



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 first quarter of 2025 (January to March 2025).

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

Introduction

I am delighted to share the College's Q1 Registrar's report, which highlights College work undertaken during the first quarter of 2025.

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 to advance certification of internationally educated teachers as well as Ontario and Labour Mobility applicants.
- Certification and accreditation processes that target needs for Indigenous language, French, and Technological Education teachers.

Online Application Development and Timelines

College staff have been working with Deloitte to develop a new Online Application platform. We are simultaneously harnessing automation to streamline elements of the application process that can be implemented before the launch. These include technology related to document intelligence to assist in obtaining correct documentation for proof of identity. The expected launch date for the new online application is Monday, October 6, 2025.

Accreditation of Indigenous Language Teacher Education Programs

Staff continue to work with Indigenous Institutes and the Indigenous Advanced Education and Skills Council (IAESC) to discuss efficiencies in the accreditation process for Indigenous language teacher education programs. As a follow up to the National Indigenous Education Symposium held in fall 2024, College staff participated in two winter sessions of the national forum facilitated by the Indigenous Institutes Consortium focused on increasing the number of First Nations, Inuit, and Métis teachers. Specifically, College staff provided accreditation expertise and information regarding pathways to certification within Ontario.

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

Work in this area will emphasize:

- Engaging Ontario Certified Teachers (OCTs) in identifying professional standards that reflect what is needed to teach in today's classrooms.
- Refreshing professional advisories to support professionalism.



New Professional Advisory on Addressing Hate and Discrimination

The topic of the College's latest advice to the profession is the *Professional Advisory on Addressing Hate and Discrimination*.

Professional advisories provide direction about issues of relevance to OCTs as well as practical advice to help navigate legal, ethical, and professional standards in their daily practice.

Accompanying this new advisory is a set of case studies, a first for the College. Based on real life occurrences, the case studies are a responsive resource for boards and schools. They are designed to provide examples of how to work through and react appropriately to acts of hate and discrimination. The case studies will be released as an appendix in August.

The advisory and case studies were approved by the Standards of Practice and Education Committee at their meeting on May 14th. The Committee had the opportunity to compare the content in the advisory and case studies against a set of guiding principles that direct the type of content that can and cannot be included in all professional advisories.

The guiding principles state that advisories must:

- Protect the public interest – Ontario's students
- Address relevant issues
- Provide guidance and advice to the teaching profession
- Align with the College's unique regulatory role
- Support the College's legislated objects (as applicable)
- Allow room for future growth and continual review
- Bolster the Strategic Plan by:
 - Supporting the goals
 - Modeling the enablers
 - Give members a starting point to learn

In contrast, the principles state that advisories cannot:

- Be political in nature
- Provide social commentary
- Be considered the final word on a given subject.

Both the advisory and the case studies provide a starting point for OCTs to examine and address hate and discrimination, including unconscious bias. They also highlight the professional and legal responsibilities of all OCTs as members of Ontario's teaching profession.

The professional advisory will launch later this month, and engagement – as well as distribution to the more than 228,000 OCTs – will take place throughout the year.



Cyclical Review Professional Advisories

The College is committed to maintaining the currency of its [Professional Advisories](#). Staff have initiated a preliminary review of the [Safety in Learning Environments: A Shared Responsibility - Professional Advisory](#) which was last updated in 2016. This advice aims to help all College members reflect on their practice so that they can remain current in their knowledge and skills to make responsible decisions with regard to student safety.

Professional Standards Review: Status Update

Research to inform the professional standards review continued in the first quarter of 2025. In February, the Standards of Practice and Education Committee received a status update, which highlighted broad themes that have emerged from the analysis of consultations with more than 3,000 OCTs and members of the public. Input suggests that refreshed standards should:

- uphold the principles of equity, diversity, inclusion and accessibility
- reflect currency of the profession, and
- signal adaptability to an evolving educational landscape.

Input also emphasized the need for more consistent opportunities for members and the public to engage with the professional standards, conveying that increased awareness could enhance a culture of accountability within the teaching profession.

In Q2, staff will continue to synthesize the data and make recommendations for the next steps in the revision process.

