

REGISTRAR'S REPORT TO COUNCIL

March 5-6, 2020

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INTRODUCTION

I am pleased to present a 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 December 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.

Governance

The College continues to pursue the status of amendments to the Ontario College of Teachers Act (the Act) in support of our governance reforms. The Ontario Legislature returned on February 18, 2020. Any changes to legislation in support of our reforms would be required by the time the House rises in June in order to avoid a conflict with the existing Council election regulation requirements. Council has already approved a traditional election date in 2021, which requires an election and nomination call to be issued by the College in late August of 2020. A recent letter to the Minister of Education identifying this issue is included in the Correspondence section of the Council meeting materials.

Ontario College of Teachers Act, 1996

Mathematics Proficiency Test

- 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 establish a mathematics proficiency test as a requirement for College certification. With these regulations, new applicants will be required to successfully pass a math proficiency test before they can be certified. This will apply to applications completed on or after March 31, 2020.

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 faculties of education or other approved providers. The College will be notified of individuals who successfully complete the test. A pilot test will be available between February 18 and March 7, 2020, with the first sitting of the test scheduled to occur later in the Spring.

Since the introduction of the regulation, College staff have taken steps to support the successful implementation of this certification requirement, including the development of corporate and individualized communications to notify applicants of the new requirement, updating registration guides, and developing support IT functions. Additional staff have also been deployed temporarily to assist with the processing of applications for certification due to the regulatory language exempting applicants whose files have a complete set of required documents but have not necessarily been assessed

prior to March 31, 2020. The College has also worked closely with project partners to coordinate various test activities and administration across organizations.

Funding for Therapy and Counselling Program

- 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's funding program for counselling and therapy to support students alleging sexual abuse or a prohibited act of child pornography against a member became effective January 1, 2020.

Initial program information materials, guidance for potential applicants and an online application form were available to support the January 1st launch. The College's website was also updated with a program landing page and resources, including expense guides and forms that will be updated as program provisions are expanded and clarified.

Both the government and College Council have the authority to make regulations with respect to the program. The government regulation specifies what other claimants are eligible for funding and what expenses are covered by the program.

The College is continuing to work with Ministry of Education staff and an internal cross-department work group on developing the draft Council regulation in accordance with Council's direction from the December meeting, as well as developing the program's administration framework, internal processes, policies, guideline and web-based materials to support the program.

The College's Act allows it to seek an order from the Discipline Committee requiring a member to reimburse the College for funds provided through the program. If such an order is made, the Discipline Committee can also order the member to post security for funds that may be provided through the program.

The College will be seeking reimbursement and security for funding that could be provided through the therapy and counselling program from members found guilty of sexual abuse/prohibited acts of child pornography. The security will be in the form of an irrevocable letter of credit for the maximum amount of funding that can be provided through the therapy and counselling program. These practices are based on practices at other regulators with similar funding for therapy and counselling programs. The direction for seeking reimbursement and security may be modified at the discretion of the College.

Transition to Teaching Study

- The College released its findings from the annual Transition to Teaching survey in the 2019 Transition to Teaching Report. The report highlights unemployment among first-year Ontario graduates now down to just five percent, and in years two through five averaging three percent unemployment. The findings also highlight continued shortages of French-language and French as a Second Language (FSL) teachers. College staff continue to discuss these shortage areas with Ministry of Education counterparts.

COLLEGE STRATEGIC PRIORITIES

1. Strengthen transparency and accountability

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

- The December edition of our parent/public e-newsletter, *The Standard* in English had an open rate of nearly 30 percent, well above the 22 percent industry average. The French newsletter's open rate was 39 percent, three percent higher than the September issue. The most read stories, in English and French, included: "Online resources for parents," "Math test requirement for certification" and "Protecting students against sexual abuse."

Monthly tracking of the use of our *Your College and You* and *The Standard* e-newsletters helps identify topics of interest to readers. Positive open rates for our newsletters indicate that the content is interesting to members, applicants and the public.

- Using Google analytics, we learned that readers of December's online editions of *Professionally Speaking* and *Pour parler profession* were most interested in the Letters to the Editor, the Investigation Committee case study, and Tools of the Trade.
- The College answers most questions received via social media within one day. This is based on response times for private messages on Facebook, the most-used social channel for such questions. Between November and January, we responded to 33 EN and 5 FR general inquiries, as well as 53 EN and 6 FR client service related inquiries.
- Plain language helps to engage readers in all mediums by making important information accessible such as the annual membership fee letters, the funding program for therapy and counselling, and responses to applicant questions on social media. We refreshed the branding when updating our registration guides to highlight new certification requirements for College applicants. Updated and streamlined versions of the Investigations' brochures for the public and members of the College have also been produced to reflect the unit's current practices in more easily understood language. And we continue to promote our role in regulating the teaching profession in ads in the Parents Engaged in Education monthly newsletter.
- To increase awareness and access to the updated professional advisory on Professional Misconduct of a Sexual Nature, the College developed online, audio and accessible PDF versions to complement the print copy that was distributed with the December issue of *Professionally Speaking*. To help parents understand how we're assisting teachers in their professional judgment, we also included information about the College's updated advisory in the December issue of *The Standard*. Further, a "Myth/Fact" item helped to clarify the number of College members that face a disciplinary hearing for allegations of professional misconduct.
- In December, the College updated its mobile app to make it easier for renewing members to download and access information on their phones. At the same time, and as part of our commitment to environmental sustainability and reducing costs, we eliminated renewal print packages saving \$400,000 in 2020. As a result, we saw an 84 percent jump

in members' year-over-year use of the app in the first six-weeks since it was re-launched.

