

## **REGISTRAR'S REPORT TO COUNCIL SEPTEMBER 26-27, 2019**

### **INTRODUCTION**

I am pleased to present my quarterly report to Council organized around the College's three current strategic priorities. The report also includes information in response to any undertakings noted from the May 2019 meeting of Council and a statistical overview of activity since the beginning of the calendar year.

The report begins with additional updates on recommended changes in legislation as well as other operational matters.

### **Update on the Ontario College of Teachers Act, 1996**

- Bill 48, the *Safe and Supportive Classrooms Act, 2018* received Royal Assent on April 3, 2019 amending the College's Act.

On September 1, 2019, two regulations came into force to address one component of those amendments: the entry to practice mathematics test.

With these regulations, new Ontario applicants will be required to successfully pass a math proficiency test before they can be certified. Internationally educated teachers may be certified with a condition to complete the math proficiency test within two years. This new certification requirement will apply to those applicants who complete their applications on or after March 31, 2020.

The test is not required of current Ontario Certified Teachers, however, they are able to write the test voluntarily if they so choose.

The math proficiency test will comprise both math content and pedagogical knowledge questions. The test will be developed by the Education Quality and Accountability Office (EQAO) and administered by the faculties of education. The College will be notified of individuals who successfully complete the test. There is no fee to write the test on the first attempt.

- Bill 31, the *Plan for Care and Opportunity Act (Budget Measures), 2018*, which received Royal Assent on May 8, 2018, also amends the College's Act.

The College continues to work with colleagues at the Ministry of Education on the funding for counselling/therapy provisions introduced into the College's Act through Bill 31. Provisions related to the College's Therapy and Counselling Program will come into effect on January 1, 2020. Although we await the final regulatory framework from government, I am sharing with Council members the regulatory framework being proposed by the College in our ongoing discussions as outlined in Attachment 1.

- On June 5, 2019, Bill 126, *La Francophonie Act, 2019* was introduced in the Ontario legislature. If passed, this bill will replace the current French Language Services Act with a new La Francophonie Act to codify and clarify the provision of French-language services in Ontario. The new Act will expand the definition of entities required to provide services bilingually to professional regulators.

The College's Act already includes that a person has the right to use French in dealings with the College. In support of this commitment, the College entered into an agreement with the Ontario Ombudsman (formerly the French Language Services Commissioner) in March 2018, to outline a protocol for the resolution of complaints about the College's provision of French services. College staff will continue to track and monitor this bill when the legislature resumes in October.

- With the conclusion of the May Council meeting, Council has concluded deliberation on all of the governance recommendations put forward by the Governance Committee. A number of the recommendations approved by Council can be acted on immediately, while others need to wait for the transition phase. The Chair and I met with the Deputy Minister on a number of occasions over the summer months and we are anticipating the introduction of further enabling amendments to the College's Act this fall. Following those Act changes, further regulatory amendments will be required. For your reference, Attachment 2 to this report identifies the recommendations approved by Council into those that can be acted on now versus those that require legislative or regulatory authority.

## **COLLEGE STRATEGIC PRIORITIES**

### **1. Strengthen transparency and accountability**

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

- College staff are developing a report on the College's annual Transition to Teaching study that will be released in February of 2020. Survey response rates for this year's study have been comparable to those of previous years.
- As referenced in my recent reports, in February 2018 a College member requested that the reprimand notation found on the public register in relation to the Discipline Committee's finding of professional misconduct made against the member on December 15, 2014 be removed. This request was declined because the penalty ordered was not limited to a reprimand, admonishment, counselling or a fine, and the College's Act and Bylaws therefore did not require the removal of the notation.

The member then brought an unsuccessful application for judicial review of the Registrar's decision. On February 26, 2019, the Divisional Court dismissed her application and noted that, "The rationale of the Registrar's decision was readily intelligible and within the range of outcomes that were reasonably available to him under the statute and the by-laws."

The member then sought leave to appeal the Divisional Court's decision. On May 30, 2019, the Ontario Court of Appeal dismissed the application for leave to appeal with costs. By refusing to grant leave to appeal, the Ontario Court of Appeal definitively brought this matter to a close.

The College's interpretation of its Act and Bylaws in relation to public register notations therefore stands. Public register notations promote transparency and accountability and the College will continue to ensure that notations are not removed unless the criteria for removal set out in the Act and the Bylaws are met.

- As reported previously to Council, the College is investigating options with respect to a shared services model with other Ontario regulators. In an effort to increase efficiency and effectiveness in the delivery of regulatory services, and to reduce costs to registrants and members, regulators nationally and internationally are pursuing service consolidation strategies. The College is currently an active participant in a number of regulatory networks that include policy, communications, human resources and credential assessments, and where there is interest in collaborative service. A national project that complements this shared services initiative is the Pan-Canadian credential assessment agency developed by the Registrars for Teacher Certification Canada to facilitate the assessment of teaching credentials held by internationally educated teachers.

A detailed proposal for a shared services program and a proposed motion for Council's consideration at the September Council meeting are outlined in Attachment 3 to this report.

- The College hosted focus group sessions in six Ontario communities this summer. Members and the public offered comment on a number of issues including College governance, the organization's name, topics for the future professional advisories, and the prospect of switching to an electronic membership package that would be accessible through the College app. A report on the College's findings will be posted to CouncilNet in the coming weeks.
- *The Standard*, the College's quarterly newsletter for members of the general public continued to use more direct and plain language to simplify complex subject matter such as investigating incompetence matters. In June, the English edition had an open rate of 28 percent, five percent higher than the April offering. The French edition's open rate was 36.3 percent. Popular information included online educational resources for parents, Council decisions, and the College's incompetence and Teacher Performance Appraisal guides.
- We continue to measure our response time to customer service enquiries on Facebook, the main social channel for such enquiries. Currently, the College answers most questions within 15 hours. As well, we have started to use website management software to resolve accessibility and quality assurance issues.
- The *Your College and You* e-newsletter for members and applicants continues to perform well. The average click rate for the first six months of 2019 was 4.2 percent in English (5 percent in French) compared to 1.8 per cent for the same period last year. A Bill 48 story

and an investigation case study received the most attention, with more than 13,000 and 7,000 clicks respectively in English (700 and 800 in French).

- Section by section, we are editing our website content to use plain language and eliminate jargon. The public protection and parents areas have already been revised and we're working on simplifying the members' area now.
- We developed a four-minute video insert to our Faculty of Education presentation package to highlight the work and responsibilities of Council and to encourage future involvement. The video will be shown to second-year teaching candidates and features the Chair, Vice Chair and four other Council members.
- Under the College's Act, the Discipline Committee may order costs and fines from members at the conclusion of a disciplinary process. Staff have developed a detailed process to track these orders including an escalation process in the event of non-payment.
- As per the College's purchasing guidelines, the organization recently initiated a review of contracts with legal service providers. The College is currently undertaking a Request For Information (RFI) process with respect to Independent Legal Counsel for the Discipline, Fitness to Practise, Registration Appeals and Accreditation Appeal committees, and legal counsel for the Executive and Investigation Committees (collectively, "ILC"). An RFI process was chosen to allow respondents to respond to specific questions and provide information about innovative ways to approach ILC services.

The RFI was sent to ten firms with demonstrated expertise in the regulatory sector, including current providers. Eight firms responded and a review of their proposals is currently underway. Committee Chairs who are dependent upon ILC to support their work were informed of the process in a memo dated June 19, 2019. An RFI process for prosecution and general legal counsel services will follow.

- In keeping with the Accreditation Unit's streamlined right-touch approach, staff have finalized the translation of all documentation required for accreditation reviews of French-language programs of professional education since the implementation of the Enhanced Teacher Education Program in 2015. The result is that all resources and tools are now translated and are available in a digital format with the benefit of them being adaptable to the specific needs of each review. The availability of these bilingual tools fosters a targeted procedure moving through the review process for providers, panel members, staff and the Accreditation Committee. Staff continue to work collaboratively to align all unit practices and ensure consistent support for all program providers.
- Staff have developed a tracking system to log and quantify relational work with providers in support of accreditation activities. Staff are often the first contact for faculties when the providers have questions. Often these queries are related to matters beyond accreditation, including admissions, academic credentials, certification and so on, for which other College departments may be consulted. The ability to consult with colleagues in other departments serves to enrich the collective understanding of all staff and this speaks to the value of our cross-departmental working relationships. Staff

continue to support open dialogue with all providers and these efforts are reflected in the College being seen as a responsive, knowledge-sharing resource.

## 2. Manage risk more strategically

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

- As part of the College strategic priority to manage risk more strategically through various initiatives including College data analysis, a project is underway to analyze Investigation and Discipline data as a possible basis for creating additional guidance and member resources. This project entails reviewing data from 1997 through 2018 to identify common elements in employer reporting as well as trends with respect to complaints and discipline.

The analysis is addressing demographic elements associated with member complaints such as age, stage of career, gender, teacher education, employer type and recidivism to determine whether any findings might suggest areas for further guidance and support to members that could mitigate future risk.

