

Registrar and CEO Report

Public Interest Rationale: This report assures the public that 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 fourth quarter (October to December 2024) as well as full-year comparison data and aligning actions with strategic priorities.

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

Introduction

I am pleased to provide my first report for the 2025 year, which highlights College work undertaken during the fourth quarter of 2024.

Progress of Strategic Activities

In Q4, there were two major focus for implementation of the strategic plan. Firstly, the College's Senior Leadership Team (SLT) took stock of strategic projects identified as key for progress on the strategic goals. Additionally, there were a number of operational projects that needed to be assessed and scheduled. In excess of forty projects were identified. This volume was anticipated. Through the long-term planning that occurred at the start of last year, 2025 was anticipated to be a year where some initial strategic plan work would conclude and new work would commence.

As such, the SLT went through a thorough exercise of assessing impact and effort for these projects. This enabled prioritization of the most critical projects and the budgeting of resources. Interim decisions were made for Q1 and beyond. It is anticipated that the SLT will revisit these priorities as 2025 further progresses.

A second area for College leadership and the strategic plan was the continued development of Key Performance Indicators (KPIs). As previously reported, a number of College leaders have been trained in the development of KPIs and in Q4 they continued to develop these tools. The KPIs are intended to provide Council members with insight into the outcomes and impact resulting from the strategic plan's implementation. Of the fourteen KPIs that are considered candidates for regular use in the Registrar's Report, two were brought to the test phase by the end of Q4.

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 will emphasize:



- Efficiencies with staff and technology for certifying internationally educated teachers.
- Certification and accreditation processes that target needs for Indigenous language, French, and Technological Education teachers.

Initial Teacher Education Program Accreditation in Priority Areas

In 2024, the Accreditation Committee reviewed and approved the renewal of six initial teacher education programs offered at three different faculties of education. Data in the Statistics section of this report (pgs. 15-16) show that these renewals include programs with pathways for the licensure of teachers in priority areas including:

- French as a Second Language (FSL)
- Indigenous education*
- Indigenous languages*

*These programs are offered in a multi-session consecutive format for individuals of First Nation, Métis or Inuit ancestry and/or who have an acceptable degree of fluency in a language in the Anishinaabek, Mushkegowuk, Onkwehonwe or Lenape language groups.

The multi-session program format allows for flexibility for candidates to complete a portion of the program's coursework (12 credits) and a minimum of 10 supervised practicum days in advance of being reported for a multi-session transitional certificate. With this certificate, candidates are available for employment in Ontario schools and can use teaching days to complete their practicum requirements while they are completing their programs of initial teacher education.

First Nations, Métis and Inuit Sharing Sessions

As you recall from my October Registrar's Report, in May 2024, the College held in-person sharing circle sessions with Indigenous community partners. The sessions were held to discuss the potential to develop a new pathway to teacher certification for First Nations, Métis and Inuit language speakers. There were 32 participants which included representatives of First Nations, Métis and Inuit community groups and associations from across the province, Faculties of Education, and the Ministry of Education. A commitment was made at this time to reengage in fall 2024.

In November 2024, the College hosted two follow up virtual sharing circle sessions with the same partners from the spring circles. Information shared included:

- Presentation on the College's role as teacher regulator
- Presentation by the Ministry of Education on the need for First Nations, Métis and Inuit language teachers
- Presentations of three endorsement circle models by community representatives:
 - Kanien'kéha (Mohawk Language) Circle,
 - Uqausilirijiit (Inuktitut Language) Circle,
 - Seven Generations Education Institute (SGEI) (Anishinaabe language) Circle

At present, the College is consolidating the feedback from its sharing sessions. This feedback along with ongoing discussions with several other First Nations, Métis and Inuit partners will assist the College and Ministry in the development of a conceptual framework of a new certification pathway. The timeline and further discussion on development of this new pathway is being guided by input from First Nations, Métis and Inuit partners.