Sexual Abuse Prevention Program – Compliance Implementation

Since November 2024, the College has engaged in a robust information campaign concerning the mandatory Sexual Abuse Prevention Program (the “Program”) requirement. Members have been informed about the importance of completing the Program and the College’s obligation to suspend members who do not complete the Program by 11:59 p.m. on July 1, 2025.

The communications campaign includes:

- Updates to the College website, online members’ portal, and social media;
- Direct email and letter mail to members;
- Notices to school boards informing them of member employees who have not completed the Program;
- Employer webinars; and
- Memorandums to education partners.

Where We Are Today

The College’s communication campaign has yielded positive outcomes with 99% of members in compliance with the Program requirement as well as several school boards having achieved 100% compliance. The College has also provided accommodations for the completion of the Program, where appropriate, and in collaboration with the applicant or



member as well as the organization that facilitates the program, the Canadian Centre for Child Protection.

On May 1, 2025, the College sent out 60-day notices to members who had not completed the Program advising them of the compliance requirement.

After July 1, 2025:

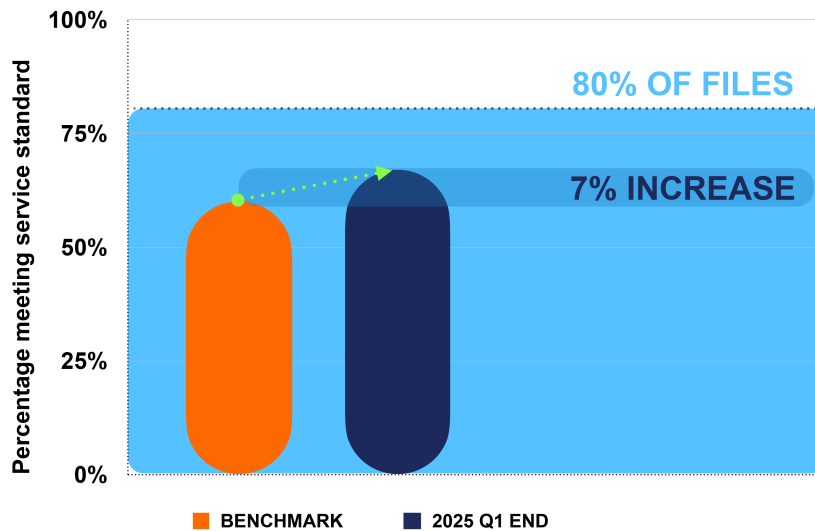
- Members who have not completed the Program requirement will have their license administratively suspended. Members who are suspended by the College will have their status changed to “Suspended administratively” on the public register.
- Members whose licenses are administratively suspended will not be able to teach in an Ontario publicly funded school until they return to good standing by completing the Program requirement and paying the \$130.00 reinstatement fee.
- Employers will be provided with a list of suspended members whom they employ advising them that these members are no longer permitted to teach.

The College’s goal continues to be compliance rather than suspension, and the aim is to have 100% adherence to the Program requirement prior to the suspension deadline.

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 support the public interest.
- Internal processes that result in efficiencies and enhance procedural fairness.



The College has set a goal of meeting the 90-day service standard for 80% of files from when the College is notified about a member’s alleged conduct to the date the Registrar

