cases	Jan. 1 to Mar. 31 2021	Jan. 1 to Dec. 31 2020	Jan. 1 to Dec. 31 2019
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)	1	12	7
Referred to Discipline Committee under clause 26(5)(a)	2	65	158
Referred to Fitness to Practise Committee under clause 26(5)(a)	0	8	15
Not referred under clause 26(5)(a) or (b) and no further action taken	4	26	33
Written reminder under subsection 26(5)(d)	0	10	5
Written advice under subsection 26(5)(d)	0	13	12
Written caution under subsection 26(5)(d)	1	26	37
Written admonishment under subsection 26(5)(d)	0	24	22
Oral admonishment under subsection 26(5)(c) (in person)	1	41	28
Resolved through complaint resolution under subsection 26(5)(d)	0	61	86
Resolution by undertaking under subsection 26(5)(d) *	2	17	9
TOTAL	11	303	412

* The total number of dispositions does not include matters that were withdrawn or abandoned before reaching a panel of the Investigation Committee (8 matters to date in 2021, 38 matters in 2020 and 33 matters in 2019).

- Summary of Investigation panel dates:

Investigation Panels (from March 4 to June 4, 2021)

March: 1 (seized panels from former committee panel meetings)

May: 18

June: 1

Single-Member IC Complaint Resolution (CR) Panels

May: 10 and 27

Upcoming Investigation Panels (June 7 to September 30, 2021)

June: 16 and 30

July: 13 and 27

August: 10 and 24

September: 8 and 22

- Summary of Hearing dates:

Hearings (from March 4 to June 4, 2021)

March: 8, 9, 22, 23, 25, 26, 30, 31

April: 1, 7, 16, 20, 21, 22, 23, 26, 27, 28

May: 5, 6, 7, 10, 11, 12, 13, 14, 17, 18, 20, 21, 25, 28, 31

June: 2, 3, 4

Upcoming Hearings (June 7 to September 30, 2021)

June 7, 8, 9, 14, 15, 16, 17, 18, 21, 22, 23, 25, 28, 30

July 5, 6, 7, 8, 12, 15, 27

August 9, 10, 11, 16, 19, 20

September 9, 14, 22, 24, 29, 30

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

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

- The following is a summary of the disposition and status of 28 cases, of which 1 was contested, concluded by panels of the Discipline Committee between January 1, 2021 and March 31, 2021:

Disposition of Cases	Number of Cases
Revocation	5
Suspension	12
Reprimand	6
Reinstatement permitted	0
Withdrew Notice of Hearing	2
Withdrew Notice of Hearing and TCL	0
Not Guilty	1
Cancelled-Resigned	2
TOTAL	28

- The cumulative number of open files for the Discipline Committee and Fitness to Practise Committees is summarized below:

2021	-	241 (to March 31)
2020	-	285 (full year)
2019	-	321 (full year)
2018	-	232 (full year)

- The following tables are included to highlight the work of the Discipline and Fitness to Practise Committees between January 1 and March 31, 2021. Data from previous years is included for comparison.

The “Concluded matters” table shows that 29 hearings were concluded in Q1 of 2021. A matter is considered to be concluded after the hearing has ended and the panel has issued its Decision and Reasons. During the first quarter of 2021, the number of concluded matters was 18% higher than average number of concluded matters during the first quarters of the previous three years (i.e., the 2018-2020 Q1 average).

Concluded matters – Q1

Month	2021 As of March 31	2020	2019	2018
January	8	12	5	13
February	10	16	6	6
March	11	9	5	2
TOTAL	29	37	16	21

- The Hearing/Writing/Pre-Hearing Days table shows the number of days spent working on matters by members of the Discipline and Fitness to Practise Committees, including hearing days, deliberations or decision-writing days and pre-hearing days. The amount of time spent conducting the work of the Discipline and Fitness to Practise Committees in Q1 of 2021 (39 days) is 56% higher than the 2018-2020 Q1 average (25 days).

Hearing/Writing/Pre-Hearing Days – Q1

Month	2021 As of March 31	2020	2019	2018
January	14	9	4	11
February	13	18	8	8
March	12	6	4	7
TOTAL	39	33	16	26

- The following three tables show the breakdown of the nature of the work conducted by the Discipline and Fitness to Practise Committees.

The Contested Hearings table shows that there were 9 contested hearings held over the course of 12 days in Q1 of 2021. This represents a 93% increase in the average number of contested hearings heard during the first quarters of the previous three years (i.e. the 2018-2020 Q1 average) and a 100% increase in the number of contested hearing days over that same period.

Contested Hearings (and number of actual contested hearing days) – Q1

Month	2021 As of March 31	2020	2019	2018
January	3 (6 days)	2 (2 days)	2 (2 days)	1 (2 days)
February	3 (3 days)	3 (5 days)	0	1 (2 days)
March	3 (3 days)	1 (1 day)	1 (1 day)	3 (3 days)
TOTAL	9 (12 days)	6 (8 days)	3 (3 days)	5 (7 days)

- The Agreements/Withdrawals table shows the number of uncontested proceedings per month. During Q1 of 2021, 23 uncontested proceedings were heard. This represents a

44% increase from the average number of uncontested proceedings heard during the first quarters of the previous three years (i.e., the 2018-2020 Q1 average)

Agreements/Withdrawals Heard – Q1

Month	2021 As of March 31	2020	2019	2018
January	2	4	2	5
February	10	15	9	3
March	11	6	3	1
TOTAL	23	25	14	9

- The Pre-Hearings table shows the number of pre-hearing conferences held per month. During Q1 of 2021, 4 pre-hearing conferences were held. This represents a 25% decrease in the number of pre-hearings held during the first quarters of the previous three years (i.e., the 2018-2020 Q1 average).

Pre-Hearings – Q1

Month	2021 As of March 31	2020	2019	2018
January	1	2	0	2
February	2	2	1	4
March	1	3	2	0
TOTAL	4	7	3	6

- The above data is remarkable when read in its proper context. There are two significant contextual factors to consider. First, during Q1 of 2021, Council was dissolved and the College entered into an unprecedented transition period that had an immediate effect on the Discipline and Fitness to Practise Committee members and the staff who support their work. Second, the COVID-19 pandemic had a major impact on operations during Q1 of 2021, unlike the first quarters of 2018-2020, which occurred before the pandemic. Despite these considerable disruptions to the operations of the Discipline and Fitness to Practise Committees, the number of concluded matters increased by 18% in Q1 of 2021 compared to the 2018-2020 Q1 average.

Furthermore, the Discipline and Fitness to Practise Committees spent considerably more time conducting their business in Q1 of 2021 compared to the 2018-2020 Q1 average (56% increase), despite the above-noted challenges. This increased time is reflected in the significantly higher volume of contested and uncontested proceedings held in Q1 of 2021 compared to the 2018-2020 Q1 averages. Nearly double the number contested proceedings and 44% more uncontested proceedings were held in Q1 of 2021 compared to the 2018-2020 averages. The above data highlights the exceptional commitment of the Discipline and Fitness to Practise Committee members.

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

Dr. Derek Haime, OCT
Registrar