Visit to First Nation Technical Institute, Tyendinaga Mohawk Territory

On December 16, 2024, College staff from both the Accreditation and Policy units were invited to First Nation Technical Institute (FNTI) to discuss the potential for an initial teacher education program for teachers of Indigenous languages. The visit included introductions to those involved with the development of the program, a community tour, and an update on the status of the program's Indigenous Advanced Education & Skills Council quality assurance review.

Staff responded to questions about the accreditation process and articulated the importance of appointing panel members to this accreditation review who would bring specialized expertise in Indigenous language teacher education. This would be the first Indigenous teacher education program for Indigenous people offered by an Indigenous institute.

This work with FNTI is aligned with Enabler 1 of the College's strategic plan as it is a concrete example of the College's commitment to agile processes to certify Indigenous language teachers. Staff are mobilizing a regulatory model that strives to be free from barriers to truth and reconciliation, and equity, diversity, inclusion, and access.

National Indigenous Education Symposium 2024

In October, College staff accepted an invitation from the Indigenous Institutes Consortium to participate in the Indigenous Teacher Education Workshop, that took place in Halifax, Nova Scotia, as part of the National Indigenous Education Symposium.

Staff were asked to lend leadership and accreditation expertise and to contribute to collective efforts to address the Indigenous teacher shortage challenge.

The symposium brought together leaders in Indigenous-led post-secondary education, knowledge keepers, educators from across the country and aspiring teachers with an emphasis on partnerships and collaboration. College staff have been invited to continue to participate in a national forum focused on increasing the representation of First Nations, Inuit, and Métis teachers in Canada's educational landscape.



Omnichannel Launch

In Q4 a soft launch of the Omnichannel system set the stage for a hard launch in January 2025. Omnichannel is a communications system that will enable the College to respond to high volumes of telephone and email inquiries with increased efficiency.

These operational improvements advance the strategic enabler *responsive client service for all stakeholders*. Multi-phase implementation will continue in a measured way throughout the period of the strategic plan, prioritizing continuous service provision and data use to monitor and improve responsive client service.

The first phase comprises a new platform for telephone communications, featuring automated features that increase capacity to provide timely, accurate responses.

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

Work in this area will emphasize:

- Engaging Ontario Certified Teachers in supporting the capacity of the profession to meet the needs of education in Ontario.
- Refreshing professional advisories to support professionalism.

Professional Advisories

The College's work on advice to the profession with respect to addressing hate and discrimination continues. Professional advisories (PAs) provide practical guidance on specific topics related to the professional practice of and obligations for OCTs.

In keeping with established PA development processes, critical and expert readers including legal counsel reviewed a preliminary draft in Q3-Q4. Significant feedback was received, and further refinement of the advisory is needed.

We expect to share the newly adapted draft with the Standards of Practice and Education Committee in advance of bringing the final PA to Council later this year.

Professional Standards Review

Research to inform the professional standards review continued throughout 2024. An analysis of a multi-year jurisdictional scan informed consultations with other Canadian regulators of the teaching profession and regulators of other professions in Ontario.

Internal focus groups were conducted in June with College staff representing all departments. Analysis of the consultations informed a status report that was presented to the Standards of Practice and Education Committee in September.

In October, provincial focus groups were held to collect a cross-section of perspectives and experiences from Ontario Certified Teachers (OCTs) and members of the public, with representation from English, French, Public, and Catholic systems from across the province.



In November, all College members were invited to respond to two questions:

- How important are the existing standards to your practice?
- What is the most important way that the professional standards could be revised to better reflect your practice?

More than 3,000 responses were collected from French and English-speaking OCTs. Qualitative data analysis of this input will continue through the first quarter of 2025.

