



## Registrar and CEO Report

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**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 second quarter of 2025 (April to June 2025).

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

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### Introduction

I am delighted to share the College's Q2 Registrar's report highlighting College work undertaken during the second quarter of 2025.

### Progress of Development of KPIs

At the June Council meeting, I included in my presentation an overview of two new key performance indicators (KPIs) for Goals 3 and 4 respectively. In this, my October report, I'm pleased to introduce two more which have been embedded below for Goals 1 and 2, bringing the total to four KPIs added to my quarterly report.

The College's leadership is continuing to develop these KPI metrics to share with Council progress towards our strategic goals at a level of "outcomes" and "impact". As we move to a streamlined Registrar's Report for upcoming Council meetings, the focus will be ensuring Council has indicators that reveal trends and offer comparisons year over year as opposed to reporting on output. To support Council's governance function, these indicators and KPIs will become increasingly important and effective in demonstrating outcomes, successes and challenges and reporting on achievement of Council's strategic direction for the College.

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

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

Work in this area 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.

### **Preparing for New Labour Mobility Provisions**

Recent amendments to the *Ontario Labour Mobility Act* will soon require the College to implement an accelerated certification process for teachers who are certified in other Canadian jurisdictions. On January 1, 2026, these "As of Right" (AOR) rules will apply across professions covered by more than 40 regulatory bodies.

Under this new process, eligible teachers who present an out-of-province certificate to the College will be deemed certified to teach in Ontario for up to six months while they submit the application information and documentation required for a general Certificate of Qualification and Registration (CQR).

The government has recently completed consultations with occupational and professional regulators, including the College, regarding implementation of this deemed certification process. Amendments to build this new pathway into the *Ontario Labour Mobility Act* will be operationalized through a regulation.

In June, a cross-functional team of College staff was formed to monitor and prepare to implement the deemed certification process. Implementation will require several significant updates to the College's certification processes, online application system, membership database and the public register, as well as updates to the College website and other publications such as the registration guides.

As we prepare to implement deemed certification, we will continue to apply agile processes to ensure alignment with new legal obligations and government timelines.

On a closely related note, we are pleased to be continuing our regulatory cooperation with the teacher certification registrars from other Canadian jurisdictions, facilitated by the Council of Ministers of Education, Canada. This continued cooperation includes regular meetings and exchanges of information and updates regarding teacher regulation across Canada. With the recent increased focus on Canadian free trade and labour mobility, a forum for inter-jurisdictional dialogue and information sharing is increasingly important.

### **Expanding Leadership Pathways for Ontario Certified Teachers**

Pursuant to Council direction at its March 2024 meeting, the College has been working with the Government of Ontario to develop pathways that would remove barriers for Ontario Certified Teachers (OCTs) who do not hold a post-secondary degree, which is a current prerequisite for admission to the Principal's Qualification Program (PQP). This degree barrier to leadership is currently in place for OCTs who have completed an accredited initial teacher education program and who entered the profession through the following specialized pathways:

- Teachers of Indigenous Languages
- Teachers of First Nation, Métis or Inuit ancestry who completed Indigenous Teacher Education Programs (ITEPs)
- Teachers who hold technological education qualifications.

Council will have the opportunity to review, and consider for approval, draft regulatory amendments that establish specialized pathways for PQP admission consideration for these three groups of OCTs.