- As noted in the December report to Council, the College undertook a Request for Information (RFI) process for prosecution legal counsel before the Discipline and Fitness to Practise Committees, and corporate legal counsel for the College. An RFI for these legal services was sent to 19 firms with demonstrated expertise in the regulatory sector and the selection process was completed in December. The College received 10 responses and five firms were shortlisted for interviews. With respect to prosecution legal counsel services, McCarthy Tétrault was chosen to be the primary provider and Glick Law was chosen as the secondary provider. With respect to corporate legal counsel services, McCarthy Tétrault was chosen as the provider.
- The Investigations and Hearings (I&H) Department has focused on continual enhancements to process efficiency, transparency and stakeholder accountability. The department continues to process its files in a timely and efficient manner, which demonstrates accountability to complainants, employers and members. It also continues to enhance its processes to address the higher volume of referrals from the Investigation Committee to the Discipline and Fitness to Practise Committees.
- The I&H restructuring pilot has been completed and the following structure has been implemented. The Intake and Hearings portfolio has been reassigned by separating the Tribunals and the Professional Conduct areas. As a result of the restructuring, Professional Conduct staff focus particularly on prosecutions and complaint resolution. This separation supports internal monitoring of all College prosecution timelines and related processes, emphasizes the independence of the hearings process and extends the ability to report on outcomes in a more effective manner. For example, formal monitoring of timelines indicates that in the majority of hearing matters, issuance and posting of the Notice of Hearing occurs within 90 days of referral from the Investigation Committee.
- The College continues its efforts to liaise with employers, police and the courts to ensure that it obtains eligibility to teach restrictions as soon as possible for posting on the public register. Internal processes in the Investigations Unit regarding posting restrictions on members' eligibility to teach have also been streamlined. Both these measures ensure that eligibility restrictions are posted to the public register as quickly as possible in order to protect students.
- A key performance indicator for the relational work associated with the Accreditation Unit is the ability to track and organize the types of questions being directed to the unit to inform workflow and enhance communication to program providers and other stakeholders. Providers connect most often with staff regarding questions pertaining to: (1) practicum placement situations, (2) teachable subject areas and (3) possible program changes. Staff also respond to queries submitted by Ministry of Education personnel in light of sector pressures and the supply and demand of teachers in specific fragile program areas.

2. Manage risk more strategically

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

- Aligned with this strategic priority and the governance report recommendation to identify and implement ways to measure regulatory effectiveness and mitigate risk, the College has begun to develop assessment tools. Public and member awareness surveys and engagement through the College's digital platforms, including the website and social media will be used to gauge public awareness of the College's work and its contribution to public confidence, risk mitigation and harm reduction to students.
- In 2019, the I&H department's Intake area completed a project that measured the rate at which school boards in Ontario report matters to the College involving professional misconduct, incompetence and incapacity of College members. Correspondence was sent to each school board advising of their general rate of reporting relative to province-wide averages.

In response to the correspondence that was sent to school boards, the College has received feedback advising that the information was well-received. Several requests have been received for College staff to attend meetings of boards' administrative staff to provide further guidance regarding an employer's obligations with respect to reporting matters and providing information relating to College investigations.

Staff will continue to monitor reporting rates and will actively track changes in employer reporting patterns and adherence to timelines.

- The College hosted a forum for Intake staff from other Ontario professional regulators to discuss challenges, compare best practices and build a network that will assist with communication between organizations when shared concerns come to our attention. Intake staff from over a dozen regulators participated and planning is underway for further meetings in 2020.
- The Investigations Unit continues to focus on statistical tracking. File dispositions are tracked in increments of 120 days; six months; eight months; 10 months and 12 months. The unit also continues to capture statistics reflecting files closed and/or abandoned during the investigation stage. The unit continues to emphasize timely and efficient investigations while ensuring that members are afforded procedural fairness. The Investigation Committee considered and disposed of a record number of complaints (412) in 2019. This number was up from 386 in 2018 and 339 in 2017. The Investigation Committee's increased production mirrors the increased number of files transferred from Intake.
- The Investigations Unit also initiated an Undertaking to Resign and Never to Reapply Pilot Project (the "undertaking"). Each file received from Intake is reviewed to determine if the matter can be disposed of by the undertaking. In order to qualify for the undertaking, the file must meet specific criteria and the outcome must be in the public interest. If a matter is deemed suitable, the member signs the undertaking before an investigation is commenced. The Investigation Committee has the authority to adopt or reject the undertaking. If the Investigation Committee adopts the undertaking, a notation is posted on the public register advising that while facing a report or complaint,

the member resigned and agreed never to reapply for a position for which a certificate of qualification and registration is required. The undertaking will help to ensure that more significant matters can be considered by the committee in a timely and efficient manner.

- The College continues to assess investigation files through the lens of risk to a student or students. Pursuant to the Act, the College posts on the public register any restriction on a member's eligibility to teach sanctioned by a court or other lawful authority. In appropriate cases, the member will be asked to sign an undertaking not to teach or to engage in employment that requires a certificate of qualification and registration pending the College's disposition of a complaint. In files where the member declines to sign such an undertaking, the College will seek an interim suspension of the member's certificate through an Executive Committee Order.
- As a result of the I&H restructuring, the Tribunals Office is now specifically responsible for the hearings process and the work of the Discipline and Fitness to Practise Committees. In order to manage risk more strategically and to ensure the protection of the public interest, Tribunals staff have conducted an analysis of several stages of the hearings process. For instance, an analysis of the effectiveness of pre-hearing conferences over a four year period has shown that the settlement rate in matters where a pre-hearing has been held is significantly higher than in matters that proceed without a pre-hearing. This information informs the allocation of resources so that they may be used as efficiently and effectively as possible to carry out the College's public interest mandate.