Sexual Abuse Prevention Program – Compliance Implementation

On October 1, 2024, Council approved a regulation that enables the College to administratively suspend OCTs who do not meet the Sexual Abuse Prevention Program requirement. As a result of this regulation coming into force, the College initiated robust communications with OCTs who had not yet completed the program to advise them of the requirement. The College also provided employers with the names of OCTs they employed who had not yet completed the program. This outreach effort included:

- Direct emails to OCTs with the Incomplete status
- Compliance details published in *Your College and You*
- Memos to key stakeholders, such as school boards and affiliates
- Warning message prominently displayed in member accounts

The College further indicated to OCTs that if they did not meet the requirement by July 2, 2025, their certificate of qualification and registration would be administratively suspended. OCTs were also advised that in order to return to good standing, they must successfully complete the program and pay a reinstatement fee of \$130.

The College notes that the non-compliance rate has been reduced by 18% since initiating the communication plan.

In communicating to OCTs who had not yet completed the program, the College emphasized that its goal is to reach full compliance with the program and to not suspend certificates.

Sexual Abuse Prevention Program Completion Status as of February 12:

- Completed – 228,270 (98.71%)
- Incomplete – 2,824 (1.22%)
 - Annual Membership Fee paid by School Board or Private School - 1,100
 - Annual Membership Fee paid by OCT Member – 1,724
- To be completed (Members with extensions, etc.) – 153 (0.06%)
- Total Good Standing Members – 231,247



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.
- Ongoing legislative and regulatory refinements that bring efficiencies and are within the public interest.
- Internal processes that result in efficiencies and enhance procedural fairness.

Enhancements to Investigations and Professional Conduct Processes

Staff have developed a risk assessment tool that formalizes its established internal processes. This tool explains how the College assesses and addresses risk associated with concerns and reports received about members at the different stages of its complaint processes. In particular, it outlines how :

- the College's Intake unit triages incoming concerns
- the Investigations unit prioritizes high-risk cases that would likely expose students to a risk of harm, and,
- how lower-risk cases are addressed more quickly through the College's Complaint Resolution program.

Consistent with the College's commitment to transparency, the risk assessment tool is now available on the College website and can be accessed [here](#).

Additionally, staff have developed and implemented an expanded complaint categorization system that will allow for a more robust analysis of allegation types, leading to the ability to more accurately identify emerging trends. Once sufficient data is collected, it will be used to help guide the deployment of College resources and to assist in relevant Committee training.

Notice of Referral Process

Pursuant to amendments to subsection 30.2(8) of the *Ontario College of Teachers Act, 1996* and to Rule 9.03 of the *Rules of Procedure of the Discipline Committee and of the Fitness to Practise Committee*, the College has implemented the Notice of Referral process. Under this process, appropriate complaints involving findings of guilt and/or convictions in prior criminal proceedings for conduct that would constitute sexual abuse, prohibited acts involving child pornography and/or prescribed sexual acts can be referred to the Discipline Committee expeditiously.

These matters will lead to the mandatory revocation of a member's certificate of qualification and registration. Such matters are considered by the Discipline Committee (a panel of three or, on consent of the parties, by a single panelist on the committee's behalf) through brief written materials. The process aims to create efficiencies in the work of the Investigations, Professional Conduct, and Tribunals units. The first Notice of Referral matters were completed in December 2024.



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 stakeholders.
- The College's branding as Ontario's teaching regulator.

Reimagining Teacher Education Working Group

The Reimagining Teacher Education Working Group is co-chaired by a representative of the Ontario Association of Deans of Education (OADE) and the Council of Ontario Directors of Education (CODE), and includes representatives from a number of indigenous led organizations and the following education sector partners, as appointed by their respective organizations:

- Ontario Association of Deans of Education (OADE)
- Council of Ontario Directors of Education (PCODE, ECCODE, CODELF)
- Ontario Teachers' Federation and its Affiliates (AEFO, ETFO, OECTA and OSSTF)
- Principals' Groups (OPC/CPCO/ADFO)
- Ontario College of Teachers

The Working Group was developed from an earlier collaboration between the OADE and CODE. Recognizing the need to provide a wider forum to discuss teacher education, an enhanced Working Group was established in 2023, with an initial two-year mandate. The group meets quarterly.