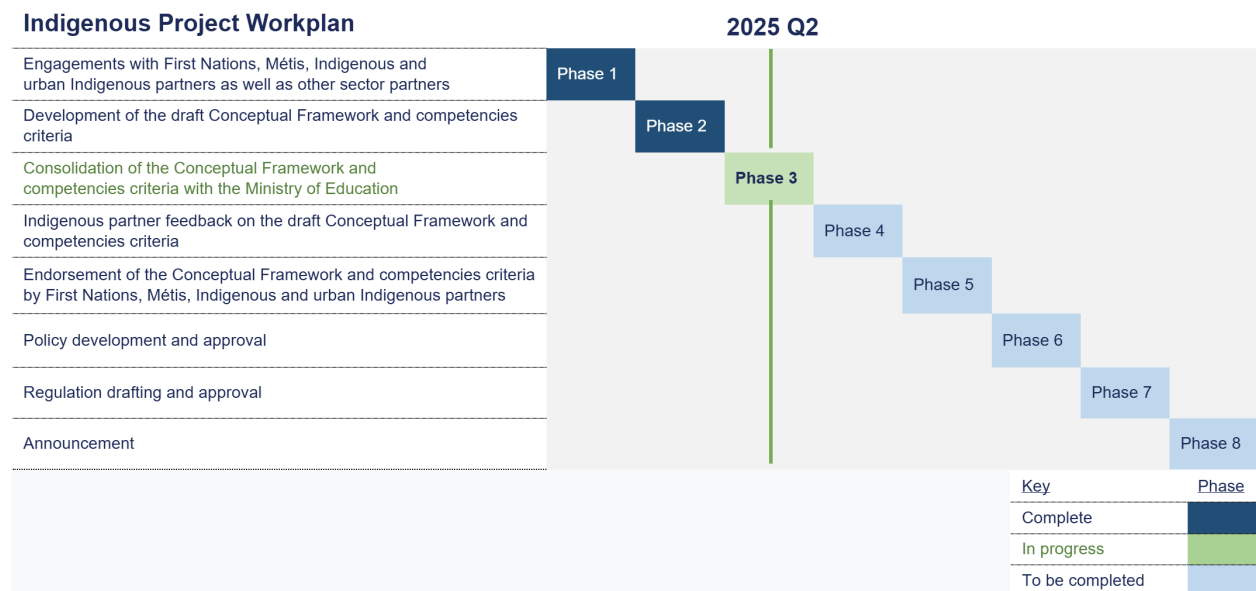
## Indigenous Languages Certification Pathway

With demand for Indigenous languages classes increasing, there are challenges with ensuring there are sufficient fluent Indigenous languages speakers certified to teach in provincially funded schools.

To address this gap, the Ministry of Education and the College have been working with First Nations, Métis and Inuit partners to explore the co-development of a new certification pathway for Indigenous languages speakers with competency criteria that would be based on recommendations from community-based Elders' Circles.

A potential new certification pathway is intended to provide a more accessible option for speakers who may already be working in provincially funded schools under Letters of Permission or as instructors to become fully qualified Indigenous language teachers. This new certification option would not replace existing teacher education programs or other initiatives focused on increasing the number of First Nations, Métis and Inuit educators that are currently under development, including the work by Indigenous Institutes to offer teacher education leading to certification.

Since May 2024, the College and the Ministry of Education have held several sharing sessions with First Nations, Métis and Inuit partners in support of the development of a new certification pathway for Indigenous language teachers.



At present, the Ministry of Education and the College have consolidated feedback from First Nations, Métis and Inuit partners and will work with these partners to develop a conceptual framework with competency criteria that would support assessment and certification in the new pathway. We look forward to sharing the draft conceptual framework for Council's input as we progress along the development cycle.



## **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.

### **Cyclical Review of Professional Advisory on Safety in Learning Environments**

Professional Advisories undergo a cyclical review to maintain currency. This iterative process involves sector engagement to respond to changes in the educational landscape and evaluate factors influencing the prioritization of each advisory for revision.

In Q2, College staff have continued to consult with educational partners to listen and learn about issues related to safety in learning environments for which members require further guidance. In consultation, OCTs in diverse roles within the education system, including Directors of Education, superintendents, principals, and teachers, are identifying current and relevant information that contributes to the revision of the *Professional Advisory on Safety in Learning Environments*.