Similarly, an analysis of the form of reprimands delivered over a six-month period has shown that oral reprimands (as opposed to written reprimands) are delivered in approximately two-thirds of cases. The College's default is to seek oral reprimands because they provide panels with an opportunity to directly address their concerns with members. The analysis has shown that, in the vast majority of cases where written reprimands have been ordered, it was highly unlikely that the member would attend to receive an oral reprimand for a number of reasons, including incarceration. This information allows the department to manage risk strategically, by ensuring that efforts made to protect the public interest are done thoughtfully and in an efficient and effective manner.

- The College requires official transcripts sent directly from institutions as part of the documentation required for certification. This requirement ensures that documents are authentic and can be used to assess the credentials of an applicant.

Currently, the College receives Ontario transcripts, electronically from Ontario Universities' Application Centre, (OUAC). The College has a memorandum of Understanding with World Education Services (WES) to allow the College to electronically access transcripts it holds for applicants to the College. The College also has an agreement with Canadian teacher education authorities to accept certified true copies of transcripts that have been received directly from institutions on behalf of labour mobility applicants.

Applicants who are not eligible for electronic transmission for OUAC, or who do not have files with WES or other Canadian teacher education authorities, must arrange for institutions to send paper documents directly to the College.

As part of its commitment to continuous improvement, the College, after recently becoming aware of three organizations: National Student Clearinghouse; Parchment and MyeQuals that also have secure mechanisms for electronic transmission of transcripts, is now accepting transcripts electronically from these three organizations. In doing so, the College makes the application process more efficient for applicants and enhances its commitment to reduce its reliance on paper.

- College staff are currently identifying data generation points that can be used to measure and track the College’s regulatory effectiveness and demonstrate how the College’s regulatory work reduces, mitigates or eliminates harm to students. This activity is in support of the following Council approved strategic priorities:
 1. Strengthening transparency and accountability through the development of objective and subjective key performance indicators for the College that are measurable, observable and perceivable, and
 2. Managing risk more strategically through the analysis of College data and trends as a basis for creating additional guidance and member resources

While these data generation points may not individually provide a complete picture of the organization’s overall effectiveness, together they will provide the initial baseline in order to identify trends to be addressed. Council will receive the initial report at a future June Council meeting.

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.]

- The College continues our work to increase awareness of the Margaret Wilson Library’s services via the College website. We created a quick, online guide to help members easily navigate the resources and replicated the guide in *Professionally Speaking* in December. A single sign-on feature on the library’s landing page makes it easy for members to search and borrow resources.
- The College recently posted our new brochure for parents, “How We Support Ontario Students,” in the Parents’ section of our website in English, French, Arabic, Mandarin, Ojibway, Tagalog and Tamil. It explains what the College does and how to connect with us. As well, we posted updated versions of the “The Professional Learning Framework for the Teaching Profession” and “Essential Advice for the Teaching Profession.”
- A microsite has been launched and advertising has begun for our bi-annual Inspiring Public Confidence conference taking place on June 2-3, 2020 at the Toronto Marriott Downtown Eaton Centre Hotel. Participants will have opportunities to learn about self-regulation and to interact with other stakeholders and College staff through 22 workshops in six concurrent timeslots. The conference coincides with the June 4-5 Council meeting to facilitate Council members’ attendance at the conference and Council members will not be charged the conference registration fee to attend. A notice

was also placed in the December issue of *The Standard*. Conference registration opened January 13.

By developing the 2020 College Conference microsite, we've demonstrated the College's innovative leadership in cross-organizational collaboration, bringing together government and constituent organizations through keynotes, speakers and workshops.

- 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 self-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 hearing process. Staff have presented at six PQP and SOQP sessions during December 2019 – February 2020.
- The work of the College continues to attract international attention as evidenced by the number of briefing requests received from foreign jurisdictions. Delegations from around the world continue to inquire about the College's role in education as a self-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 pre-service and in-service teacher education programs and the disciplinary process. Recently, the College has hosted delegations from the Republic of Korea, the People's Republic of China, Ethiopia, and the Netherlands.

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. The Chair or her delegate participates in sessions for teacher candidates during their first two semesters that introduce the role of the College and the privilege of self-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 December 1, 2019 to February 29, 2020, the College presented at 11 faculties of education.
- Applications for the 2020-2021 scholarship program opened on January 6, 2020 and will close on June 26, 2020. Applicants must currently be enrolled in a concurrent or consecutive program at an Ontario faculty of education and expect to graduate in 2021 to be eligible to apply for one of the three \$2,000 scholarships that are awarded annually.
- The College staffed information displays at a number of different events frequented by 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
January 23	Ontario Public School Boards' Association (OPPSBA) / l'Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO) Public Education Symposium	Toronto
February 29-March 1	Kidsfest	Ottawa