Preliminary findings from these analyses will be available to share with Council by the end of this calendar year.

- In Investigations and Hearings, the Tribunals Unit has been separated from the Professional Conduct Unit, in part to ensure the independence of the Tribunals' processes by creating a more formal division between the College's adjudicative arm and its prosecutions arm. Among the mechanisms implemented to ensure the independence of the College's tribunals, all working documents related to hearings (including draft and final decisions) can only be accessed by Tribunals staff.

Internal processes have also been revised to ensure the independence of tribunals by clearly setting out the roles of Tribunals staff and committee members with respect to drafting and reviewing discipline decisions. While staff provide administrative support to articulate a panel's decision and reasons, panel members are ultimately responsible for deciding matters and for their reasoning.

- Recognizing the consistent higher volume of referrals by the Investigation Committee to hearings, it is expected that significant numbers of hearing matters will be open at any given time. Case volume is based on employer reports and public complaints. It is outside of the College's control and does not allow for accurate forecasting. For example, referral rates have increased by more than 50 percent in the last 12 months. Where possible, College counsel endeavors to have matters move through the process, from referral by the Investigation Committee to final decision, within 24 months. Cases open beyond that time frame are impacted by factors such as medical issues where a member is unable to proceed with a hearing, difficulty locating witnesses, or criminal matters and appeals that are moving forward.

The College has implemented a system to flag files where Notices of Hearing are not issued within six months. Staff have also moved to an electronic review of Notices to ensure quicker processing. Prioritizing processing of hearing matters recognizes the

importance of timely outcomes in inspiring public confidence and ensuring administrative fairness to members.

- We doubled the size of Professionally Speaking's *At the College* section to highlight professional development activities and public awareness initiatives each month at the College and across Ontario. Profiled events included: the Standards of Practice and Education Unit's Ethical Leadership Institute; Additional Qualification guideline writing team meetings; international delegation visits; and College-attended parent events to help raise awareness about how we protect students and govern the teaching profession.
- The College recently produced audio versions of all existing professional advisories for download by members and the public in either English or French. The College was responding to focus group research which indicated that members would prefer alternate ways for accessing the advisory information beyond just print.
- The College will transition to a digital member renewal package beginning with the 2020 membership year. Members will receive an email confirming membership renewal at the time of their annual fee payment and be invited to download the College's app including membership card to their mobile device. This change will result in faster, more accurate information that supports sustainability and saves more than \$400,000 annually. Members who do not have access to a smartphone device will continue to be able to print their member card and Certificate of Qualification in the password protected member area of the College's website. This operational change was overwhelmingly supported by members during the focus group sessions held in the summer of 2019.
- Work on updating the College's existing professional advisory: *Professional Misconduct Related to Sexual Abuse and Sexual Misconduct* is complete and part of the Executive Committee report in this meeting package. The committee's report includes a motion seeking Council's approval of the updated advisory. Once approved, the advisory is scheduled to be distributed to members with the December 2020 issue of *Professionally Speaking*. The College continually monitors developments in education for any impacts on existing advisories.

### 3. Improve stakeholder engagement

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

- Live-streaming the Annual Meeting of Members at the end of May resulted in significant interaction. There were 462 total views of the proceedings online (402 English, 60 French) – an increase of almost 200 per cent from the previous year (160 total: 138 English, 22 French). English viewers spent an average 17.22 minutes watching, where French viewers stayed 10.57 minutes. Slightly more than half the views occurred via a desktop. The remainder watched by phone or tablet. Canadian viewers accounted for more than 90 per cent of the views, while U.S. viewers accounted for the remainder. French viewers included 12 from Algeria and four from the Ivory Coast.

- The College continues to actively promote member participation in AQ consultations, writing teams and policy development initiatives and to solicit participation in informal polls from education partners including AQ providers, parents and teachers.
- The College staffed information displays at a number of different events frequented by the parents and the general public in recent months. The information displays help the public to understand and have confidence that Ontario Certified Teachers are qualified, uphold both ethical and practice standards, engage in a variety of ongoing professional learning opportunities and are accountable for their practice.

Date	Event	Location
June 1	Parents partenaires en education Annual Conference	Toronto
June 22-23	Pride Toronto	Toronto
July 13-14	Belleville Waterfront and Ethnic Festival	Belleville
August 18	Burlington Children's Festival	Burlington
Sept. 22	Word on the Street	Toronto

As a result of the College's participation in these popular parent events, the subscription base to the College's free online e-newsletter The Standard has increased from 5,357 subscribers as at December 31, 2014 to 29,273 as at August 6, 2019.

- The Margaret Wilson Library continues to grow as an important resource to members and is an example of one of the benefits of self-regulation. The launch of a new library landing page with a single sign on to both the password protected member area and library borrowing will make it even easier for members to access these professional resources.
- The College continues to provide presentations to members enrolled in Principal's Qualification Program (PQP) and Supervisory Officer's Qualification Program (SOQP) across the province. The presentations reinforce the concept and importance of professional regulation, including the duty of the College to operate in the public interest and provide interactive case studies to help candidates understand and reflect on the standards of practice and the ethical standards as well as the investigations and hearings processes. Staff presented at 19 PQP and SOQP sessions from June to August 2019.
- The work of the College continues to attract attention as evidenced by the number of briefing requests received from international visitors. Delegations from around the world continue to inquire about the College's role in education as a professional regulator and are interested in hearing about a variety of our responsibilities, including certification requirements, the standards of practice and ethical standards, accreditation of both initial and in-service teacher education programs and the disciplinary process. Recently, the College has hosted delegations from the United Kingdom, Republic of Korea, People's Republic of China and Colombia.

Delegations are invited to share information concerning both their visit goals and their research focus. Any information provided by the delegations is available for Council members to review in the Margaret Wilson Library.

- The College visits Ontario faculties of education each year to provide teacher candidates with information on the role and responsibilities of the College. Presentations began in the early summer with sessions scheduled for teacher candidates enrolled in the specialty multi-session programs that prepare teachers of indigenous ancestry (Lakehead University and Nipissing University), technological education (University of Windsor) as well as the French-language alternative program (Université d'Ottawa). The schedule of presentations for the more traditional programs begins each fall at the end of August. The Chair participates in sessions for teacher candidates during their first two semesters that introduce the role of the College and the privilege of professional regulation. In addition, College staff present to teacher candidates in the third or fourth semesters of their programs to provide detailed information concerning specific aspects of the College's work, such as ethical decision making or advice provided to members through the issuance of Professional Advisories. Information regarding the registration process is also provided during these sessions. From June 1 to September 30, 2019, the College presented at 14 faculties of education.
- The next College sponsored *Inspiring Public Confidence* Conference will take place on June 2-3, 2020 at the Toronto Marriott Downtown Eaton Centre Hotel. Keynote presentations have been confirmed from Senator Murray Sinclair, the former Chief Commissioner of the Truth and Reconciliation Commission (TRC) and Blaise Aguirre, MD, a child and adolescent psychiatrist internationally recognized for his extensive work in the treatment of mood and personality disorders.

A Call for Workshop Proposals has been issued with a submission deadline of October 4, 2019. Registration for the conference is expected to open at the end of November 2019.

- Better communication of the benefits of professional regulation begins with an enhanced understanding within the Council at large regarding the nature and value of the work of Accreditation. In May 2019, the Chair of Council asked the Chair of the Accreditation Committee to prepare a professional learning session for Council. The mandate of the Accreditation Committee presentation has been developed collaboratively with staff and committee members. This session will be co-facilitated by the Chair and Vice-Chair of the Accreditation Committee at the September Council briefing.
- The vast experience and varied backgrounds of all staff continue to advance the work of the College. Some staff members who are also members of the College bring authentic educator experience as former classroom teachers, consultants, Education Officers (EDU), administrators as well as expertise from higher-education (Colleges and Universities). This lived experience of staff brings credibility to the accreditation of initial teacher education review process and with the work with all stakeholders. Staff bring authenticity in communicating about the privilege and benefits of self-regulation in the numerous sessions facilitated beyond the work of accreditation reviews of initial teacher education programs. In the first half of 2019 alone, staff facilitated 15 PQP/PQD presentations, four delegation visits, two Faculty visits and numerous other educative sessions, in both English and French, on the value of accreditation of initial teacher education programs as an upstream benefit of self-regulation.
- In collaboration with the Dean and the Coordinator of Indigenous Programs at Lakehead University, the College produced an Ojibwe version of the public submissions poster.

Faculty members translated and reviewed the text of the posters used to publicize the opportunity for public input from teacher candidates, instructors, associate teachers and other interested members of the community regarding the quality of the initial teacher education programs, including the Indigenous Language Teacher's Diploma program. In addition, the Faculty distributed PDF copies of both versions within an email containing a link to the public submissions page on the College website. Interviews for this review took place in mid-July with the public submissions portal available for the remainder of the month. The Dean reported that Faculty members expressed appreciation for the College's "openness to produce the materials in an Algonquian language".