### **Professional Standards Review**

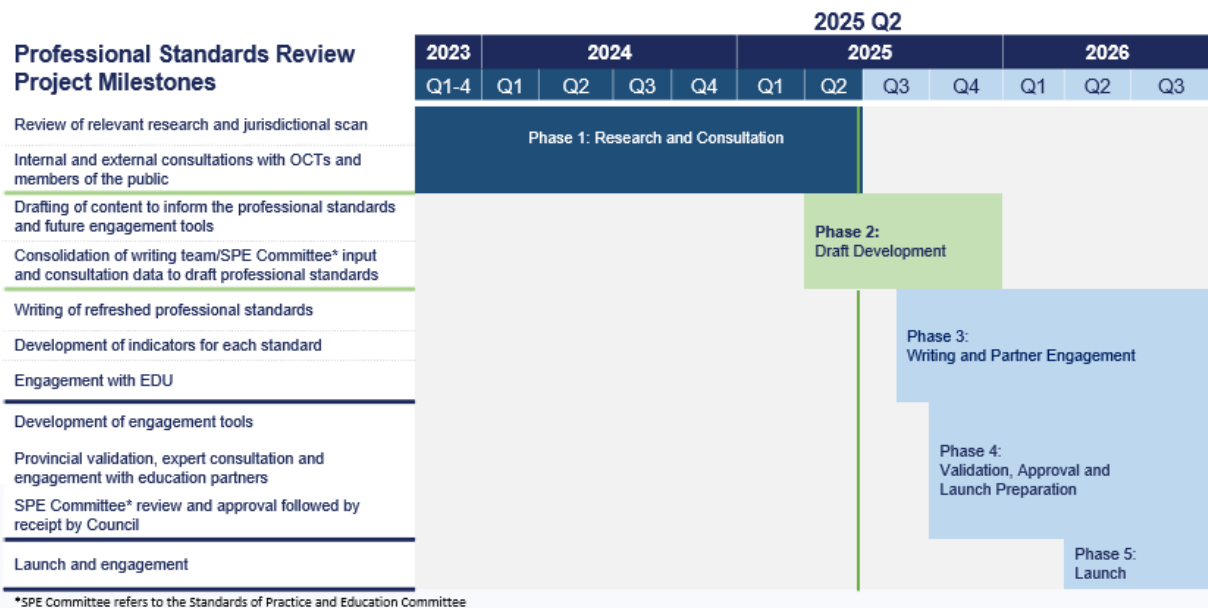
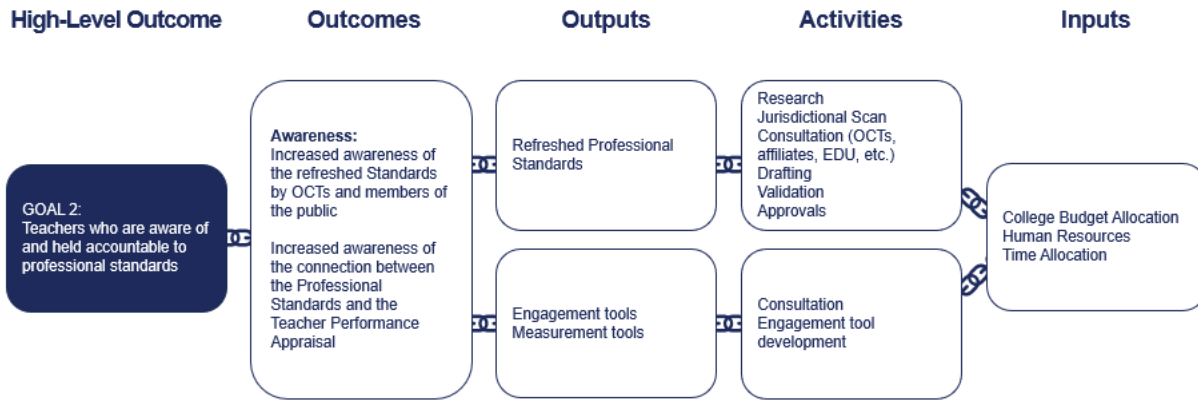
The College is reviewing the [\*Ethical Standards and the Standards of Practice for the Teaching Profession\*](#). The professional standards form the foundation for initial teacher education courses and programs, the College's professional advisories, ongoing professional learning, and the principles OCTs uphold and are accountable to.

To date, the review process has included a literature review, jurisdictional scan, internal consultations, external focus groups with education partners, and a survey open to all College members.

Listening to and learning from OCTs and members of the public with diverse perspectives and professional experiences is integral to developing new standards that better reflect the teaching profession in Ontario.

In May, the College invited OCTs in good standing to submit an expression of interest to participate in a writing session that will guide further development of the revised standards. We received over 250 responses to participate in a summer writing collaboration to develop, document, and consolidate ideas for refreshed professional standards.