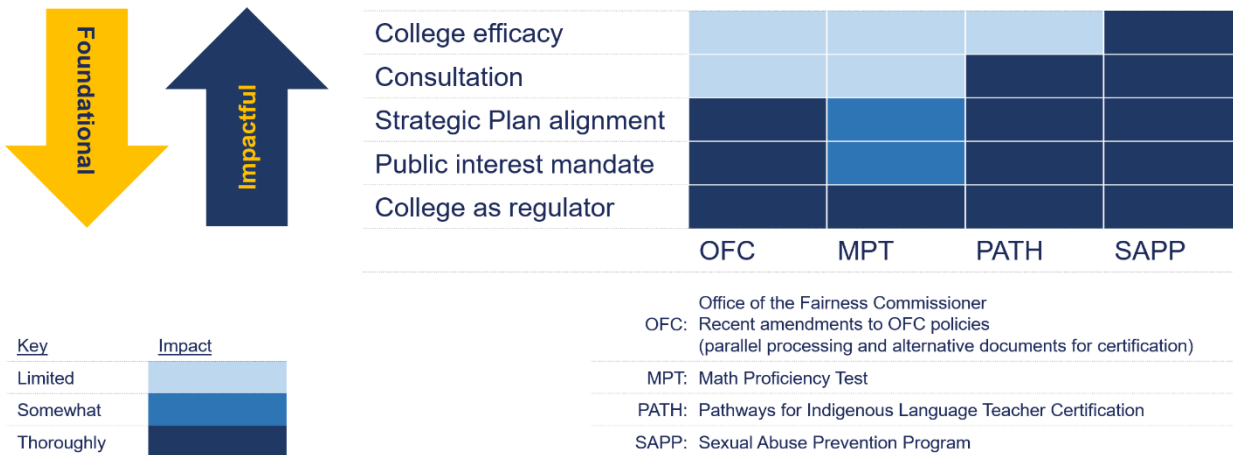
authorizes the investigator to seek an interim suspension of the member’s certificate before the Adjudicative Body of Chairs by December 31, 2025¹.

For the 15 most recent files ending in Q1 of 2025, the service standard was met 67% of the of time. This is a 7% increase from the previous quarter.

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.



The College has established an observable KPI that aims to ensure that at least three of the five indicators² are thoroughly met for each of the projects in the chart. For this quarter, three of the four projects meet this target.

While MPT is not one that is met, this is a government-initiated requirement that reflects the nuance of our role within the education system.

¹ This timeline is shorter than any investigation-stage timeline imposed by legislation, but it reflects the College’s commitment to the protection of students and the public interest. Within the 90 days, the College reviews the file, collects evidence, conducts any witness interviews, and prepares a comprehensive memorandum to the satisfaction of the Registrar. A 90-day timeline represents a reasonable balance of student protection and procedural fairness, while ensuring the Adjudicative Body of Chairs has sufficient information to make a timely but fully informed decision.

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

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



Focus on Teaching Survey

In Q1, the College's survey team entered the final phase of the 2024 Focus on Teaching survey process – reporting survey results in first the Executive Summary and then the survey report. The College's Communication unit led the development of both documents, supported by the senior leadership teams, survey team and external consultants.

The Executive Summary was reviewed with Council at their March 20, 2025 meeting. On April 17 the report and partial appendix were published on the College's website, and on April 30 the supplementary appendix was added. In total, the report includes data collected from the survey, along with key metrics on College registration data such as attrition rates, and other trends over 2023 to 2024.

Finally, in the first quarter, the College's survey team reviewed the lessons learned from the 2024 execution and prepared the plan for the 2025 survey. Several external survey resources were engaged and contracted, and the 2025 project was officially launched in March 2025.

The 2025 Focus on Teaching Survey has similar goals to 2024 and follows a similar approach. Group sessions will be held for key decision-makers in the education system and focus groups of teachers. The purpose of the sessions is to propose refinements for the 2025 survey and to gather insight about amending the survey to collect data specific to new teachers and teachers working in French language school boards.

The 2025 survey plan has a target survey launch in mid-August. This earlier launch would enable earlier publication and possibly better support decision-makers in the education system as they plan for the 2026-2027 academic year.

College Landscape

Progress of Development of KPIs

At the March 20th Council meeting, I included in my presentation an overview of two key performance indicators which would be added to my quarterly report. They appear above and have been updated to show our continued progress.

The College's leadership is continuing to develop these metrics as a means to share with the Council about progress towards our goals, in addition to the data that is provided. The intent is to focus on indicators that show performance at a level of "outcomes" and "impact". This is no easy feat. But I believe this careful work will make a difference for the Council in its governance oversight role.

We will continue to add KPIs through the remainder of the year and into the next, as we refine the necessary background work that makes them possible. More information to come.

Client Services Interactions

In Q1 of 2025, staff assisted 40,347 clients using various communication channels. Q1 stats for 2025 show an almost 50% increase in interactions over the same period in 2024.