- College staff participated with the French as a Second Language Labour Market Partnership Committee (FSL-LMPC) of the Ontario Public School Boards' Association. In June, the College was invited to provide input to the Ontario FSL Action Plan Consultation Survey. The survey invited input from stakeholders into the development of the FSL Action Plan that Ministry staff will develop for 2019-20. The College responses related most closely to our mandate, including initial teacher education pathways and the professional learning framework. The College will continue to support initiatives both provincially and nationally to address FSL teacher recruitment and retention.
- In May 2019, staff participated in a consultation session about the shortage of teachers in the French-language school system: Sommet sur la pénurie d'enseignantes et d'enseignants dans le système scolaire en langue française de la province de l'Ontario, at l'Université d'Ottawa. Other participants included stakeholders from the province's two French-language faculties of education, school boards, teachers' federations, school administrators' organizations and officials from both the Ministry of Education and the Ministry of Training, Colleges and Universities. Staff brought expertise on Accreditation of initial teacher education programs to the Summit and provided input to a questionnaire that accompanied the consultation.
- Staff engaged in meetings with educators and community members from Six Nations in support of the new Teaching and Leadership in First Nations, Métis and Inuit Settings AQ course.
- Staff have been collaboratively developing new standards based teacher education resources entitled, Exploring the Ethical Standards for the Teaching Profession through Rotinohsyón:ni Art, with First Nation Artist, Elizabeth Doxtater.
- Staff were invited by the Ministry of Education Indigenous Education Office to attend a Stand Up Ceremony of the Uqausilirijiit Circle at the Ottawa Carleton District School Board. Individuals from the Inuit community were "stood up" as a formal recognition by the community of their status as teachers of knowledge. It is hoped that these individuals will participate on the writing team for the Teaching Inuit AQ course guideline.
- College staff met via teleconference with staff from the University of British Columbia and the Provincial Resource Centre for the Visually Impaired to discuss the National Standards and how they might inform the content of the Teaching Students who are Blind Low Vision AQ course guidelines. They also met via teleconference with David

Lepofsky from VIEWS to discuss the guidelines and address the educational crisis in Ontario for students who are Blind/Low Vision.

- Staff shared information with the Ministry regarding the AQ feedback process. As a result of this conversation, staff developed a SharePoint site for the use of Ministry staff to house draft AQ course guidelines being reviewed for provincial validation.
- College staff have engaged in dialogue with the Chiefs of Ontario regarding research related to concepts embedded within the ethical standard of Care and the possible implication for AQ courses.
- The College has been facilitating the collaborative development of an Intentional Design resource with members of the profession, AQ course designers and AQ facilitators. The Intentional Design resource is an interactive, clickable PDF to support the intentional design of AQ courses from an inquiry and anti-oppressive stance. We hope it will continue to be a living document that can grow with the input of members of the profession.
- Staff continue to support the College's Strategic Priorities by planning, engaging in and facilitating activities related to initial and continuing teacher education as well as Additional Qualification (AQ) policy development and accreditation including the facilitation of an AQ Institute for AQ Course Designers and Facilitators related to exploring intentional AQ design from an inquiry and anti-oppressive stance, and an Open Space Technology Consultation for the Religious Education in Catholic Schools AQ Course Guideline.
- Staff released the second draft of the Teaching Students who are Deaf or Hard of Hearing Program guideline to all stakeholders and educational partners for provincial validation and released the following draft AQ course guidelines for provincial validation:

#### **Schedule C**

- Teaching Cree
- Teaching Students with Intellectual Needs (Developmental Disability)
- Teaching Students with Intellectual Needs (Giftedness)
- Teaching Students with Physical Needs
- Teaching Students with Behavioural Needs
- Teaching Students with Communication Needs (Learning Disability)
- Teaching Students with Communication Needs (Speech and Language)
- Teaching Students with Multiple Needs
- Schedule D (Parts I, II and Specialist)

#### **Schedule D (Parts I, II and Specialist)**

- Social Studies, Primary and Junior
- Kindergarten (I, II and Specialist).

- The following final Schedule E Honour Specialist AQ course guidelines were released to stakeholders and educational partners:
  - Geography
  - Health and Physical Education
  - History
  - Mathematics
  
- In collaboration with members of the profession, staff have been developing new standards based teacher education resources related to the following:
  - Environmental Stewardship and Ecological Literacy
  - Exploring the Ethical Standards for the Teaching Profession through Rotinonhsyón:ni Art
  - Perceptions from Practice – Exploring Special Education
  - Learning Profiles: Honoring and Supporting Diversity and Uniqueness
  - Fostering Cultures of Wellbeing within Professional Practice
  - Visual Pedagogies: Exploring Well-Being in Practice

## STATISTICS

### College Staffing

- Recruitment is ongoing as vacancies arise from time to time in the 177.5 regular staff positions approved by Council for the 2019 budget. The following summary includes regular College staff, staff seconded from school boards and temporary staff as of August 31, 2019:

Budgeted positions for 2019	<u>177.5</u>
Staff with regular appointments	161
Temporary staff replacing staff on leaves and vacancies	12
Staff seconded from school boards	3
Current vacant positions (interim)	1.5
	<u>177.5</u>

## Services to Members

### Additional Qualifications (AQ) and Equivalencies

Type of AQ	Total AQs added to member files Jan. 1–Dec. 31, 2018	Total AQs added to member files Jan. 1–Dec. 31, 2017	Percentage change
Additional Qualifications	30,843	31,276	-1%
AQ Equivalencies	388	404	-4%

The most frequently awarded English AQs in 2018 were:

English AQ Awarded	Total added to member files Jan. 1–Dec. 31, 2018	Total added to member files Jan. 1–Dec. 31, 2017
Special Education, Part 1	3,620	3,608
Mathematics, Primary and Junior, Part 1	2,439	3,122
Teaching English Language Learners, Part 1 / English as a Second Language, Part 1	1,825	1,813
Special Education, Part 2	1,573	1,639
Kindergarten, Part 1	1,320	1,473

- While the top AQs awarded remained the same from 2017 to 2018, there was a decrease in the number of qualifications awarded in Mathematics, Primary and Junior, Part 1. A Ministry-funded initiative was in place to enhance teachers' understanding of instructional strategies for teaching mathematics, possibly, contributing to increased enrolment in this AQ in previous years.

The most frequently awarded French AQs in 2018 were:

French AQ Awarded	Total added to member files Jan. 1–Dec. 31, 2018	Total added to member files Jan. 1–Dec. 31, 2017
Éducation de l'enfance en difficulté, partie 1	217	186
Éducation religieuse en milieu scolaire catholique, partie 1	164	139
Éducation de l'enfance en difficulté, partie 2	94	106
Éducation de l'enfance en difficulté, spécialiste	108	97

<b>French AQ Awarded</b>	<b>Total added to member files Jan. 1–Dec. 31, 2018</b>	<b>Total added to member files Jan. 1–Dec. 31, 2017</b>
Intégration de la techno de l'info et de la com. dans l'enseignement, partie 1	57	47
Qualifications à la direction d'école, Partie 2	57	42

### **PQ Additional Qualifications**

<b>Type of AQ</b>	<b>Total awarded Jan. 1–Dec. 31, 2018</b>	<b>Total awarded Jan. 1–Dec. 31, 2017</b>	<b>Percentage change</b>
Part/partie 1	908	984	-8%
Part/partie 1 (Equiv)	1	3	-67%
Part/partie 2	859	862	-
Part/partie 2 (Equiv)	0	3	-100%

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

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

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

While Evaluation Services received a slight increase in labour mobility applications in 2018 when compared to 2017, the College did not receive applications from those who hold principal certificates in Canadian jurisdictions. In 2017, with the exception of one, all PQ equivalencies granted were based on principal certificates from other Canadian jurisdictions.

### **Supervisory Officer Additional Qualifications**

<b>Type of AQ</b>	<b>Total processed Jan. 1–Dec. 31, 2018</b>	<b>Total processed Jan. 1–Dec. 31, 2017</b>	<b>Percentage change</b>
SO	96	70	+37%

In 2018, there was a 37 per cent increase in Supervisory Officer (SO) Qualifications awarded when compared to 2017. When reviewing the SO qualifications awarded over a three-year

period, the 96 SO qualifications awarded in 2018 is consistent with the 89 SO qualifications added in 2016. We will continue to monitor to determine if there are any trends.

### **Additional Qualifications to Satisfy Conditions**

A Certificate of Qualification and Registration with conditions may be issued to members who have incomplete requirements related to their teacher education program. With the implementation of the enhanced teacher education program on September 1, 2015, the College expanded this practice. If an applicant's teacher education program is at least two semesters of postsecondary study but less than four, the Registrar imposes conditions to complete additional teacher education coursework. In many cases, the condition added refers to the completion of one or more courses in complementary education coursework which is used to satisfy the duration component of the professional registration requirement. In these cases, members are required to successfully complete one or more additional qualification courses listed in Schedule C. In 2018, 454 Additional Qualifications from Schedule C were completed by members to satisfy conditions related to incomplete requirements. This is an increase from 2017 when 280 Additional Qualifications from Schedule C were completed by members to satisfy conditions related to incomplete requirements.