The professional standards review will soon enter the expert reader and provincial validation phase, with further updates to come.



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

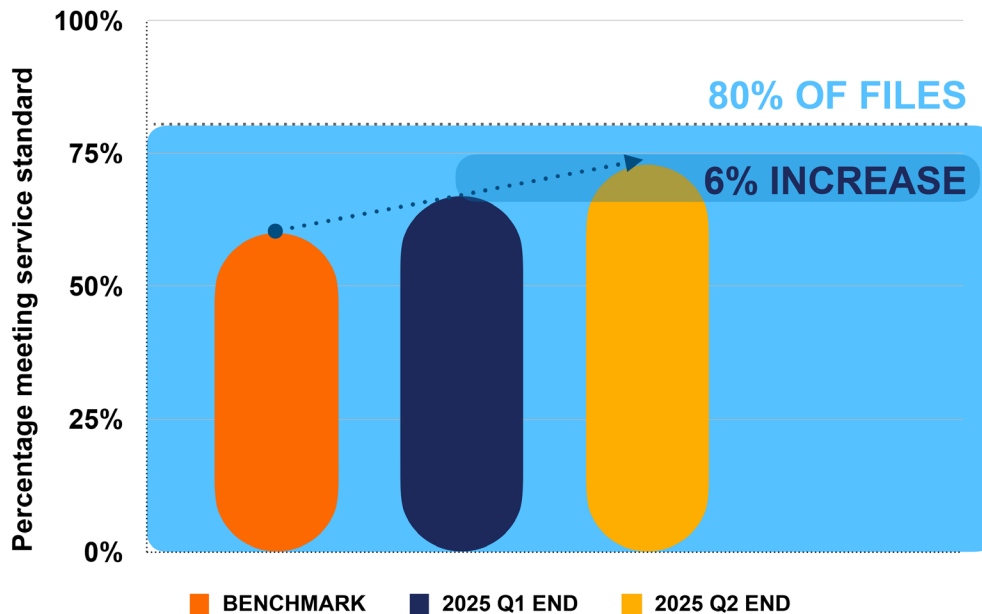
**Goal 3: Efficient and proportionate responses to alleged and actual misconduct, incompetence, and incapacity.**

Work in this area will emphasize:

- Enhanced analytics of data to assess risk.
- Ongoing legislative and regulatory refinements that support the public interest.
- Internal processes that result in efficiencies and enhance procedural fairness.

### Responses to Alleged and Actual Misconduct

The College has set a goal of meeting the 90-day service standard for 80 per cent of files that are identified as high-risk for student harm by December 31, 2025.<sup>1</sup> For the 15 most recent files ending in Q2 of 2025, the service standard was met 73 per cent of the time. This is a 13 per cent improvement from the baseline and a 6 per cent improvement since Q1 of 2025.



### Discipline/Fitness to Practise Committee Panel Chair Training

On June 5, 2025, the Discipline and Fitness to Practise Committees held a training session for their committee and roster members on chairing hearing panels. The goal of this session was to equip chairs of panels for these two committees with the guidance needed to ensure that hearings are conducted efficiently and in a fair manner. This session was led by Independent Legal Counsel and covered many legal and procedural challenges a panel chair may have to navigate during a hearing, deliberations, and the decision writing process. Topics covered by Independent Legal Counsel included bias and the importance of reasoned decisions. These topics were chosen in part to promote the College’s commitment to