- An employer webinar was held in February, with sessions offered in both English and French. The focus of the webinar was on best practices for employer disclosure to the College. At the College's invitation, a board lawyer participated in the webinar. The board lawyer provided practical information on effective practices regarding preparation of disclosure to the College and facilitation of board compliance with reporting timelines to the College.
- In the Fall of 2019, College staff met with Boost Child and Youth Advocacy Centre. Boost is an organization that centralizes police, child protection, medical and mental health agencies in support of children and youth who have experienced abuse. Additional presentations will be made to Boost in early 2020, the purpose of which will be to provide information about the College's mandate so that information relating to student abuse cases (for example, bail conditions that restrict a member's eligibility to teach where a member has been charged criminally) can be more efficiently obtained by the College.
- Since the last Registrar's report to Council, College staff have facilitated provincial writing teams for the revision of the following AQ guidelines:
 - French as a Second Language – Schedules A, D and E
 - Teacher Librarian – Schedule D
- Staff released the following draft AQ course guidelines to all stakeholders and educational partners for provincial validation:

Schedule A (Intermediate and Senior), D (3-Part Specialist) and E Honour Specialist

- Native Languages (Cayuga)
- Native Languages (Cree)
- Native Languages (Lenape)
- Native Languages (Mohawk)
- Native Languages (Ojibwe)
- Native Languages (Oji-Cree)
- Native Languages (Oneida)
- Native Languages (Onondaga)

Schedule C

- Teaching in a French Immersion Setting (For teaching in English-language schools only – not offered in French)

Schedule D

- Teaching and Leadership: First Nations, Métis and Inuit Settings

- The following final AQ course guidelines were released to stakeholders and educational partners:

Schedule A (Intermediate and Senior)

- First Nations, Métis and Inuit Studies

Schedule C

- Occasional Teaching
- Outdoor Experiential Education
- Teaching First Nation, Métis and Inuit Children

Schedule D

- Actualisation linguistique en français/Programme d'appui aux nouveaux arrivants (ALF PANA) (*For teaching in French-language schools only - not offered in English*)
- Business Studies - Entrepreneurship
- First Nations, Métis and Inuit Studies
- Special Education

Schedule E (Honours Specialist)

- First Nations, Métis and Inuit Studies
- Honours Specialist in Technological Education
- Physics
- Science
- Staff developed and released a survey related to *Mental Health and Well-being*. Requests have also been received to explore the merits of developing a *Mental Health and Well-being* AQ course guideline.
- Staff are piloting a new digital resource entitled, *Intentional Design: AQ Courses*, to help inform the adoption and integration of an anti-oppressive stance within AQ courses. This resource will also support AQ accreditation at the College.
- As the Accreditation Unit continues to situate the work of accreditation in an era of Truth and Reconciliation, promising practices emerge. The co-planning of site visits with the staff and community of Indigenous Education programs is one of a series of suggested actions discussed during a professional learning session with Indigenous scholar Dr.

Pamela Toulouse in fall 2019. Program Officers are applying and extending their learning in action as they work on the program accreditation review of Brock University's Bachelor of Education (Aboriginal) program.

In a recent site visit planning meeting, staff and faculty at the *Oshki-Pimache-O-Win: The Wenjack Education Institute* suggested that an important element of a culturally responsive site visit is the provision of the opportunity to meet the panel and/or Program Officers "as people first". For program instructors, administrators and the resident Elder, this opportunity will occur during a shared meal the night before the site visit. To enable preliminary engagement with teacher candidates, Program Officers joined a class via teleconference to share personal introductions, discuss the roles and responsibilities of the College, describe the accreditation process and respond to questions.

The exchange was overwhelmingly positive. It not only fostered comfort and understanding on the part of site visit participants, it provided Program Officers with valuable insight into the lived reality of program participants. This insight will inform how Program Officers prepare panel members for their work on the review of the program's accreditation. Based on this experience, the Accreditation Unit will incorporate similar preliminary site visit conversations into their practice for future review of Indigenous Education and Indigenous Language Education programs.

Accreditation Unit staff have approached the Deans of the seven Faculties of Education who offer accredited Indigenous Teacher Education programs to nominate key individuals involved in their Indigenous Teacher Education or Indigenous Languages programs to participate in a working collective/writing team to assist with:

- Developing culturally responsive interviewing and site visit practices
- Designing questions for site visits
- Developing practices that lead to the collection of more salient interview data

The response has been overwhelming. Program officers are grateful for the opportunity to be guided in this important work by a group of nine individuals, including an Elder-in-Residence from one faculty as well as Indigenous scholars and Indigenous Teacher Education Program coordinators. This working collective met for two days in February 2020. This vital collaboration between the Faculties of Education, Indigenous communities and the Ontario College of Teachers will benefit the interests and experiences of all stakeholders involved in Accreditation processes.

- Staff presented to the K-12 Education Standards Development Committee as well as staff members from the Ministry for Seniors and Accessibility and the Ministry of Education regarding inclusion and accessibility in all AOs.

STATISTICS

Human Resources

- Recruitment is ongoing as vacancies arise from time to time in the 180.5 regular staff positions approved by Council for the 2020 budget. The following summary includes regular College staff, staff seconded from school boards and temporary staff as of January 30, 2020:

Budgeted positions for 2020	<u>180.5</u>
Staff with regular appointments	159
Temporary staff replacing staff on leaves and vacancies	10
Staff seconded from school boards	4
Current vacant positions (interim)	7.5
	<u>180.5</u>

- The College continues to look strategically at the allocation of staffing resources within the full-time employee (FTE) complement approved by Council to ensure that they are deployed effectively in order to meet our mandated responsibilities as an organization. By way of example, directors and managers assess all vacant positions as they come open in order to improve our efficiency and ensure that the positions are fully engaged in addressing any emerging pressures.