### **The Schedule C Additional Qualifications (AQs) most frequently used to satisfy conditions were:**

<b>Schedule C AQ</b>	<b>2018</b>	<b>Schedule C AQ</b>	<b>2017</b>
Classroom Management	86	Classroom Management	51
Student Assessment and Evaluation	60	Student Assessment and Evaluation	46
Teaching Students with Behavioural Needs	53	Teaching Students with Behavioural Needs	37
Occasional Teaching	40	Occasional Teaching	29
Teaching Students with Communication Needs (Autism Spectrum Disorder)	33	Orientation to Teaching in Ontario	19

### **The 5 most frequently awarded English Schedule C qualifications completed by members (awarded or used to complete conditions) in 2018 were:**

<b>Schedule C Additional Qualification Title</b>	<b>Members Reported</b>
Mathematics, Grades 7 and 8	195
Teaching and Learning Through e-Learning	178
Teaching Students with Behavioural Needs	131
Special Education for Administrators	116
Student Assessment and Evaluation	96

In 2018, 11 members were awarded the following French Schedule C qualifications:

Schedule C Additional Qualification Title	Members Reported
Mathématiques - 7e et 8e année	5
Éducation de l'enfance en difficulté pour les administrateurs	4
Enseignement aux élèves ayant des besoins particuliers (troubles de comportement)	1
Enseignement aux élèves ayant des besoins particuliers en communication (trouble d'apprentissage)	1

Members certified with conditions after August 31, 2015:

Jurisdiction	Total certified	Fulfilled all conditions	Members with outstanding conditions
Ontario	675	52	623
International	1,883	382	1,501
<b>Total</b>	<b>2,558</b>	<b>434</b>	<b>2,124</b>

- Of all those certified with conditions in 2016 (730), 36 percent (260) have fulfilled all their conditions. These members have until 2021 to complete their conditions (prior to the certificate expiry date.)
- Of all those certified with conditions in 2017 (720), 17 percent (122) have fulfilled their conditions. These members will have until 2022 to complete their conditions (prior to the certificate expiry date.)
- Of all those certified with conditions in 2018 (563), 9 percent (50) have fulfilled their conditions. These members will have until 2023 to complete their conditions (prior to the certificate expiry date.)

The College will continue to monitor these files as members approach their date of certificate expiry.

## Member and Non-Member Statistics

Status	August 2019	August 2018
<u>Appears on the Public Register</u>		
Good Standing (incl. subject to terms, conditions, limitations)	233,052	232,444
Retired	151,623	145,819
Suspended Non-Payment of Fees	78,886	82,108
Expired	21,650	21,675
Cancelled – Resigned	3,379	3,453
Revoked	347	317
Cancelled	270	270

## Member and Non-Member Statistics

Status	August 2019	August 2018
Suspended	95	88
Sub Total	489,302	486,174

### Does Not Appear on the Public Register

Deceased	34,139	31,730
Unprofiled <sup>(1)</sup>	20,922	20,892
Unsubmitted <sup>(2)</sup>	9,358	8,202
Closed	6,712	6,493
Removed	6,366	6,286
Denied	3,196	3,152
Document Assessment	3,083	2,927
Never Registered	1,013	1,013
Evaluation Validity Expired	984	1,006
Submitted to Evaluation	584	377
Applicant Hold	320	277
Waiting for Payment Approval	318	286
Cancelled by Minister	123	124
Waiting for AMF Payment Approval	107	126
Administrative Review	70	69
Sub Total	87,295	82,960
<b>Total</b>	<b>576,597</b>	<b>569,134</b>

<sup>(1)</sup> 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.

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

## Margaret Wilson Library

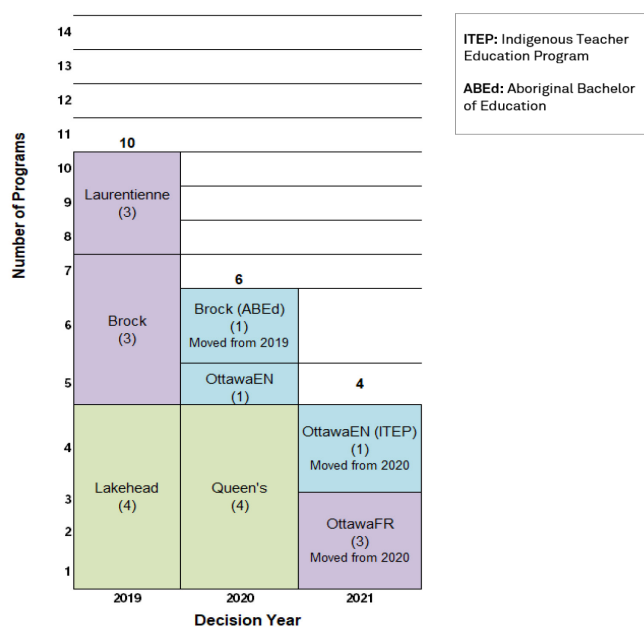
- For the seven-month period from January to July 2019, total library circulation increased 3.5 percent year over year [including print and electronic items]. Members borrowed 17,009 items in the current period versus 16,422 items in the same period the previous year.
- For the month of July, the total number of book packages sent to members increased by 21 percent. There were 1,192 packages mailed out in the current period versus 983 packages in the same period the previous year.
- Circulation continues to be high due to the continued presence of the library on social media, including Pinterest and Twitter.

- The EBSCO research databases continue to be popular with members. For the seven-month period from January to July 2019, there were 127,576 searches conducted by College members.
- The College launched a new library landing page on August 29 that provides new and improved library services to members. Members are now able to login through the Members' Area of the College website to directly access the library's free resources without having to navigate through a second, separate log-in.

## Standards of Practice and Accreditation

- The accreditation period for a program of professional education is specified in section 15(1) of Regulation 347/02, Accreditation of Teacher Education Programs. Typically, the renewal period for existing programs is seven years with a shorter accreditation period for new programs. Despite this, the regulation allows for the Accreditation Committee and the permitted institution to agree to allow the accreditation period to continue for up to one additional year.

The chart below illustrates accreditation initial teacher education reviews (2019-2021) and the projected number of programs to be reviewed per year with notations of changes that have been reported since the last Registrar's Report in May 2019.



- In the second quarter of 2019, the Accreditation Unit has worked with providers, panels and committee members in varying stages of the accreditation process. As part of one accreditation renewal, staff supported a panel sub-committee for interviews with candidates in an Indigenous Language Teachers' Diploma (ILTD) program. An opportunity to speak with these candidates who are only on-site for a portion of the summer before returning to their own communities will enhance the general accreditation review that will continue into the Fall.

### Accreditation Initial Teacher Education Reviews

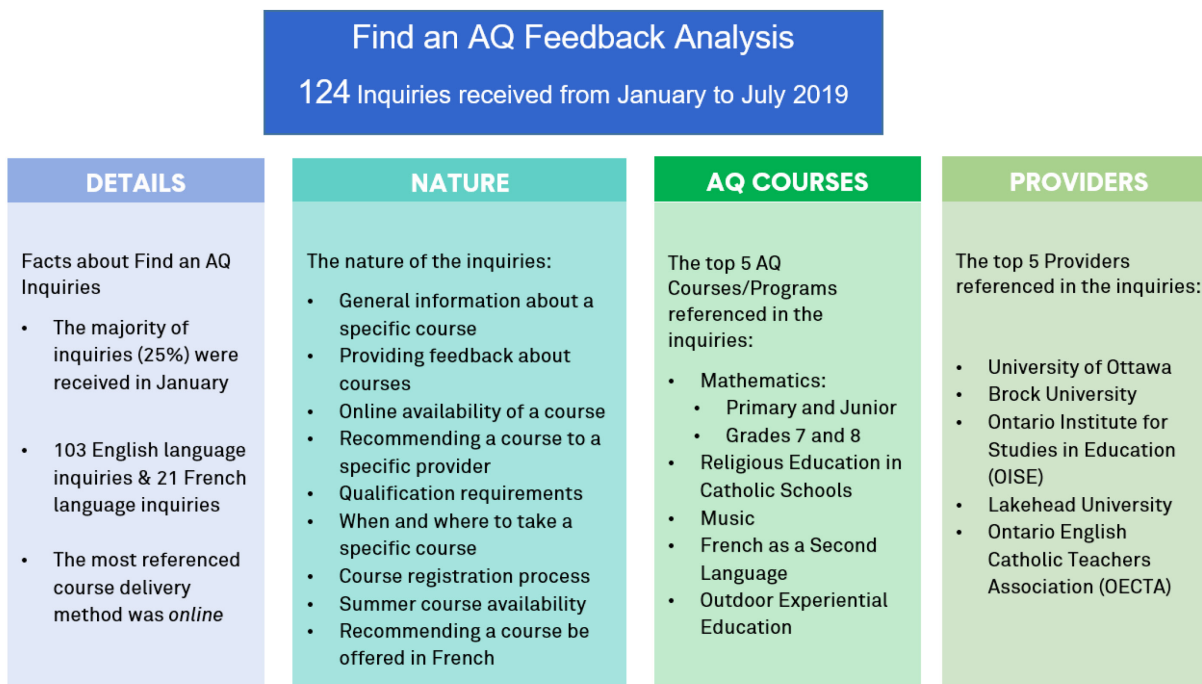
	Provider	No. of Programs of Professional Education	Site Visit	Accreditation Decision
Pre-service Reviews	Brock University, Faculty of Education	3 programs	February 10 – 15, 2019	May 23, 2019
	Université Laurentienne, L'École des sciences de l'éducation	1 program Addition of 2 new programs	March 3 – 8, 2019	September 17, 2019 (Anticipated)
	Lakehead University, Faculty of Education	4 programs	July 15-16, 2019 Indigenous Language Teachers' Diploma (ILTD)  October 3, 2019 (Orillia)  October 7-11, 2019 (Thunder Bay)	Fall 2019 (Anticipated)
	<b>2 Providers</b>	<b>10 Programs</b>		