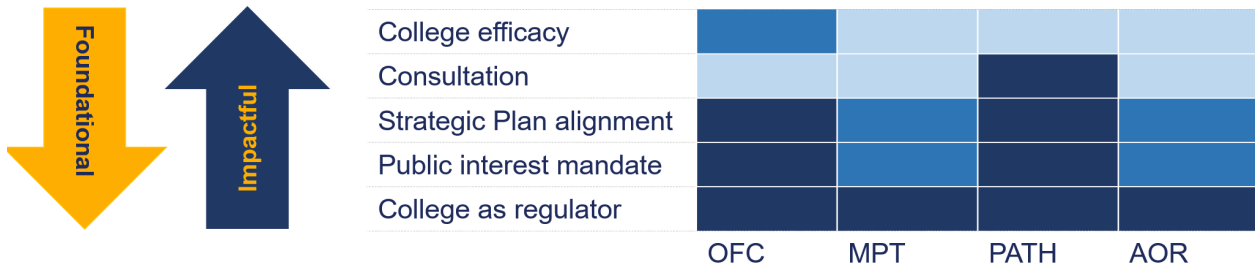
<sup>1</sup> The College has established a service standard of 90 days from either (1) the date a member’s employer notifies the College about the member’s alleged conduct to the date the Registrar authorizes the investigator to seek an interim suspension of the member’s certificate before the Adjudicative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

providing efficient and proportionate responses to alleged and actual misconduct, incompetence, and incapacity.

**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.



Key	Impact
Limited	Light Blue
Somewhat	Medium Blue
Thoroughly	Dark Blue

Office of the Fairness Commissioner OFC: Recent amendments to OFC policies (parallel processing and alternative documents for certification)
MPT: Math Proficiency Test
PATH: Pathways for Indigenous Language Teacher Certification
AOR: As of Right Bill 101

The College has established an observable KPI that aims to ensure that at least three of the five indicators<sup>2</sup> are thoroughly met for each of the projects in the chart. For this quarter, two of the four projects meet this target. Both MPT and AOR are government-initiated requirements that reflect the nuance of our legislated role within the education system.

**College Landscape**

**2025 Scholarship Program**

The Ontario College of Teachers Scholarship Program awards four scholarships of \$1,500 each to outstanding teacher candidates currently enrolled in an Ontario teacher education

<sup>2</sup> 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.



program. Selected by a committee, recipients are those who embody a passion for and dedication to the highest ideals of teaching.

Scholarship applications closed on June 30, allowing time for review and selection over the summer months. The awards will be presented during the College's Education and Regulatory Partners Reception on October 7.

This longstanding initiative celebrates future leaders within the profession, complementing the work of the College.

### **Conclusion**

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

Linda Lacroix, OCT/EAO  
Registrar and Chief Executive Officer

### **Attachments**

- Appendix A – Quarterly Statistics

## Appendix A – Q2 Statistics

### Membership Services

In Q2 of 2025, Client Services assisted 41,149 clients using various communication channels. The breakdown by channel is below:

Phone calls: 26,793  
 E-mails: 7,529  
 Callback feature: 6,267  
 Escalated outbound calls: 337  
 Reception: 68  
 Social Media: 27  
 Outreach sessions: 128

In the second quarter of 2025, the volume of answered calls was 26,793 compared to 15,641 calls for a similar period in 2024.

In Q2, 27,016 clients received assistance from a Client Service Assistant the same day they contacted the College.

### New Members by Certification Type:

Certificate Type	Q2
Certificate of Qualification and Registration	
<ul style="list-style-type: none"> <li>English</li> <li>French</li> </ul>	775 144
Multi-Session Transitional Certificate of Qualification and Registration	
<ul style="list-style-type: none"> <li>English</li> <li>French</li> </ul>	52 54
Transitional Certificate of Qualification and Registration	
<ul style="list-style-type: none"> <li>English</li> <li>French</li> </ul>	711 39
<b>TOTAL</b>	<b>1,775</b>

Average Certification Timeline by Applicant Type (Days) Q2			
Applicant Type	April 2025	May 2025	June 2025
Ontario	0 calendar 0 business	0 calendar 0 business	0 calendar 0 business
Labour Mobility	11 calendar 8 business	11 calendar 8 business	12 calendar 9 business
International	29 calendar 20 business	34 calendar 23 business	45 calendar 31 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 second quarter of 2025, the average certification timeline for labour mobility applicants remained consistent and within the legislated timeline of 30 business days outlined in the *Fair Access to Regulated and Compulsory Trades Act*.