In recent months, steps have been taken within the Investigations and Hearings and the Membership Services departments to reassign or alter duties to address growing volume. In the Investigations Unit, a vacant administrative assistant position was converted to an investigator role to support the current caseload. In the Tribunals Unit, a position was redefined as a hybrid position to fulfil administrative as well as clerking responsibilities due to the growing number of hearings to be concluded.

In the Evaluation Services Unit, three evaluation assistants were temporarily reclassified to the evaluator role to address volume in the processing of complex internationally-educated teacher applications. An evaluator position was also converted on a trial basis last year and permanently this year to a decision writer position in an effort to maximize time spent by evaluators conducting assessments and minimize time spent drafting correspondence and certification outcomes.

In our Information Technology Unit, there remains a heavy reliance on contract employees who are recruited based on the skillsets required to deliver specific applications to the organizations.

Services to Applicants and Members

- Applications, certification outcomes, new members 2018 and 2019:

TOTAL APPLICATIONS (includes all new or previously closed applications, excludes previously expired or denied)		
Jurisdiction	2019	2018
Ontario	4,353	5,076
International	1,318	1,406
Labour Mobility	349	453
TOTAL	6,020	6,935

- The decline in Ontario applications in 2019 is a result of the lower number of graduates of the former one-year concurrent and one-year multi-session programs that were enrolled before the introduction of the four-semester teacher education program on September 1, 2015. Graduates who were enrolled in the former 'one year' program remain eligible for a certificate of qualification without conditions, provided that they successfully complete the program and are certified before September 1, 2022.

Jurisdiction	New Members Jan. 1-Dec. 31, 2019	New Members Jan. 1-Dec. 31, 2018
Ontario	4,490	4,685
International	681	640
Labour Mobility	312	330
TOTAL	5,483	5,655

- In 2019, the College certified 560 members with conditions related to incomplete requirements for full certification. Currently there are 2,741 members in good standing who have one or more conditions to complete. The following chart shows a breakdown by year of the number of members who completed their final conditions:

Year	Members who Completed All Remaining Conditions
2010	41,909
2011	708
2012	690

Year	Members who Completed All Remaining Conditions
2013	667
2014	567
2015	593
2016	392
2017	306
2018	258
2019	542

- Since 2011 the number of members who complete conditions has generally decreased year after year. The largest decreases occurred immediately following regulation changes in 2010 and 2015. In 2010, the requirement for all internationally educated teachers to complete a year of teaching was removed and in September 2015, the certificate validity period for completing the conditions was increased to allow five years to complete the conditions before the certificate expired. Previously the certificates were valid for only three years. In 2019, the College saw an increase in the number of members who completed conditions. This increase is likely due in part to the fact that members are completing their conditions in the last year of their certificate expiry date (for certificates issued in 2015).
- Degree verifications for Ontario applicants; credential assessment and outcome (certified, denied, in progress) for internationally educated teachers and labour mobility applicants:

	Jan. 1 to Dec. 31, 2019			Total 2019	Jan. 1 to Dec. 31, 2018			Total 2018
	Eligible for Certification	Denied	In Progress		Eligible for Certification	Denied	In Progress	
International credentials held by Ontario graduates (degree verifications)	186	4	59	249	180	6	3	189
Labour mobility administrative reviews	446	1	37	484	448	1	32	481
International credential assessments	569	109	643	1,321	485	127	457	1,069
Total	1,201	114	739	2,054	1,113	134	492	1,739

- In 2019, the total number of Ontario graduates who held an international academic degree increased by 24 percent. Part of the increase may be attributed to enhanced reporting mechanisms for files that are considered in progress. We will continue to monitor this trend.

In 2019, the total number of applications decreased by 13 percent when compared to the applications received in 2018. In contrast, the number of files received in Evaluation Services (ES) for a credential assessment increased by 16 percent in 2019. The increase of files received in the unit may be attributed to more applicants submitting transcripts through electronic sources or by World Education Services (WES). The College will accept documents previously sent to WES from granting institutions. The increased use of this service allows applicants to submit required documents in a more time efficient manner, which in turn, decreases the time for the College to be in receipt of all documents required to complete an application.

- Evaluation Services did not experience a significant change in the jurisdiction composition of the files received for a credential assessment in 2019 when compared to 2018. Overall, the highest percentage of files received in the unit for a credential assessment were from the United States, India and Jamaica. In addition, the internationally educated teachers eligible for certification in 2018 represented 45 different countries and this number increased to 46 in 2019.
- As outlined in the Fair Registration Practices Regulation 271/09, the Registrar shall use best efforts to make a decision about whether to issue a certificate within 120 days after receiving the application and all required documents. The average number of days for an internationally educated teacher (IET) to become certified has increased. In 2018, the average number of days for an IET to become certified was 137 days and that increased to 158 days in 2019. The average time to complete a credential assessment has increased by 16 percent, which is a reflection of the same increase in files received in the unit.
- In 2019, the applications received for labour mobility applicants remained relatively the same as in 2018. Upon review of the Canadian jurisdictions, there was no change in the composition of the jurisdictions represented in the application process. We will continue to monitor this trend.
- The average number of days for a labour mobility applicant (LMA) to become certified increased in 2019 when compared to previous years. In 2018, the average number of days for an LMA to become certified was 36 days and that increased to 46 days in 2019. While these applicants are not subject to changes in the Ontario teacher education program that took effect in 2015, the composition of applicants has changed. In 2018, 23 percent of the LMAs reviewed were from individuals who completed a teacher education program outside Canada and this increased to 30 percent in 2019. Traditionally, LMA files have taken less time to complete as teacher education programs across Canada share strong similarities to Ontario's teacher education program and added research and/or information is not generally required. In contrast, assessments of international teacher education programs require comprehensive research, which tends to increase the timeline.