In addition, the Ministry of Colleges and Universities and the Ministry of Education are observers to the Working Group. This is one of a very limited number of groups of its kind with such diverse representation of education partners. The College brings a unique voice as Ontario's teaching regulator and has contributed to the group's Interim Report.

Chairs and Vice-Chairs Session

As the College nears the end of its third year following the governance transition, an engagement and training session was held with all statutory and regulatory Committee Chairs and Vice-Chairs. This session included a governance refresher from Governance Solutions Inc., who had a pivotal role in leading the governance transition with the College in 2022, along with an interactive engagement portion designed to gather feedback to support the ongoing improvement of our regulatory governance structure.

This engagement with the Chairs and Vice-Chairs helped clarify their roles and responsibilities, including clarifying the regulatory governance framework, communication protocols, and reporting mechanisms to Council. It also strengthens the independence of the College by ensuring that the leadership within these committees has a clear and informed understanding of their duties, increases transparency around practices and expectations, and ensures governance practices are agile and responsive.

The feedback collected also identified areas for process improvement, particularly in tools and resources to enhance committee operations in a virtual setting. This information will be incorporated into a governance optimization project that supports the continued growth and independence of the College's governance model as it evolves.

Focus on Teaching Survey

In Q4, the College completed the initial analysis of data collected in the 2024 edition of the *Focus on Teaching* survey. Data analysis was conducted in several rounds and was guided by:

- a. Survey goals, as set by College leadership at the start of the project
- b. Survey results, as the College held to the tenet of 'letting the data speak for itself'
- c. Outcomes from the data analysis workshops in Q4, which was attended by a collection of decision-makers within the education system.

These workshops were facilitated by Forum Research Inc. on behalf of the College. The recommendations from these workshops were incorporated into the data analysis when they aligned with the College's mandate and in support of its distinct role.

Using analytical tables ranging from simple response frequencies on survey questions to more complex cross-tabulations of survey results, College leadership examined survey results and selected findings for inclusion in the Executive Summary and eventually, the final report.

The Executive Summary was provided to Council at this session.

The 2024 *Focus on Teaching* survey report and Executive Summary mark a return to the publication of trend data, with the results from comparable questions in the 2023 and 2024 *Focus on Teaching* surveys included in the appendix.

The 2024 *Focus on Teaching* report appendix will also see the return to the College providing key statistics of aggregated and anonymized College membership data, analyzed by independent, third-party resources. These statistics were noted as useful to several organizations in the education system, and the College has taken the steps to obtain and share them again, in support of improving the breadth and depth of data available to decision-makers in 2025.

College Landscape

Ontario Fairness Commissioner Recognition

The College's innovative work with relevant education partners to contribute to the provision of an adequate supply of qualified professionals, in accordance with Section 6(2) of *Fair Access to Regulated Professions and Compulsory Trades Act* (FARPACTA), has been highlighted in a special section on breakthrough initiatives in the [2023-24 Annual Report of](#)

[the Office of the Fairness Commissioner](#) (OFC). The report also contains risk rankings for regulators, where the College is identified as a low-risk regulator.

On November 22, 2024, the Manager of Evaluation Services co-presented a webinar for regulators hosted by the OFC entitled: *New Public Interest Obligation to Consult on Ensuring Adequate Numbers of Skilled Professionals*.

Communication Strategy for the Implementation of the Math Proficiency Test

In the fourth quarter of 2024, the College enhanced its multi-channel approach to informing members of the reinstatement of the Math Proficiency Test (MPT) as a certification requirement. This included:

- Direct outreach by email and mail to Ontario and IET applicants as well as Transitional and Multi-session Transitional Certificate holders explaining how the MPT certification requirement impacts them.
- Featuring reminders in all Q4 issues of *Your College and You* and *The Standard*. Applicants who submit a complete application for a general Certificate of Qualification and Registration (CQR) on or after February 1, 2025, must successfully pass the MPT.
- Memos delivered to key education partners, including faculties of education, and school boards. The school board memos specified that they may employ OCTs who hold transitional certificates, and they were encouraged to communicate MPT requirement details to them directly.
- Keeping stakeholders informed through regular meetings. For example, Investigation and Professional Conduct (IPC) staff used touchpoints with affiliates and associations to notify them of the requirement.
- Making updates to the College's Registration Guides and informational session videos for applicants.