- While initial teacher education accreditation reviews represent a large proportion of the work for the Accreditation Committee and the Unit staff, program changes are another source of the core business of Object 3 of the College's Act. As providers seek to innovate in order to respond to sector needs, the Regulation requires them to notify the Accreditation Committee before adding to, or substantially modifying, an accredited program.
- In late May 2019, the Accreditation Committee rendered decisions regarding three program changes including: (1) a multi-session delivery of Technological Education for which candidates may be eligible for a transitional teaching certificate, (2) a new area of study in First Nations, Métis & Inuit Studies and (3) the addition of a French as a Second Language focus in the Primary/Junior divisions. Since then, staff worked with one 4-person panel appointed to provide recommendations to the Accreditation Committee regarding the impact of proposed changes on the satisfaction of requirements and a second 2-person sub-committee for the purposes of considering whether a permitted institution has substantially changed the character, duration or components of a program.

### Accreditation Initial Teacher Education Program Change Requests

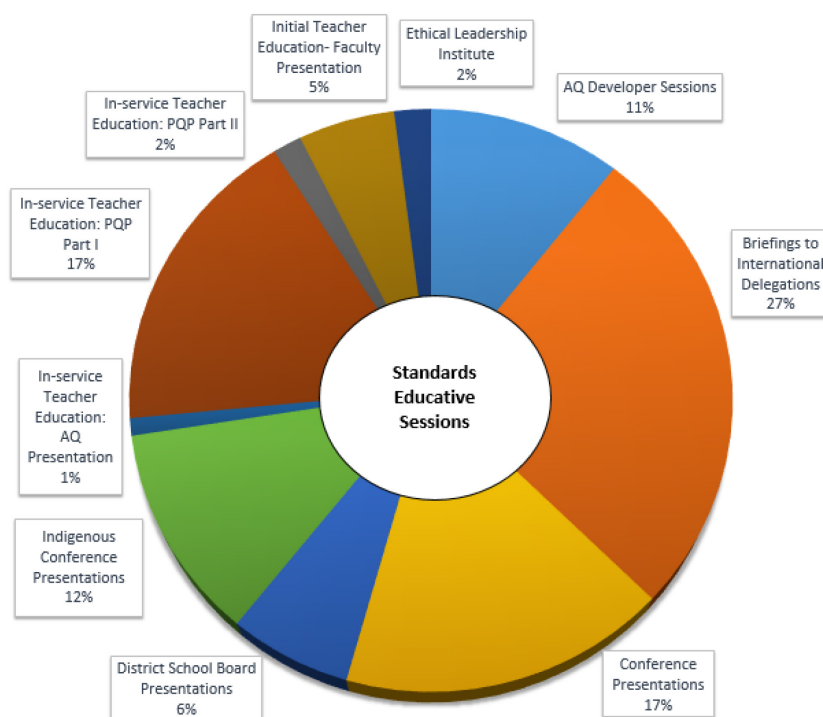
	Provider	Type of Change	Accreditation Decision
Program Changes	Queen's University, Faculty of Education	Substantial Change – modified to include a multi-session offering of the Technological Education program	May 23, 2019
	York University, Faculty of Education	Substantial Change – modified to include an area of study in the Junior/Intermediate and Intermediate/Senior divisions, in the subject First Nations, Métis & Inuit Studies	May 23, 2019
	Ontario Institute for Studies in Education of the University of Toronto	Substantial Change Panel Appointed – May 23, 2019	September 17, 2019 (Anticipated)
	Queen's University, Faculty of Education	Addition to Program - added a focus on the teaching of French as a Second Language to the Primary and Junior divisions	May 23, 2019
	The University of Western Ontario, Faculty of Education	Substantial Change	September 17, 2019 (Anticipated)
	<b>4 Providers</b>	<b>5 Program Changes</b>	

- Find an AQ Feedback Analysis:



- Standards Education: Since January 2019, staff were invited to facilitate 33 sessions for 936 participants, including teacher candidates, new teachers, teacher-educators and

leaders, principal candidates, AQ course developers and internationally educated teachers. The following figure provides a breakdown of these educative sessions to date.



## Investigations and Hearings

- The following chart summarizes concerns received at Intake for the period of April 1 to July 31, 2019.

Description	2019	2018
<b>Origin of Concerns for New Intakes</b>		
- Member of the public	121	116
- Secretary of Board – Teacher Performance Appraisal <sup>(1)</sup>	6	4
- Member of the College	23	22
- Registrar (including employer notifications)	184	146
- Minister of Education	0	0
<b>Total New Intakes <sup>(2)</sup></b>	<b>328</b>	<b>284</b>
<b>Disposition</b>		
- Resolved at Intake	169	139
○ Employer notifications resolved at Intake	40	24
- Transferred to Investigations Unit	192	139
- Active Intake files	70	80

<sup>(1)</sup> Reports related to resignation or termination as a result of unsatisfactory teacher performance appraisal.

- (2) Intakes forwarded to the investigation stage or resolved at Intake during this period may have been created in a previous period. As a result, the number of new intakes does not directly correlate to the number of intakes transferred to investigation, resolved at Intake or awaiting further information.

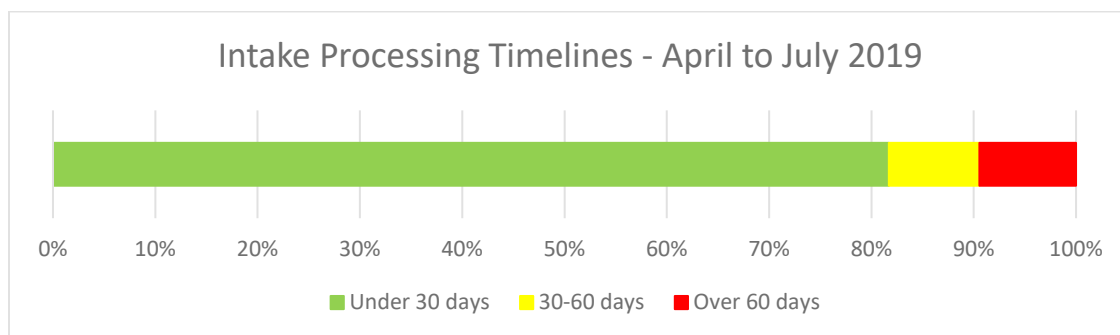
Between April 1 and July 31, 2019, Intake received approximately 250 telephone calls and emails. The vast majority of calls to Intake are resolved **on the day** they are received. Email responses are typically sent within **24 hours**.

In addition to addressing concerns by telephone and email, Intake has completed the processing of 328 formal expressions of concern and employer notifications from April 1 to July 31, 2019. Timelines for Intake processing from **April 1 to July 31, 2019** are as follows:

Files completed in under 30 days – 268 (81.7% of all files)

Files completed in 30 to 60 days – 29 (8.8% of all files)

Files completed in over 60 days – 31 (9.5% of all files)



The following is a summary of the disposition of cases concluded by panels of the Investigation Committee between March 31, 2019 and July 31, 2019.

Disposition of Cases	Complaints
Refused to investigate: not related to professional misconduct or incapacity 26(2)(a), and/or, frivolous, vexatious, abuse of process, manifestly without substance or made for an improper purpose; 26(2)(b) (Request for Direction)	6
Referred to Discipline Committee under clause 26(5)(a)	49
Referred to Fitness to Practise Committee under clause 26(5)(a)	5
Not referred under clause 26(5)(a) or (b) and no further action taken	12
Written reminder under subsection 26(5)(d)	3
Written advice under subsection 26(5)(d)	8
Written caution under subsection 26(5)(d)	17

Disposition of Cases	Complaints
Written admonishment under subsection 26(5)(d)	7
Oral admonishment under subsection 26(5)(c)	9
Resolved through complaint resolution under subsection 26(5)(d)	26
Resolution by undertaking	2
<b>TOTAL</b>	<b>144</b>

Note: This total does not include 6 matters that were withdrawn or abandoned before reaching a panel of the Investigation Committee.