- When we determine whether an applicant meets the certification requirements, we review their academic and professional credentials, the evidence of language proficiency and their professional suitability. Of the applicants eligible for certification, the outcomes are as follows:

Certification Outcome	Percentage (%)
Condition - ABQ and Complementary Education	34
Condition - Complementary Education	33
No Conditions	16
Condition - ABQ	9
Condition - Practicum and Complementary Education	3
Condition - ABQ, Practicum and Complementary Education	3
Condition - ABQ and Practicum	1
Condition - Practicum	1
TOTAL	100%

- Of the applicants denied in 2019, the reasons for denial were as follows :

Reasons for Denial	Percentage (%)
Professional	44
Language Proficiency	26
Professional and Language Proficiency	13
Academic	11
Academic, Professional, and Language Proficiency	4
Academic and Professional	1
Academic and Language Proficiency	1
TOTAL	100%

- The three most frequent reasons for denials remained the same as 2018.

Member and Non-Member Statistics

Status	January 2020	January 2019
<u>Appears on the Public Register</u>		
Good Standing (incl. subject to terms, conditions, limitations)	234,594	234,517
Retired	154,413	147,259
Suspended Non-Payment of Fees	74,970	78,729
Expired	21,636	21,663
Cancelled – Resigned	3,355	3,407
Revoked	367	321
Cancelled	269	271
Suspended	91	93
Sub Total	489,695	486,260

Member and Non-Member Statistics

Status	January 2020	January 2019
<u>Does Not Appear on the Public Register</u>		
Deceased	35,057	32,872
Unprofiled ⁽¹⁾	20,967	20,887
Closed	12,643	6,575
Removed	6,392	6,316
Unsubmitted ⁽²⁾	5,185	9,380
Document Assessment	4,982	5,038
Denied	3,238	3,180
Never Registered	1,013	1,013
Evaluation Validity Expired	982	993
Submitted to Evaluation	569	420
Applicant Hold	398	307
Waiting for Payment Approval	141	119
Cancelled by Minister	121	124
Administrative Review	62	55
Under Registrar Review	8	4
Sub Total	91,758	87,283
Total	581,453	573,543

⁽¹⁾ Record created when a document is received that cannot be linked to a member or applicant record. This occurs for new applicants who may arrange for documents prior to sending an application. Once the application is received, the document is moved to the new record.

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

Margaret Wilson Library

- Total library circulation was on par with last year's numbers. In calendar year 2019, members borrowed 31,286 items versus 31,047 items in 2018 (including print and electronic items). For the three-month period October to December 2019, total circulation increased 15 percent year over year (including print and electronic items). Members borrowed 7,967 items in the current period versus 6,937 items in the same period the previous year.
- Total circulation of eBooks was on par with last year's numbers. In calendar year 2019, members borrowed 15,461 items versus 15,423 items in 2018 (full text and download). For the three-month period October to December 2019, total circulation increased 34 percent year over year. Members borrowed 4,254 items in current period versus 3,175 items in the same period the previous year (full text and download).
- The library software enhancements enabled members to perform many more research database searches, a huge benefit for members. In calendar year 2019, there were over 500,000 research database searches which was double the number of searches in 2018.

- In calendar year 2019, there were a total 1,803 staff interactions with members, which was an increase of 9 percent versus 1,653 staff interactions in 2018.

Standards of Practice and Accreditation

Accreditation Pre-Service Reviews and Program Change Requests

- Staff continue to work with providers, panels and committee members in varying stages of the accreditation process. In addition to the decision rendered by the Accreditation Committee in December 2019, renewal applications have been submitted by two faculties for the accreditation of: (1) one consecutive program of professional education including a French as a Focus in the Primary/Junior divisions and (2) one Indigenous teacher education program. Panels have been appointed with the pre-site meetings, on-site campus visits and interviews set to occur later this quarter. These panels will summarize their findings, facts and reasons in Panel Reports to be considered by the Accreditation Committee in the rendering of their decision regarding the renewal of the accreditation of the programs.

	Provider	No. of Programs of Professional Education	Site Visit	Accreditation Decision
Pre-service Reviews	Lakehead University, Faculty of Education	4 programs	July 15-16, 2019 Indigenous Language Teachers' Diploma (ILTD) October 3, 2019 Orillia campus October 7-11, 2019 Thunder Bay campus	December 3, 2019
	University of Ottawa, Faculty of Education	1 program	February 23-28, 2020	May 27, 2020 (anticipated)
	Brock University, Faculty of Education	1 program	March 1-4, 2020	May 27, 2020 (anticipated)
	3 Providers	6 Programs		

- The Accreditation Regulation requires providers to notify the Accreditation Committee before adding to or substantially modifying an accredited program. Staff support the work of the panels that are appointed to review the proposed changes and make recommendations to the committee. In December 2019, staff worked with a 4-person panel for the review of an addition of an area of study in Media Arts as a teaching subject area in the Intermediate/Senior divisions to an accredited program at the University of Windsor.

Investigations and Hearings

- The following chart summarizes concerns received at Intake for the period January 1 to December 31, 2019.