Additionally, a multi-faceted operational strategy was implemented to establish the necessary internal processes for the requirement. The College continued to coordinate its implementation efforts with education partners, including the Education Quality and Accountability Office (EQAO), the Ministry of Education and faculties of education to ensure a smooth transition ahead of the MPT's reinstatement.

To support implementation of the MPT's reinstatement, the College is proactively monitoring and communicating potential risks to both the Ministry of Education and EQAO. Key areas of focus include ensuring that sufficient testing windows are available to avoid certification delays, particularly for second-year teacher candidates. The College is also recommending that faculties of education advise Ontario teacher candidates to write the test when they are ready. Additionally, we emphasize the importance of ongoing, clear, and up-to-date communication to support applicants and members in navigating this process successfully.



Faculty Presentations

The College continues to deliver presentations to teacher candidates enrolled in faculties of education across the province. These presentations are given to teacher candidates during their programs at key times to introduce them to the concept of regulation and to provide them with essential insights into the ethical standards and standards of practice. The sessions are designed to foster a better understanding of professional and legal responsibilities and the importance of adhering to the highest standards.

In addition to the regular schedule of presentations to teacher candidates, we have seen an increase in requests from faculties as well as school boards/employers to provide presentations or workshops to their teacher candidates and teaching staff, respectively, which highlight scenarios educators may encounter. The sessions are crafted around select professional advisories using plausible case studies to engage participants in discussion and self-reflection of their professional practice.

Conclusion

I trust that this information is a valuable tool in assisting with your governance, strategic decision-making, and oversight duties.

Linda Lacroix, OCT/EAO
Registrar and Chief Executive Officer

Attachments

- Appendix A – Quarterly Statistics

Appendix A – Q4 (October to December 2024) and Full Year Comparison Statistics

Membership Services

In Q4 of 2024, Client Services assisted clients using various communication channels. The total number of clients assisted via all communication channels listed in the table below was 23, 414.

Type	Q4 2024	2024 (Q1-Q4)	2023 (Q1-Q4)
Phone calls	15,494	59, 949	48,947
E-mails	5,785	23,389	31,943
Callback feature	2, 048	3, 928	389
Reception	15	137	265
Social Media	15	107	338
Outreach sessions	57	273	415

In the fourth quarter of 2024, the volume of answered calls was 15,494 with 2048 clients electing to use the call back feature. Overall, 17, 629 clients received assistance from a Client Service Assistant the same day they contacted the College.

New Members by Certification Type:

Certificate Type	Q4	2024 (Q1-Q4)	2023 (Q1 – Q4)
Certificate of Qualification and Registration			
• English	504	3,144	3,035
• French	57	326	346
Multi-Session Transitional Certificate of Qualification and Registration*			
• English	92	251	124
• French	26	143	21
Transitional Certificate of Qualification and Registration			
• English	686	4,079	923
• French	26	196	196
Temporary Certificate of Qualification and Registration**			
• English	N/A	N/A	2425
• French			101
TOTAL	1,391	8,139	7,171

*Renamed on August 30, 2023 from Transitional Certificate of Qualification and Registration

**Temporary certificate was discontinued in December 2023.

Of the Certificates of Qualification and Registration issued in the fourth quarter, 236 (42%) were issued to Internationally Educated Teachers. The number of internationally educated teachers that have been certified by the College has more than doubled since 2022, as shown below.

	2024	2023	2022
Number of Internationally Educated Teachers Certified	1738	1294	832

Average Number of Calendar Days to Approve	Q4	2024 (Q1 – Q4)	2023 (Q1 – Q4)
Ontario	0	0	0
Labour Mobility	9	12	25
International	44	61	134

The average certification timeline represents the number of calendar 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 fourth quarter of 2024, 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 Professions and Compulsory Trades Act (FARPACTA). All evaluations for internationally educated teacher applications received in 2024 have been completed within 60 business days as outlined in the Fair Registration Practices Regulation 271/09.