From January 1 to July 31, 2019, the Investigation Committee referred 88 matters to the Discipline Committee and 8 matters to Fitness to Practise. During the same period in 2018, 69 matters were referred to the Discipline Committee and 4 were referred to the Fitness to Practise Committee. This represents an increase of 31.5% of total referrals from the Investigation Committee to the Discipline and Fitness to Practise Committees for the same period from 2018 to 2019.

### Complaint Resolution

The following chart elaborates on Complaint Resolution activity for the period **April 1 to July 31, 2019**, as compared to the previous year.

	2019	2018
Memoranda of Agreement adopted by the Investigation Committee	26	25

### Hearings

The total number of open files at **year end** (Discipline Committee and Fitness to Practise Committee) is summarized below:

2019 (as at July 31)	2018	2017	2016	2015
289	232	172	186	218

Discipline and Fitness to Practise Committee 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. The member may also agree to the outcome through an agreement.

Courts and tribunals continue to encourage resolution of issues through agreements wherever possible. When parties representing opposing positions are able to reach

consensus, it allows resources to be focused on contested hearings of a serious nature.

In *R. v. Anthony Cook*, [2016] 2 SCR 204, 2016 SCC 43, the Court examined the reasons joint submissions should usually be accepted, including that the defendant is giving up their right to a hearing and that the parties, the public and other stakeholders often gain by having such agreements generally accepted. For example, witnesses are spared having to participate by providing testimony. The Court concluded that a very high threshold must be met in order to reject a joint submission. Before rejecting a joint submission, adjudicators must consider whether accepting it would bring the administration of justice into disrepute or would not otherwise be in the public interest.

The following three tables indicate the breakdown of the nature of the work conducted by the Discipline and Fitness to Practise Committees over this same period of time.

#### Contested hearings (and number of actual contested hearing days)

Month	2017	2018	2019
January	1 (1 day)	1 (2 days)	2 (2 days)
February	1 (2 days)	1 (2 days)	0 (0 days)
March	1 (2 days)	3 (3 days)	1 (1 day)
April	2 (2 days)	3 (3 days)	5 (3 days)
May	2 (4 days)	4 (6 days)	0 (0 days)
June	2 (4 days)	2 (2 days)	3 (6 days)
July	0 (0 days)	3 (3 days)	1 (2 days)
August	2 (3 days)	1 (1 day)	
September	1 (2 days)	3 (6 days)	
October	1 (1 day)	1 (2 days)	
November	4 (4 days)	1 (1 day)	
December	2 (3 days)	3 (5 days)	
<b>TOTAL</b>	<b>19 (28 days)</b>	<b>26 (36 days)</b>	<b>12 (14 days)</b>

#### Agreements/withdrawals heard

Month	2017	2018	2019
January	5	5	2
February	4	3	9
March	7	1	3
April	3	4	12
May	4	0	9
June	9	9	13

<b>Month</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
July	5	1	12
August	4	3	
September	4	1	
October	18	8	
November	11	14	
December	10	8	
<b>TOTAL</b>	<b>84</b>	<b>57</b>	<b>60</b>

### Pre-hearings

<b>Month</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
January	0	2	0
February	1	4 (in 3 days)	1
March	2	0	2 (in 1 day)
April	0	4 (in 3 days)	3
May	0	3 (in 1 day)	3 (in 2 days)
June	0	2 (in 1 day)	2
July	3	0	3
August	0	0	
September	0	1	
October	1	1	
November	0	5 (in 4 days)	
December	1	1	
<b>TOTAL</b>	<b>8</b>	<b>23 (in 17 days)</b>	<b>14 (in 12 days)</b>

### UNDERTAKINGS

There were no undertakings coming forward from the May 30-31, 2019 meeting of Council.

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

Michael Salvatori, OCT  
Chief Executive Officer and Registrar

## Overview of Proposed Regulatory and Administrative Framework for Funding for Therapy and Counselling Program (July 16 Version)

Purpose of Program	To provide funding for therapy and counselling in connection with “allegations” of sexual abuse or prohibited acts involving child pornography.
Administration of Program	The College’s Registrar would be responsible for the administration of the program with specific responsibilities and details outlined in the LG regulation
Governing the Funding and Prescribing the Maximum Amount and Prescribing the Period of Time Funding is Providing	<p>\$15,000 would be the maximum amount of funding available over the two-year eligibility period and would be funded by the College</p> <p>The Maximum amount of funding for a person in respect of a case of sexual abuse is equal to the amount that OHIP would pay for 200 half-hour sessions of individual out-patient <b>psychotherapy or services provided by a psychiatrist</b> on the day the person becomes eligible.</p> <p>The Registrar would periodically notify the claimant of the amount of available funds left to use – i.e.: once a year report, three-month notice that funding will expire at two-year deadline</p>
Eligibility for Program	<p>The complaint must have been made by a member of the public, the Registrar, the Minister or a member of the profession or an employer report related to an allegation of sexual abuse/child pornography.</p> <p>The eligibility for funding begins when the Notice of Hearing (NoH) is issued.</p> <p>Funding for therapy and counselling services would only be available to the student(s)/claimant(s).</p> <p>The claimant would be required to make application personally or by a parent/legal guardian on their behalf.</p> <p>The claimant must have been a “student” as defined in section 1(2) of the Act, which sets out that a reference to a “student” is a reference to any of the following:</p>

	<p>1. A student who, at the time the behaviour, remarks or conduct occurred or were made, was enrolled in a school or private school in Ontario, within the meaning of the Education Act and was under 18 years old or, in the case of a student who had special needs, was under 22 years old.</p> <p>2. A student of any age who, at the time the behaviour, remarks or conduct occurred or were made, was enrolled in a school or private school in Ontario, within the meaning of the Education Act if, at that time,</p> <ul style="list-style-type: none"><li>i. the member was one of the student’s teachers,</li><li>ii. the member was the principal or vice-principal of the school in which the student was enrolled,</li><li>iii. the member assisted in extracurricular activities, including coaching in a sport, and the member and the student dealt with each other directly in the course of the extracurricular activities, or</li><li>iv. the member provided any other school-related service, including a support service directly to the student.</li></ul> <p>3. Any other child who, at the time the behaviour, remarks or conduct occurred or were made, was under 18 years old or, in the case of a child who had special needs, was under 22 years old.</p> <p>The claimant must submit an application form and any other required documentation in a manner specified by the Registrar in the College’s bylaws.</p> <p>The process would involve a documentary review only.</p> <p>A psychological/other assessment of the claimant would not be required as a prerequisite to submitting an application for funding.</p> <p>Funding would be limited to abuse/child pornography that took place in any jurisdiction while the individual was a member of the College.</p> <p>A vexatious, frivolous or abuse of process clause should be included.</p>
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<p>Alternative Requirements for Eligibility</p>	<p>Council may make alternative requirements for funding in Council regulations.</p> <p>In cases where there are allegations of sexual abuse/child pornography of a student by a member, the following alternative requirements could be considered in regulation development:</p> <ul style="list-style-type: none"> <li>- Discipline Committee (DC) makes a finding</li> <li>- Member gives acknowledgment/undertaking/ statement/admission to, or enters into an agreement with the College that student was sexually abused by them.</li> <li>- Person who testifies before a DC panel with new evidence and DC panel states in its reasons that person was sexually abused by member while a student.</li> <li>- Sufficient evidence that corroborates claimant’s allegations where there was no hearing – for example, where member has died, is incapacitated, certificate previously revoked for same conduct with another person</li> <li>- A civil court/or other administrative tribunal found that the member sexually abused claimant/child pornography</li> <li>- Criminal convictions under the <i>Criminal Code</i>.</li> </ul>
<p>Eligibility Time Frames (Limits retroactivity)</p>	<p>Funding would be available from the time the amendments are proclaimed in force and included in the <i>Ontario College of Teachers Act</i>.</p>
<p>Time Requirements for Determining Eligibility</p>	<p>The period for the determination of eligibility would be 90 days from the date of initial application, with the addition of a “best efforts” clause if determination was not possible within that 90-day period.</p> <p>The Registrar would inform applicant in writing of eligibility determination.</p>
<p>Funding Timelines</p>	<p>Funding would be available to the claimant for a period of up to two-years from the time of the approval.</p>
<p>Eligibility is Not a Finding</p>	<p>Funding eligibility cannot be used in an Investigation Committee, Discipline Committee, or Fitness to Practise proceedings as a finding.</p>