The average certification timeline for internationally educated teachers was within legislated timelines but an increase was noted in the second quarter. The trend is most likely a result of the 12% increase of completed applications ready for a credential assessment when compared to the first quarter of 2025. We will continue to monitor the timelines and the rising number of completed applications. While some of the evaluations for internationally educated teachers were a result of applications received prior to 2024 and processed under the “120 days or best efforts” timeline, 70% 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	June 30, 2025	June 30, 2024
Cancelled	265	265
Cancelled – Resigned	3,004	3,123
Expired	22,491	21,452
Good Standing	226,508	224,084
Revoked	515	497
Suspended	8	10
Suspended – Interim	92	90
Inactive/Non-Practising	260,173	260,235
<b>Total</b>	<b>513,056</b>	<b>509,756</b>

### Standards of Practice and Accreditation

#### Pre-Service Teacher Education

#### Accreditation Decisions (Q2 2025)

#### Accreditation Renewals – No Conditions

##### Tyndale University

- Consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language

#### Accreditation Period Changes – None for Q2

#### Additional Qualification Course Accreditation: April to June, 2025

Number of Additional Qualification courses submitted: 100

Number of Additional Qualification courses accredited: 114  
 Governance reviews completed: 3  
 Draft guidelines posted to website: 22 (11 English, 11 French)  
 Final guidelines posted to website: 70 (35 English, 35 French)

### **Find an AQ Inquiries April to June 2025**

Total Inquiries Received: **132** (98 English, 34 French)

### **Nature of Inquiries**

- General inquiries – 39
- Expression of Interest to take the course – 17
- Recommending a Tech Course be offered – 7
- Qualification requirements – 26
- Course registration process – 3
- Recommending a course be offered – 8
- Online and in-person availability of a course – 7
- When and where to take a specific course – 18
- Recommending a course to a specific provider – 2
- Recommending a course be offered in French – 2
- Providing feedback about courses – 1

### **Top AQ Course Inquiries**

- Mathematics – 18
- Chemistry – 5
- Science, General – 5
- Teaching English Language Learners – 5
- American Sign Language as a Second Language – 4
- Construction Technology, Grades 11 and 12 – 4
- French as a Second Language – 4
- Health and Physical Education – 4
- Computer Technology, Grades 11 and 12 – 3

### **Investigations and Professional Conduct**

#### **Origin of Concerns for New Intake files**

<b>Description</b>	<b>Q2 2025</b>	<b>Q2 2024</b>
<ul style="list-style-type: none"> <li>• Member of the public</li> </ul>	172	132
<ul style="list-style-type: none"> <li>○ Secretary of Board – Teacher Performance Appraisal (Number included in public complaints)<sup>3</sup></li> </ul>	2	1
<ul style="list-style-type: none"> <li>• Member of the College</li> </ul>	25	20
<ul style="list-style-type: none"> <li>• Registrar (including employer notifications)</li> </ul>	222	179
<ul style="list-style-type: none"> <li>• Minister of Education</li> </ul>	0	0
<b>Total New Intake files</b>	<b>419</b>	<b>332</b>

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

• Resolved at Intake <sup>4</sup>	132	119
○ Employer notifications resolved at Intake	2	29
• Transferred to Investigations Unit <sup>5</sup>	209	218
• Active Intake files	195	171
<b>Therapy and Counselling Funding Program</b>		
• New applications	3	0
• Applications approved	1	0
• Applications denied	0	0
• Applications being processed at end of reporting period	2	0

Between April 1 and June 30, 2025, Intake received approximately 175 telephone calls and email inquiries. While service standards state that calls and emails should be answered on the same day as they are received whenever possible, accumulated volume in the Intake Unit has led to challenges in meeting that standard.

In addition to addressing concerns by telephone and email, Intake completed the processing of 341 formal expressions of concern and employer notifications from April 1 to June 30, 2025. Processing timelines for these files are as follows:

Files completed in under 30 days – 302

Files completed in 30 to 60 days – 17

Files completed in over 60 days – 22

#### Investigations Statistics<sup>6</sup>

Disposition of Cases	Q2 2025	Q2 2024
Referred to Discipline Committee under subsections 26(5)(a) or 26(9)	13	14
Referred to Fitness to Practise Committee under subsection 26(5)(a)	3	1
Admonishment in person under subsection 26(5)(c)	11	10
Written admonishment under subsection 26(5)(d)	5	7
Caution in person under 26(5)(c)	5	10
Written caution under subsection 26(5)(d)	16	10
Advice under subsection 26(5)(d)	3	8
Reminder under subsection 26(5)(d)	7	7

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.