Description	2019	2018
Origin of Concerns for New Intakes		
- Member of the public	321	260
- Secretary of Board – Teacher Performance Appraisal ⁽¹⁾	9	11
- Member of the College	79	69
- Registrar (including employer notifications)	450	393
- Minister of Education	0	0
Total New Intakes ⁽²⁾	850	722
Disposition		
- Resolved at Intake	429	345
• Employer notifications resolved at Intake	89	56
- Transferred to Investigations Unit	459	380
- Active Intake files	89	80

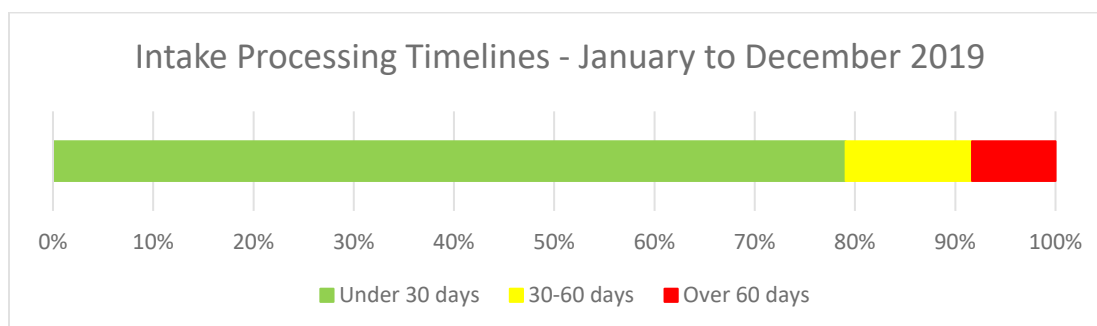
⁽¹⁾ Reports related to resignation or termination as a result of unsatisfactory teacher performance appraisal.

⁽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 January 1 and December 31, 2019, Intake received approximately 700 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 888 formal expressions of concern and employer notifications between January and December. Timelines for Intake processing these files are as follows:

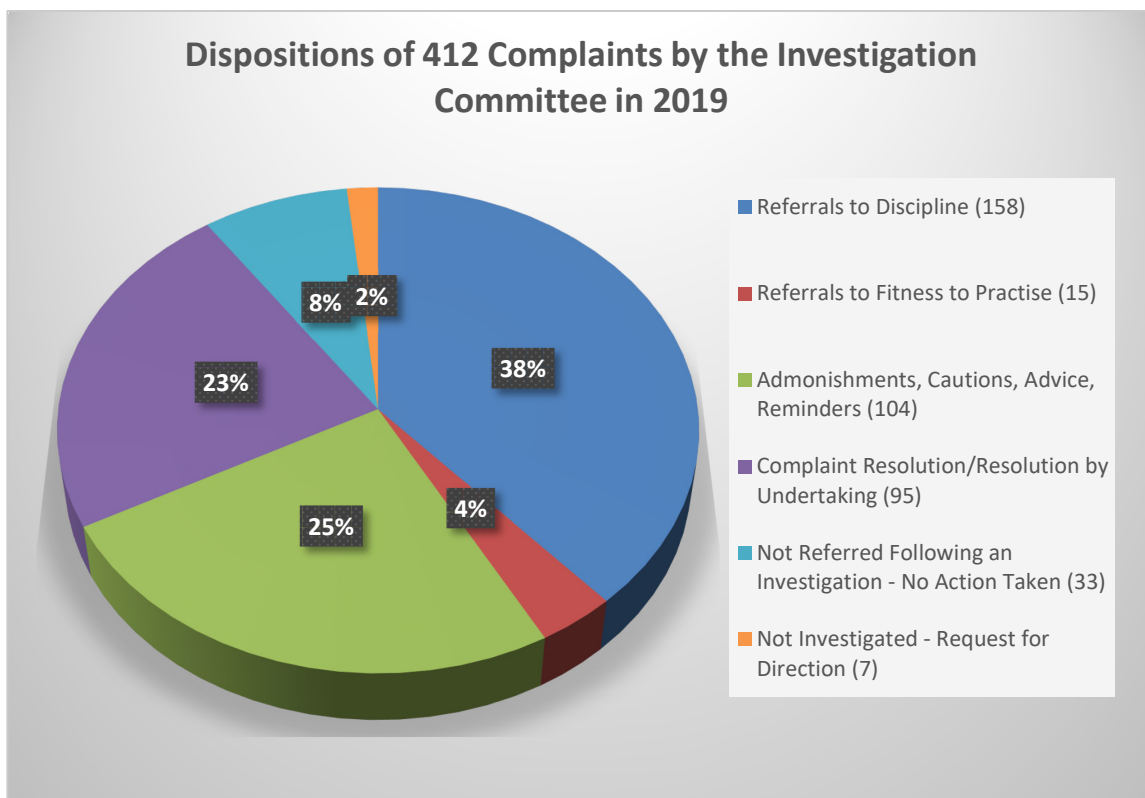
Files completed in under 30 days – 702 (79% of all files)
 Files completed in 30 to 60 days – 112 (12.7% of all files)
 Files completed in over 60 days – 74 (8.3% of all files)