<p>Cessation of Eligibility</p>	<p>Claimant eligibility would continue notwithstanding:</p> <ol style="list-style-type: none"> <li>1) The filing of an appeal by the member to divisional court or another appellate court.</li> </ol> <p>Claimant eligibility would cease:</p> <ol style="list-style-type: none"> <li>1) If there was no finding/ finding of not guilty by DC or appeal court re: whatever was the basis on which the claim for funding was granted</li> <li>2) The allegation of sexual abuse/child pornography was withdrawn, but NOH goes forward with other allegations.</li> <li>3) The NOH containing allegations being withdrawn without the member undertaking to retire/resign and not teach.</li> <li>4) When the maximum funding per claimant has been reached.</li> <li>5) Five years from the date of a finding by the DC that sexual abuse/child pornography has occurred.</li> </ol>
<p>Choice of Health Professional</p>	<p>A health professional’s qualifications and background:</p> <p>The health professional cannot be related to the claimant and cannot to the College’s knowledge have at any time and/or anywhere, been found guilty of professional misconduct of a sexual nature/found civilly and/or criminally convicted for acts of a similar nature and provide the College with an attestation to that effect/a statement of professional standing.</p> <p>A health professional must be in good standing with their professional regulator in Ontario or any other jurisdiction.</p> <p>The health professional could be a physician, psychiatrist, social worker, psychologist or psychotherapist. However, a physician or psychiatrist are the only health providers covered by OHIP for the purposes of counselling/therapy.</p> <p>One or more health professionals may be used however the maximum amount of the funding is an overall maximum and is not per health professional.</p>
<p>Choice of Therapist or Counsellor who is NOT a health professional</p>	<p>A therapist or counsellor’s qualifications and background:</p>

	<p>A therapist or counsellor cannot be related to the claimant and cannot have at any time and/or anywhere, been found civilly and/or criminally convicted for acts similar to sexual misconduct and provide the College with an attestation to that effect.</p> <p>One or more therapists or counsellors may be used however the maximum amount of the funding is an overall maximum and is not per health professional.</p> <p>The College would require a claimant to sign a document indicating that he or she understands that the therapist or counsellor they have selected is not a licensed health professional and is not subject to professional discipline.</p> <p>The College would require a therapist/counsellor to sign a document indicating that he or she does not have a sexual abuse/assault/child pornography conviction.</p> <p>The Registrar would also require the therapists or counsellor and claimants to provide a written and signed statement, containing details of the therapists or counsellor's training and experience, and that any funds provided and received are for the sole purpose of the therapy or counselling sessions.</p>
<p>Payment for Therapist of Counsellor</p>	<p>All funds would be payable from the College directly to the therapist or counsellor and not to the student/claimant <del>victim</del> or the <del>victim's</del> student's family.</p>
<p>Use of Funding</p>	<p>Funding would only be available to pay for therapy and counselling that occurred after sexual abuse/prohibited acts of child pornography took place.</p> <p>Travel, accommodation, missed appointments or other incidental costs would not be covered by the College.</p>
<p>Other Coverage for Cost of Therapy/Counselling</p>	<p>The College program would cover what is not covered by OHIP/private insurance.</p> <p>Claimants would be required to consent to the release of information related to their insurance coverage/eligibility.</p>

	<p>Claimants would be required to go through OHIP/private insurance before receiving funding from College.</p>
<p>Right of Recovery from College Member</p>	<p>The College would have the right to recover funding from a College member once there is a finding that the member committed professional misconduct consisting of/including sexual abuse or prohibited act of involving child pornography.</p> <p>Discipline Committee decisions may include an order that the member reimburse the College for the therapy/counselling funding.</p> <p>The Registrar would issue an invoice to the member in the amount of all funds payed out under the program (less applicable insurance) and would enforce collection if necessary through the courts including reimbursement for all legal costs.</p>

## Ontario College of Teachers Governance Recommendations Summary – By Action

### DO NOW

#### Bylaw Change

Council Disposition	
14. That Council approve the recommendation for Governance and Nominating Committee to establish tools for formal annual review of the effectiveness of Council, committees and chairs.	Do now  Underway by GV – report back to Sept Council

#### Registrar Undertakings

Council Disposition	
11. That Council direct the Chair of Council and Registrar to study and report on governance culture to maintain a healthy, respectful and professional environment.	Do now  Discuss what to study, who and what to do with findings.
12. That Council direct the Registrar to study and report back on the College's name and whether it reflects the mission and mandate of the organization.	Do now  Underway – part of 2019 summer focus groups
23. That Council direct the Registrar to develop improved orientation programs for new statutory and regulatory committees in regulatory governance.	Do now  Part of GV mandate
31. The Council approve the recommendation and direct the Registrar to track, monitor and report on the effectiveness of the complaint resolution process.	Do now
20 <sup>1</sup> . That Council direct the Registrar to study and report back to Council on the recommendation to improve discipline processes at the intake, investigation and discipline stages while maintaining fairness and equity for complainants and members alike.	Do now
35. That the Registrar monitor and report on the outcomes of a diversity strategy for Council and committees.	Do now

<sup>1</sup> Rec 20 and 35 – previously Council undertakings, amended to Registrar's undertaking May 30, 2019

Council Disposition	

## Council Undertakings

Council Disposition	
4. That Council recommend that input solicited from regional, linguistic, faith, Indigenous and other demographic groups be considered in the selection process for Council and committee members.	Do now
9. That Council approve the recommendation to establish measures and metrics to support Council decision-making and resource allocation focused on the interests and well-being of Ontario's students.	Do now
10. That Council approve the recommendation that the College continue and enhance its initiatives to engage the public and members and report on the improvement in understanding of the College's purpose.	Do now Underway – part of 2019 summer focus groups
15. That Council approve the recommendation that the Registrar's annual performance evaluation be linked more explicitly to the strategic priorities.	Do now
34. That Council approve the recommendation to develop and use an annual work plan for Council and committees aligned with the strategic priorities.	Do now
<b>Council Disposition – as passed at June 2019 meeting</b>	
That Council recommend that the Governance Committee review and study the Council approved Governance recommendations #2, #3 and #14 and report back at the September 2019 Council meeting on the following: <ul style="list-style-type: none"> <li>• a future Council member selection process,</li> <li>• a robust, transparent process for future committee membership, and</li> <li>• process and tools for formal annual reviews of the effectiveness of Council, committees and chairs.</li> </ul>	Do now Underway. GV meeting July 10 and Aug 20 (TBC)
That Council recommend that the Registrar provide Council, through the Chair, summaries on the meetings being held between College staff and Ministry staff between Council meetings.	Do now Underway – direct reports MSal and NvW.

## HOLD FOR TRANSITION

### Act Change

Council Disposition	
<p>1.1. That Council recommend to the Minister of Education that the College's Act be amended to establish a Council of 18 members.</p> <p>1.2. That Council recommend to the Minister of Education that the College's Act be amended to establish a Council comprised of an equal number of members from the profession and appointed members.</p>	<p>Hold for transition</p> <p>Pending proclamation date</p> <p>Pending LG regulation (size, composition of Council)</p>
<p>2. That Council recommend to the Minister of Education that the College's Act be amended to provide Council with the authority to establish a selection process for Council members.</p>	<p>Hold for transition</p> <p>Pending future OCTA amendments</p>
<p>3. That Council recommend to the Minister of Education that the College's Act be amended to establish statutory, regulatory and the Standards of Practice and Education committees with individuals other than Council members, selected following a robust, transparent process.</p>	<p>Hold for transition</p> <p>Pending future OCTA amendments</p>
<p>5. That Council recommend to the Minister of Education that the College's Act be amended so the mix of profession and public members on each statutory committee will be based on equal representation.</p>	<p>Hold for transition</p> <p>Pending proclamation date</p> <p>Pending Council regulation amendments (72/97)</p>
<p>6. That Council recommend to the Minister of Education that the College's Act be amended to establish staggered, three-year terms for Council and committee members, renewable up to one time (6 years).</p>	<p>Hold for transition</p> <p>Pending Council regulation amendments:</p> <ul style="list-style-type: none"> <li>• 293/00 (Council terms and start dates)</li> <li>• 72/97 &amp; 347/02 (committee terms)</li> </ul> <p><i>OCTA already permits three-year, renewable Council terms</i></p>

Council Disposition	
7. That Council recommend to the Minister of Education that the College's Act and regulations be amended to establish two-year, renewable terms for the Council and committee chair positions.	<p>Hold for transition</p> <p>Pending proclamation date</p> <p>Pending LG regulation (appointment and duties of Chair)</p> <p>Pending Council regulation amendments (72/97)</p>
17. That Council recommend to the Minister of Education that the Council Chair position be a full-time position, be a member of Council selected by the Council, with duties focused on ensuring an effective Council.	<p>Hold for transition</p> <p>Pending proclamation date</p> <p>Pending LG regulation (appointment and duties of Chair)</p>

## Regulation Change

Council Disposition	
16. That Council recommend to the Minister of Education that Ontario Regulation 72/97 be amended to establish the Executive Committee as a committee of the whole.	<p>Hold for transition</p> <p>Pending Council regulation amendments (72/97)</p>

## Bylaw Change

Council Disposition	
<p>25. That Council approve the recommendation to rename the Finance Committee to the Audit and Finance Committee and adjust its mandate in bylaws; and</p> <p>26<sup>2</sup>. the recommendation to rename the Governance Committee to the Governance and Nominating Committee and adjust its mandate in bylaws.</p> <p><i>Recommendation 25 and 26 passed together by Council</i></p>	<p>Hold for transition</p>

<sup>2</sup> Recommendations 1 to 26 passed at Feb 28/Mar 1, 2019 Council meeting. Remaining at May 30-31, 2019 Council meeting.