Applications for certification

Applicant Type	Q4	2024 (Q1 – Q4)	2023 (Q1 – Q4)
Ontario	1,537	6,379	5,258
Labour Mobility	120	599	613
International	234	2,941	2,088
TOTAL	1,891	9,919	7,959

In 2024, the College received 25 percent more applications than in 2023. The most significant increase was for applications from internationally educated teachers (IETs) with a 41 percent increase in applications compared to 2023. Notwithstanding the unprecedented application volume, the College maintained compliance with Fair Registration Practices Regulation 271/09 (FARPACTA).

Membership Statistics

Status	Dec. 31, 2024	Dec.31, 2023
Cancelled	265	265
Cancelled – Resigned	3,048	3,166
Expired	21,426	21,475
Good Standing	228,952	228,186
Revoked	503	493
Suspended	4	17
Suspended – Interim	92	86
Inactive/Non-Practising	255,675	252,934
Total	509,965	506,622

Standards of Practice and Accreditation

In-Service Teacher Education

Description	Q4	2024 (Q1 – Q4)	2023 (Q1 – Q4)
Accreditation: Submitted Additional Qualifications Courses	35	249	317
Courses Accredited	70	317	306
Governance Reviewed	3	17	16
Draft guidelines posted to website	16 (EN: 8, FR: 8)	134	82
Final guidelines posted to website	40 (EN: 17, FR: 23)	132	72

Find an Additional Qualification (AQ) Feedback Analysis

Oct. 1 – Dec. 31, (2024): Total Inquiries Received: 58 (47 English, 11 French)

Nature of Inquiries

- Expression of Interest to take the course – 14
- General inquiries – 13
- Qualification requirements – 9
- Recommending a course be offered – 7
- Recommending a Tech Course be offered – 7
- When and where to take a specific course – 3
- Online and in-person availability of a course – 2
- Recommending a course to a specific provider – 1
- Course registration process – 1



Top AQ Course Inquiries

- French as a Second Language – 5
- Holocaust Education and Countering Antisemitism – 5
- Construction Technology, Grades 11 and 12 – 4
- Mathematics, Grades 7 and 8 – 3
- Computer Technologies, Grade 11 and 12 – 2
- English – 2
- Guidance and Career Education – 2
- Health Care, Grades 11 and 12 – 2
- Mathematics – 2
- Special Education – 2

Full Year (2024): Total Inquiries Received: 300 (246 English, 54 French)

Nature of Inquiries

- Expression of Interest to take the course – 87
- General inquiries – 61
- Qualification requirements – 42
- When and where to take a specific course – 30
- Recommending a course be offered – 23
- Recommending a Tech Course be offered – 21
- Recommending a course to a specific provider – 10
- Course registration process – 10
- Online and in-person availability of a course – 9
- Providing feedback about courses – 6

Top AQ Course Inquiries

- Construction Technology, Grades 11 and 12 – 15
- Hospitality and Tourism, Grades 11 and 12 – 14
- French as a Second Language – 10
- Special Education – 10
- ABQ - Junior Division – 9
- Computer Technologies, Grades 11 and 12 – 9
- Holocaust Education and Countering Antisemitism – 6
- First Nations, Metis and Inuit Studies – 6
- Français – 6
- English – 6

Pre-Service Teacher Education

Staff have continued to work with program providers and review panels in varying stages of the accreditation process. In 2024, the Accreditation Committee rendered the following accreditation decisions:



Accreditation Decisions (2024)

Accreditation Renewals – Accreditation Renewal No Conditions

Wilfrid Laurier University

- Consecutive program with areas of study P/J, J/I and P/J with FSL focus

Western University

- Consecutive program with areas of study P/J, J/I, I/S and P/J with FSL focus

Nipissing University

- Consecutive program with areas of study P/J, J/I, I/S and P/J with FSL focus
- Concurrent program with areas of study P/J, J/I, I/S and P/J with FSL focus
- Multi-session consecutive Indigenous teacher education program for persons of First Nation, Métis, or Inuit ancestry with areas of study in P/J
- Multi-session consecutive Indigenous language teacher education program