We continue to track commendations and concerns as we prepare to introduce a client satisfaction survey. Client Services recently launched phase one of the Omnichannel, which is new contact centre software that comes with updated reporting capabilities. Once fully deployed, the Omnichannel will provide a toolkit to support robust monitoring of client satisfaction.

AI- Use Policy

The College has recently approved an AI-Use Policy for staff, which governs the application of AI technologies based on core guiding principles established through collaboration with multiple departments. We are currently looking at the roll out of this policy College-wide, along with AI specific training that will spread awareness around use of AI at the College. The IT unit is currently exploring several use cases that adhere to these principles, aiming to enhance efficiencies in key areas such as Membership Services and IPC.

Additionally, the College is leveraging a closed system called 'Microsoft Copilot' with 40 users from various departments to explore the benefits of using a chatbot and optimize daily operations.

In Q2 the priority remains to understand benefit realization from the use cases being piloted in Membership Services and IPC as well as Microsoft Copilot.

Governance Optimization

In 2022, the Council transitioned to a new governance model, which included a complete overhaul of the College's legislative and oversight framework. The success of this transition was due to the hard work of Council, Committee, and Roster members as well as staff who worked together to ensure its successful launch. This model has been recognized as sector-leading, and aligning with governance best practices. However, as with any systemic change, there is an opportunity to evaluate and enhance implementation. Since the transition, staff have been working to support continuous improvement and will continue to do so over the next few years. Council will have an opportunity to support the prioritization and identification of activities that are related to their governance responsibilities and will receive periodic updates on this work.

Upcoming Changes to the Registrar's Report

As many of you know, the Registrar's Report has undergone changes over the last year to ensure it aligns with the College's strategic goals. The second phase of this work is to consider how best to provide College statistics within the Registrar's Report to align with Council's oversight and governance role. Over the last quarter, the College has been working with Governance Solutions Inc. to identify best practices regarding the type and source of statistics. The goal of this work is to ensure that the utility of the Registrar's Report remains aligned with Council's governance function by highlighting trend data versus operational point-in-time data. This work continues into Q2 and will be shared with Council when completed.



Conclusion

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

Linda Lacroix, OCT/EAO
Registrar and Chief Executive Officer

Attachments

- Appendix A – Quarterly Statistics.



Appendix A – Q1 Statistics

Membership Services

In Q1 of 2025, Client Services assisted 40,347 clients using various communication channels. The breakdown by channel is below:

Phone calls: 24,561
E-mails: 7,657
Callback feature: 7,757
Escalated outbound calls: 139
Reception: 88
Social Media: 16
Outreach sessions: 129

In Q1, 32,561 clients received assistance from a Client Service Assistant the same day they contacted the College.

New Members by Certification Type:

Certificate Type	Q1
Certificate of Qualification and Registration	
<ul style="list-style-type: none"> English French 	856 111
Multi-Session Transitional Certificate of Qualification and Registration	
<ul style="list-style-type: none"> English French 	61 92
Transitional Certificate of Qualification and Registration	
<ul style="list-style-type: none"> English French 	1949 69
TOTAL	3,138

The College certified more teachers in the first quarter of 2025 than in any quarter of 2024. Of the Certificates of Qualification issued in the first quarter of 2025, 58% (562) were issued to internationally educated teachers.

Average Certification Timeline by Applicant Type (Q1)			
Applicant Type	January 2025	February 2025	March 2025
Ontario	0 calendar 0 business	0 calendar 0 business	0 calendar 0 business
Labour Mobility	12 calendar 7 business	12 calendar 8 business	10 calendar 7 business
International	40 calendar 25 business	26 calendar 18 business	29 calendar 20 business

The average certification timeline represents the number of days from the date the College is in receipt of all required documents to the satisfaction of the Registrar to the date the



certification decision was issued. For the first quarter of 2025, the average certification timeline for labour mobility applicants remained consistent and within the legislated timeline of 30 business days outlined in the *Fair Access to Regulated Professions and Compulsory Trades Act* (FARPACTA). During this time, the average certification timeline for internationally educated teachers also remained consistent. Some evaluation decisions for internationally educated teachers pertained to applications received prior to 2024 and thus were processed under the “120 days or best efforts” timeline. More than 60% of the evaluations completed were for applications received after January 2, 2024, and processed within 60 business days as outlined in the Fair Registration Practices Regulation 271/09.