Council Disposition	
27. That Council approve the recommendation to adjust the mandate of the Human Resources Committee to focus on managing the Registrar's employment relationship (hiring, performance reviews and compensation) and strategic HR matters such as diversity and equity policies in bylaws.	Hold for transition
24. That Council approve the recommendation to select members of committees focused on corporate governance – Audit & Finance, Governance & Nominating (GNC) and Human Resources – from Council members.	Hold for transition
28. That Council approve the recommendation to adjust the Quality Assurance Committee to a working group of the College accountable to the Registrar.	Hold for transition
29. That Council approve the recommendation to adjust the Editorial Board to a working group of the College accountable to the Registrar.	Hold for transition

## Registrar Undertakings

Council Disposition	
32. That Council approve the recommendation and direct the Registrar to undertake a review of the College's bylaws to identify possible Act or bylaws changes and report back to Council.	Hold for transition  Original GSI rec aimed at making bylaws more enabling than prescriptive.
36. That Council direct the Registrar to review College membership records and recommend the College's Act be amended to reflect a revised status for College members who are in default of the annual membership fee.	Hold for transition  Pending future OCTA amendment  Sept 2018 letter to Minister included inactive/non-practising Council rec from June 2012.

## Council Undertakings

Council Disposition	
13. That Council adopt a mandatory governance education program for Council, senior staff and committee members.	Hold for transition
18. That Council approve the recommendation to disband the Steering Committee and that the Chair of Council, who will follow a less formal process, will assume presiding officer responsibilities.	Hold for transition Pending LG regulation (Chair of Council role and responsibilities)
21. That Council recommend that the rosters will be maintained to provide a pool of qualified panelists to supplement committee members, selected from pools of qualified applicants who would have equal voice and vote on panels.	Hold for transition Pending proclamation Pending Council regulation amendments (72/97) Pending Council disposition on selection vs election

# Ontario College of Teachers Shared Services Program Proposal

## Executive Summary

Shared services could be delivered by the College to other professional regulators. Numerous business services are already in place, and represent unutilized capacity and cost offsets when considered as services offered on a fee basis to other regulators and sector partners.

The suite of services could comprise a range of physical, human resource, knowledge and technological assets.

## Program Vision

The Ontario College of Teachers is unique, and uniquely positioned, among Ontario regulators. The College has a significant member base to finance its operations and appropriate staffing to meet its own business needs. This could be leveraged to readily provide a full range of regulatory services to other organizations in the regulatory sector that would not be possible in a smaller registrant or staffing context.

As a mature organization, the College has also developed considerable knowledge, skills and thought leadership across all aspects of professional regulation, as well as existing physical features of the organization, that could be commodified. This is with a view to offset normal investments in our physical infrastructure, proprietary software and human resources.

As a result of the size and breadth of the organization, the College enjoys economies of scale, economies of scope and economies of repetition. Once costed, these could reflect competitively priced in-sector services and be particularly attractive to other regulators considering external service provision.

## Program Principles

The College's commitment to carrying out its mandate and objects is core to this proposal and is a first principle.

This can, however, be accomplished in concert with a shared services model, with principles guiding the program vision and delivery.

Principles of a shared services model would guide the program to:

- enhance collaboration and information sharing among regulators
- avoid duplication of effort, and coordination, in the implementation of new initiatives
- reduce the overall cost of College operations, and maximize return on investment for various capital and non-capital investments

- leverage College expertise and position the organization as a leader within the regulatory sector
- achieve and measure tangible results.

## **The Current Landscape**

In the sector, regulators worldwide are pursuing strategies of consolidation to maximize efficiency and effectiveness in the delivery of their regulatory services, and reduce costs to registrants.

A recent report to British Columbia's Minister of Health concerning the College of Dental Surgeons recommended "fewer, larger colleges with resources adequate to do their job should be the objective." The report also found "It is possible to envisage groupings of colleges around particular services such as dentistry (currently four colleges) or by creating a multi-occupation college, as has been done in Ireland and the UK. These regulators have provided effective and efficient services to both patients and registrants of multiple smaller occupations."

Similar energy in other parts of the sector is also underway. The Council of Ministers of Education of Canada, for example, is actively exploring the viability of a pan-Canadian Credential Evaluation Centre. This is currently envisaged as a for-fee credential evaluation clearinghouse available particularly to smaller jurisdictions for teacher certification, and with drivers of centralizing services to maximize efficiency, quality and consistency.

In the Ontario context, the regulatory sector is inhabited by a large absolute number of discrete professional regulators, with most or all sharing common mandates and organizational and business needs. Moreover, the smaller staffing compliments of these regulators often present basic obstacles to them doing the work required, particularly in both official languages, or with adequate firewalls or procedural protections.

As larger trends of co-working spaces, front office / back-office service models and other multi-source and distributed workplace structures increase in popularity across all sectors of the economy, the shared services model is timely.

## **Program Framework**

As the College explores developing shared service provision, basic business process, governance, planning and analysis could depend on some basic framework elements.

- All shared services would be provided on a full cost recovery basis, including program administrative costs.
- The provision of shared services would in no way inhibit / impede the College from delivering its core mandate in an effective and efficient manner.
- Direct and indirect impacts of providing a shared service would be included in decision making, business case development, and service costing.
- External Relations - and explicitly, not individual staff, units or departments of the College, would manage the solicitation of any business needs. No College functions would have an overtly commercial orientation.

- Directors and managers would determine if and when a shared service was available.
- To facilitate efficient access to services, a single point of contact would be identified within External Relations as the public face to facilitate communication with prospective clients.
- The External Relations representative would, in turn be responsible for liaison with the appropriate internal director and/or manager, and for providing the external client with a cost estimate and service contract for any service requests.
- Once an agreement or contract was in place, communication with the external client would transfer to the appropriate internal service provider in the respective department, using a managed contact format.
- All program engagements regardless of the size and scope would be appropriately documented using approved College contract templates.
- External clients who participate in the shared service program would be invited to assess the quality and satisfaction of the service provided using a survey tool developed and administered by External Relations using our Qualtrics software.
- On completion, primary and secondary / direct and indirect units within the College would contribute to the overall contract assessment, with an explicit assessment of the impact of the provision on work

## **Program Services**

There are a number of activities that could be considered by the College and made available to other regulators. The following list is far from exhaustive, and examples are offered to highlight possibilities that have been identified by staff or explored in environmental scans.

As noted, when implemented, the program would carry a robust governance and decision-making structure, and College decisions to offer a service would be informed by external demand, internal capacity, and overall program capacity and maturity.

Program services would be limited exclusively to entities in the regulatory or education sectors.

Opportunities for shared service cover the range of our existing physical assets, skill and knowledge assets, and technological assets, and span the range of the College's departmental functions. These include:

- leadership training (offered by a consortium of major regulators of which we are a lead partner)
- other knowledge capital related to our development of standards of practice or accreditation resources
- general and specialized facility rental (Council meetings, committee meetings, tribunal hearings, mediation, etc., including meeting equipment, catering, court reporting, security)
- evaluation services related to international credentials
- production services including desktop publishing, photocopying, cerlox binding, etc.
- library privileges associated with our the legislative and HR collections

- online e-voting application to support Council elections
- Member Management System to support all registry related requirements (Phoenix CRM)
- iStar to support all complaint, investigation and hearing related information management
- French translation and editing services
- expert training, such as courses/workshops on detecting fraudulent documentation
- mail receipt, document scanning and coding
- annual salary competitiveness survey administration
- qualitative and quantitative opinion research measurement for the general public as well as members of the profession
- hardware refreshes with group purchasing benefits shared across participating organizations
- common procurement and licensing
- French-language services leadership, such as language-specific consultation, French-language glossary or French-language governance support
- for-fee Open Space Technology consultations and facilitation services
- direct and indirect support for Indigenous forums, member and stakeholder outreach, cultural and other regulatory supports
- front office / back office call centre support, providing generic CSA support and reception
- front office / back office walk-in counter services / reception desk for in-person reception, document verification and materials drop off.

## **Implementation Principles**

Implementation principles would guide the development of a full business plan. Strategically, the shared services model would:

- follow a staged and scaled approach over years – the program is envisioned to begin with a narrow range of services and the business plan would identify conservative longer-term scaling of services
- adopt a by-service business case and costing model, recognizing that a single model would not adequately capture the basic diversity and differences between different branches of regulation.

## **Strategic Alignment**

The shared services model directly aligns with past and existing strategic objectives of the College. Notably, this would advance the current objective and activities:

- improve stakeholder engagement
- clarify and better communicate the privilege and benefits of self-regulation

- enhance the effectiveness of collaboration with government, constituent organizations and other regulators.

### **Council Motion**

It is recommended that Council approve the following motion at its September 26-27, 2019 meeting:

**That Council approve the Ontario College of Teachers' participation in a shared services program as outlined in Document GC20190926-88, Attachment 3.**