Program Changes

Addition to Program – N/A

Substantial Change in Program – Lakehead University

- Adjustment in length and sequence of the multi-session Indigenous language teacher education program

Removal of Conditions

Brock University - Conditions Remain on Requirement 3.1

- Concurrent P/J program that combines studies in Aboriginal Education
- Removal of conditions related to accreditation requirements 5, 8, 10, 14 and 15

Université de l'Ontario français – No Conditions Remain

- Multi-session consecutive P/J program (FR)
- Removal of conditions related to accreditation requirements 8 and 15

Accreditation Revocation

Lakehead University

- Consecutive program of professional education with an area of study in teaching Native Languages was revoked.
- The multi-session consecutive Indigenous language teacher education program remains accredited.

Accreditation Expiry Extension

University of Windsor

- Accreditation period extended from May 31, 2024 to May 31, 2025

Redeemer University

- Accreditation period extended from April 26, 2025 to April 26, 2026

Investigations and Professional Conduct

Intake

Description	Q4	2024 (Q1 – Q4)	2023 (Q1 – Q4)
Origin of Concerns for New Intake files			
• Member of the public	201	623	508
○ Secretary of Board – Teacher Performance Appraisal (Number included in public complaints) ¹	1	8	3
• Member of the College	17	73	86
• Registrar (including employer notifications)	147	576	533
• Minister of Education	0	0	0
Total New Intake files	365	1272	1127
• Resolved at Intake ²	120	480	348
○ Employer notifications resolved at Intake	8	64	65
• Transferred to Investigations Unit ³	172	764	655
• Active Intake files	228	228	206
Therapy and Counselling Funding Program			
• New applications	0	4	5
• Applications approved	1	3	2
• Applications denied	0	0	0
• Applications being processed at end of reporting period	3	3	3

Between **October 1 and December 31, 2024**, Intake received approximately 250 telephone calls and email inquiries. While service standards state that calls and emails should be

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” 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.

³ 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.

answered on the same day as they are received whenever possible, accumulated volume in the Intake Unit has led to challenges in meeting that standard.

In addition to addressing concerns by telephone and email, Intake completed the processing of 292 formal expressions of concern and employer notifications from October 1 and December 31, 2024.

Processing timelines for these files are as follows:

Files completed in under 30 days – 227

Files completed in 30 to 60 days – 29

Files completed in over 60 days – 36

Investigations Statistics⁴

Disposition of Cases	Q4	2024 (Q1 – Q4)	2023 (Q1 – Q4)
Referred to Discipline Committee under subsections 26(5)(a) or 26(9)	11	55	36
Referred to Fitness to Practise Committee under subsection 26(5)(a)	0	1	5
Admonishment in person under subsection 26(5)(c)	9	34	48
Written admonishment under subsection 26(5)(d)	4	23	10
Caution in person under 26(5)(c)	11	36	12
Written caution under subsection 26(5)(d)	12	33	33
Advice under subsection 26(5)(d)	4	23	26
Reminder under subsection 26(5)(d)	8	22	15
Not referred following an investigation and no further action taken under subsection 26(5)(b)	18	88	73
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	14	47	43

⁴ 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.

improper purpose under subsection 26(2)(b) (Request for Direction)			
Undertaking to Resign under subsection 26(5)(b)	4	9	13
Undertaking - Medical	0	3	8
TPA Undertaking under subsection 26(5)(d)	0	0	1
Complaint resolution under subsection 26(5)(d)	32	118	123
Coursework under subsection 26(5)(d)(ii)	2	5	3
Total	129	497	449

The total number of files considered by the Investigation Committee does not include files that were abandoned or withdrawn. In Q4 of 2024, 20 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.