Membership Statistics

Status	Mar.31, 2025	Mar.31, 2024
Cancelled	265	265
Cancelled – Resigned	3,032	3,152
Expired	22,427	21,460
Good Standing	232,925	232,098
Revoked	510	492
Suspended	3	12
Suspended – Interim	91	88
Inactive/Non-Practising	253,013	251,285
Total	512,266	508,852

Standards of Practice and Accreditation

Pre-Service Teacher Education

Accreditation Decisions (Q1 2025)

Accreditation Renewals – No Conditions

Queen’s University

- Multi-session consecutive program of professional education with areas of study in the Primary/Junior divisions with a focus on teaching French as a Second Language

Accreditation Period Changes

- **Ontario Tech University** – Accreditation period extended from November 29, 2025 to November 29, 2026
- **Brock University** – Accreditation period adjusted for all programs to May 23, 2027

Additional Qualification Course Accreditation: January – March, 2025

Number of Additional Qualification courses submitted: 78

Number of Additional Qualification courses accredited: 51

Governance reviews completed: 1

Find and AQ Inquiries January – March 2025

Total Inquiries Received: **116** (96 English, 20 French)

Nature of Inquiries

- General inquiries – 29
- Expression of Interest to take the course – 25
- Recommending a Tech Course be offered – 22
- Qualification requirements – 13
- Course registration process – 10
- Recommending a course be offered – 5
- Online and in-person availability of a course – 3
- When and where to take a specific course – 3
- Recommending a course to a specific provider – 2
- Recommending a course be offered in French – 2
- Providing feedback about courses – 1
- Course equivalency – 1

Top AQ Course Inquiries

- Mathematics – 9
- Teaching English Language Learners – 6
- Hairstyling and Aesthetics, Grades 11 and 12 – 5
- Computer Technology, Grades 11 and 12 – 4
- Teaching Students Who Are Deafblind – 4
- Construction Technology, Grades 11 and 12 – 4
- American Sign Language as a Second Language – 3
- Guidance and Career Education – 3
- Health Care, Grades 11 and 12 – 3
- Science, General – 3

Investigations and Professional Conduct

Origin of Concerns for New Intake files

Description	Q1 2025	Q1 2024
• Member of the public	155	144
○ Secretary of Board – Teacher Performance Appraisal (Number included in public complaints) ³	3	1
• Member of the College	24	22
• Registrar (including employer notifications)	180	130
• Minister of Education	0	0
Total New Intake files	359	296
• Resolved at Intake ⁴	213	154
○ Employer notifications resolved at Intake	11	10

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

⁴ The number of Intake files noted as “Resolved at Intake” in this chart may have been received by the College in a previous reporting period. The number of matters resolved or closed during a reporting period will therefore not match the number of new files received during the same period.



• Transferred to Investigations Unit ⁵	277	201
• Active Intake files	106	177
Therapy and Counselling Funding Program		
• New applications	7	0
• Applications approved	7	0
• Applications denied	0	0
• Applications being processed at end of reporting period	0	3

Between January 1 and March 31, 2025, Intake received approximately 175 telephone calls and email inquiries. Service standards dictate that voicemail messages are to be returned the day they are received, and emails are to be answered within three business days. High volumes have made this challenging but by the end of the reporting period, Intake was meeting these standards in most instances.

In addition to addressing concerns by telephone and email, Intake completed the processing of 490 formal expressions of concern and employer notifications from January 1 and March 31, 2025. Processing timelines for these files are as follows:

Files completed in under 30 days – 339

Files completed in 30 to 60 days – 34

Files completed in over 60 days – 117

Investigations Statistics⁶

Disposition of Cases	Q1 2025	Q1 2024
Referred to Discipline Committee under subsections 26(5)(a) or 26(9)	15	16
Referred to Fitness to Practise Committee under subsection 26(5)(a)	0	0
Admonishment in person under subsection 26(5)(c)	15	4
Written admonishment under subsection 26(5)(d)	5	7
Caution in person under 26(5)(c)	8	5
Written caution under subsection 26(5)(d)	16	8
Advice under subsection 26(5)(d)	6	8
Reminder under subsection 26(5)(d)	9	4
Not referred following an investigation and no further action taken under subsection 26(5)(b)	25	21
Refused to investigate: not related to professional misconduct or incapacity under subsection 26(2)(a), OR, frivolous, vexatious,	7	8

⁵ The number of Intake files noted as “Transferred to Investigations Unit” in this chart may have been received by the College in a previous reporting period. The number of matters resolved or closed during a reporting period will therefore not match the number of new files received during the same period.