Not referred following an investigation and no further action taken under subsection 26(5)(b)	33	35
Refused to investigate: not related to professional misconduct or incapacity under subsection 26(2)(a), OR, frivolous, vexatious, abuse of process, manifestly without substance or made for an improper purpose under subsection 26(2)(b) (Request for Direction)	6	11
Undertaking to Resign under subsection 26(5)(b)	2	0
Undertaking - Medical	1	1
Direct the Registrar to suspend a member's Certificate of Qualification and Registration under subsections 26(4.7) and 26(4.10) and Regulation 616/20	2	0
Complaint resolution under subsection 26(5)(d)	18	38
Coursework under subsection 26(5)(d)(ii)	0	2
<b>Total</b>	<b>125</b>	<b>154</b>

The total number of files considered by the Investigation Committee does not include files that were abandoned or withdrawn. In Q2 of 2025, 14 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 April 1 and June 30, 2025, panels of the Registration Appeals Committee met 6 times and reviewed 7 cases. The following table shows the requests for review received and decisions rendered in Q2 of 2025 and for the same period in 2024:

### Registration Appeals (Q2)

Requests for review received

- 2025: 12
- 2024: 8

Decisions rendered

- 2025: 9
- 2024: 5

### Tribunals

### Discipline Committee Dispositions

The following is a summary of the dispositions from the 16 concluded discipline proceedings in Q2 of 2025 (i.e., from April 1, 2025, to June 30, 2025; including Notices of Referrals which are disposed of without a hearing). 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

### April 1 to June 30, 2025 (Q2)

- Revocation: 4
- Suspension: 7
- Reprimand: 2
- Cancelled-Resigned: 3
- TCL: 0
- NOH Withdrawn: 0
- Not Guilty: 0
- Reinstatement denied: 0
- Reinstatement granted: 0

## Fitness to Practise Committee Dispositions

In addition to the above dispositions, the Fitness to Practise Committee concluded one hearing in Q2 which resulted in a finding that a member was incapacitated and the imposition of terms, conditions or limitations on that member's Certificate of Qualification and Registration.

## Cumulative Volume of Open Hearings Files

There were 80 open hearings files for the Discipline and Fitness to Practise Committees at the end of Q2 (as of June 30, 2025).

## Communications

### Social Media

The College's social media audience continued to grow across all platforms: X (formerly Twitter), Facebook, LinkedIn and YouTube. From Q1 2025 to Q2 2025, our total followers increased by 912 (1.4%) to 66,636.

### Social media inquiries and responses

The College manages and responds to inquiries received through social media platforms. From April 1 to June 30, the total number of inquiries increased by 31 (59.6%) from 52 in Q1 2025 to 83 in Q2 2025.

### The College's newsletters

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

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



Communications has noted a 26% decrease in open rates for YCAY in English and French since Q4 2024 and a 21 per cent decrease for *The Standard* in English and French since Q1 2025. While the causes are under investigation, this trend has prompted the Unit to explore more active use of its existing communication channels beyond email, such as social media. Simultaneously, we are benchmarking how peer regulatory organizations deliver communications that resonate with their audiences. The insights from this exercise will inform our strategy for strengthening audience engagement.

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

In Q2, 2025, YCAY recorded a 38% open rate for English and 34% for French versions. This represents a 7% decrease for English and a 6% decrease for the French edition compared to Q1 2025.

The most popular stories of each month for YCAY Q2, 2025 include:

#### English

- April: Nine professional advisories to support you
- May: Help Shape the Future of the Professional Standards
- June: New Professional Advisory

#### French

- avril: Neuf recommandations professionnelles pour vous appuyer
- mai: Façonnez l'avenir des normes de la profession
- juin: Nouvelle recommandation professionnelle

### **The Standard (quarterly distribution)**

In Q2, 2025, *The Standard* recorded a 22% open rate for English and 31% for the French version. This represents a 22% decrease for English and a 20% decrease for the French edition compared to Q1, 2025.