Between October 1 and December 31, 2024, panels of the Registration Appeals Committee met four times and heard five cases. The following table shows the number of requests for review received and decisions rendered in Q4 of 2024 and for the full year:

Registration Appeals Committee	Q4	2024 (Q1 – Q4)	2023 (Q1 – Q4)
Requests for review received	6	38	21
Decisions rendered	5	31	15

The Committee continues to process appeals fairly and expediently.

Tribunals

Discipline Committee Dispositions

The following is a summary of the dispositions from the 7 concluded discipline proceedings in Q4 of 2024 (i.e., from October 1, 2024, to December 31, 2024; including Notices of Referral which are disposed of without a hearing). Additionally, the discipline dispositions for 2024

as a whole have been outlined below. 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. There was a total of 39 concluded discipline matters in 2024.

Disposition of Cases – Discipline Committee	Q4	2024 (Q1 – Q4)	2023 (Q1 – Q4)
Revocation	3	15	26
Suspension	3	16	26
Reprimand	0	2	6
Cancelled-Resigned	0	4	3
Terms, Conditions or Limitations	0	0	0
Withdrawal of Notice of Hearing	1	2	0
Not Guilty	0	0	0
Reinstatement denied	0	0	1
Reinstatement granted	0	0	0
TOTAL	7	39	62

Fitness to Practise Committee Dispositions

In addition to the above dispositions, the Fitness to Practise Committee concluded one hearing in Q4 (i.e., from October 1, 2024, to December 31, 2024).

Cumulative Volume of Open Hearings Files

There were 94 open hearings files for the Discipline and Fitness to Practise Committees at the end of Q4 (as of December 31, 2024). The two committees note there has been a continued trend of an increase in the number of contested matters and a decrease in the number of uncontested matters. The cumulative number of open hearing files at the end of Q4 (i.e. as of December 31) for the Discipline and Fitness to Practise Committees for the past five years is summarized below.

- 2024 – 94
- 2023 – 69
- 2022 – 104
- 2021 – 148
- 2020 – 285



Communications

Social media

- The College's social media presence continued to grow from Q3 2024 to Q4 2024, with a very slight increase of 0.7% (459) in our total number of followers.
- Year-over-year, from 2023-2024, our total number of followers decreased by 1.5% (986). This decrease can be attributed to the deactivation of the College's Pinterest account in May 2023 and Instagram in November 2023.
- From Q3 2024 to Q4 2024 there was a 53.6% increase in inquiries, from 56 to 86.

Overall Growth: Since 2020, we've gained 28,572 followers across all platforms, reflecting consistent, organic growth.

The long-term trend remains positive, with sustained growth across active platforms.

Key Platform Insights:

- LinkedIn: The leading platform, with 16,701 new followers over five years.
- X (Twitter): Net gain of 2,529, though there was a slight decline in 2024. This isn't surprising given the platform's ongoing audience transformation.
- Facebook: Steady growth, adding 3,151 followers.
- YouTube: Continued upward trend, gaining 3,579 followers.

Decommissioned accounts

- Instagram: Grew by 2,490 followers before deactivation in November 2023.
- Pinterest: Minimal impact, with closure in May 2023.

These accounts were decommissioned because they were not for a fit for the College's mandate and role. For example, Instagram is a very lifestyle and picture-based social media platform, while the College's information tends to be more serious and text-based. Meanwhile, Pinterest is the platform for DIY-projects, an area that is also not suitable for the College.

Newsletters

- *Your College and You* (YCA) and *The Standard* continue to exceed the education sector average open rate

Your College and You (YCA)

- Q4 2024 Open Rates: 64% (English) and 61% (French), down 2% from Q3 2024.
- Year-Over-Year Change:
 - English: +8.6% (from 58% in 2023 to 63% in 2024)
 - French: +12.3% (from 57% in 2023 to 64% in 2024)



The Standard

- Yearly Stats (2024 vs. 2023):
 - English: No change (45%)
 - French: +4.2% (from 48% in 2023 to 50% in 2024)