⁶ The number of 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.



abuse of process, manifestly without substance or made for an improper purpose under subsection 26(2)(b) (Request for Direction)		
Undertaking to Resign under subsection 26(5)(b)	4	2
Undertaking - Medical	0	1
TPA Undertaking under subsection 26(5)(d)	0	0
Administrative Resignation 26(5)(d)	1	0
Complaint resolution under subsection 26(5)(d)	25	25
Coursework under subsection 26(5)(d)(ii)	0	1
Total	136	110

The total number of files considered by the Investigation Committee does not include files that were abandoned or withdrawn. In Q1 of 2025, 17 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 reviews and makes decisions on 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 January 1 and March 31, 2025, panels of the Registration Appeals Committee met 7 times and reviewed 10 cases. The following table shows the requests for review received and decisions rendered in Q1 of 2025 and for the same period in 2024:

Registration Appeals (Q1)

Requests for review received

- 2025: 10
- 2024: 11

Decisions rendered

- 2025: 9
- 2024: 11

Tribunals

Discipline Committee Dispositions

The following is a summary of the dispositions from the 17 concluded discipline proceedings in Q1 of 2025 (i.e., from January 1, 2025, to March 31, 2025; including Notices of Referrals which are disposed of without a hearing, as well as a motion on a constitutional question). Where a disposition included multiple sanctions (e.g., (1) reprimand; (2) terms, conditions or limitations; and (3) suspension) only the most severe sanction (i.e., suspension in the previous example) is recorded below.

Disposition of Cases – Discipline Committee

January 1 - March 31, 2025 (Q1)



- Revocation: 12
- Suspension: 1
- Reprimand: 1
- Cancelled-Resigned: 1
- TCL: 0
- NOH Withdrawn: 1
- Not Guilty: 0
- Reinstatement denied: 0
- Reinstatement granted: 0
- Other: 1

Fitness to Practise Committee Dispositions

There were no Fitness to Practise matters concluded in Q1.

Cumulative Volume of Open Hearings Files

There were 84 open hearings files for the Discipline and Fitness to Practise Committees at the end of Q1 (as of March 31, 2025). This represents a 17% increase from the number of open hearing files at the end of Q1 in 2024 (i.e. 72 open hearing files as of March 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.

Communications

Social Media

The College's overall social media presence continues to expand during the first quarter of 2025. Compared to Q4, 2024, our total number of followers in Q1 2025 increased by 1% (669) to 65,753.

Social media inquiries and responses

From January 1 to March 31, the total number of inquiries decreased by 30.1% (156), from 519 in Q4 2024 to 363 in Q1 2025.

The College's newsletters

Staff develops content, manages distribution, and monitors engagement metrics for the College's e-newsletters—*Your College and You*, sent monthly to members and applicants, and *The Standard*, our quarterly publication for the public. Both consistently meet or exceed the education sector's average open rate of 23%, demonstrating strong audience engagement.

Your College and You (monthly distribution)

In Q1, 2025, YCAY recorded a 44% open rate for English and 39% for French versions.

The most popular stories of each month for YCAY Q1 include:

English

- January: Final reminder: Math Proficiency Test certification requirement
- February: The Math Proficiency Test certification requirement is in effect
- March: Reminder: Keep your contact information current



French

- Janvier: Dernier rappel : Test de compétences en mathématiques
- Février: L'exigence du Test de compétences en mathématiques est entrée en vigueur
- Mars: Tenez vos coordonnées à jour

The Standard (quarterly distribution)

In Q1, 2025 *The Standard* recorded an open rate of 44% for the English edition, and an open rate of 51% for the French edition.