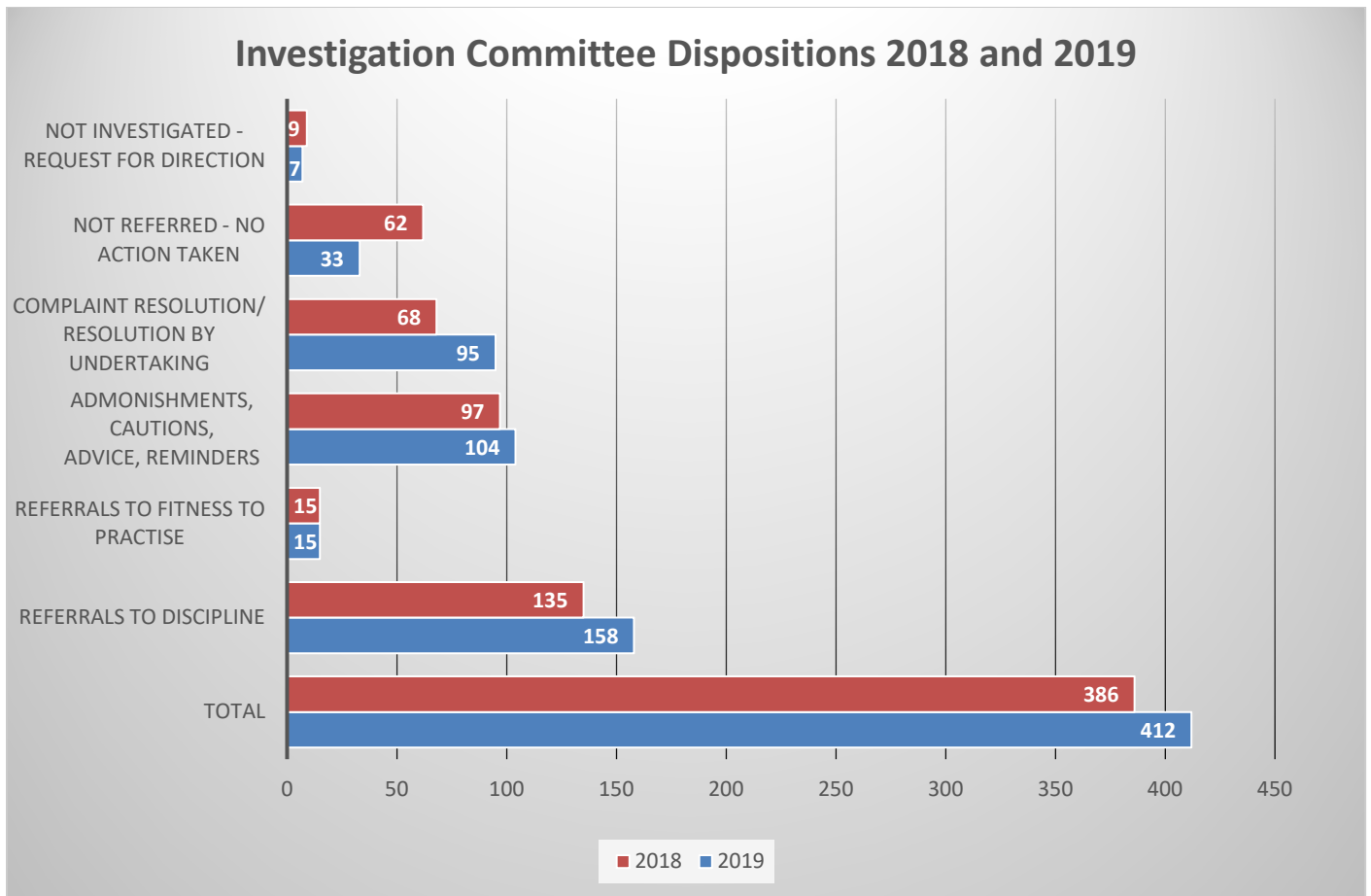


The majority of the files that remained open for over 60 days were kept open as further information was needed from employers in order to determine an appropriate course of action. Intake does regular outreach to employers to advise of the importance of providing the College with updates in an expeditious manner.

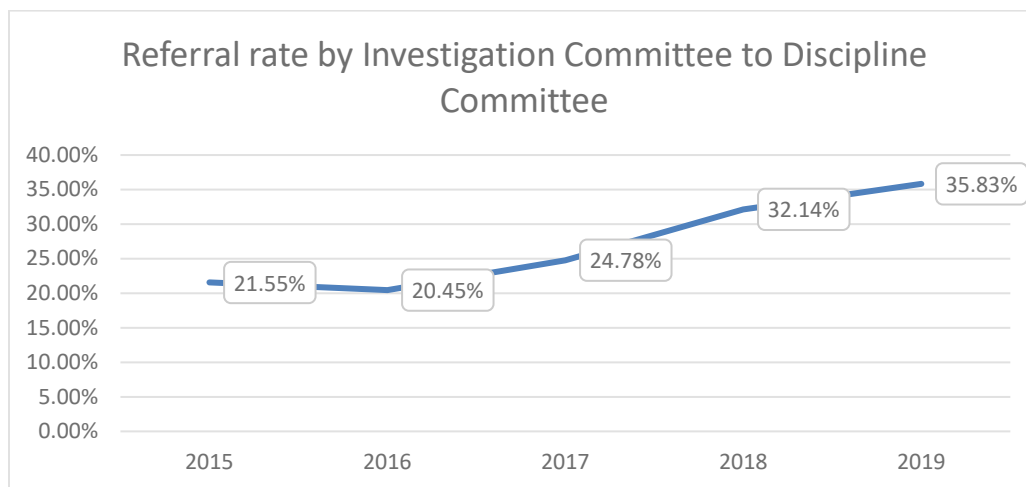
The following chart summarizes the disposition of cases concluded by panels of the Investigation Committee between January 1 and December 31, 2019.

A total of 33 matters were withdrawn or abandoned before reaching a panel of the Investigation Committee.

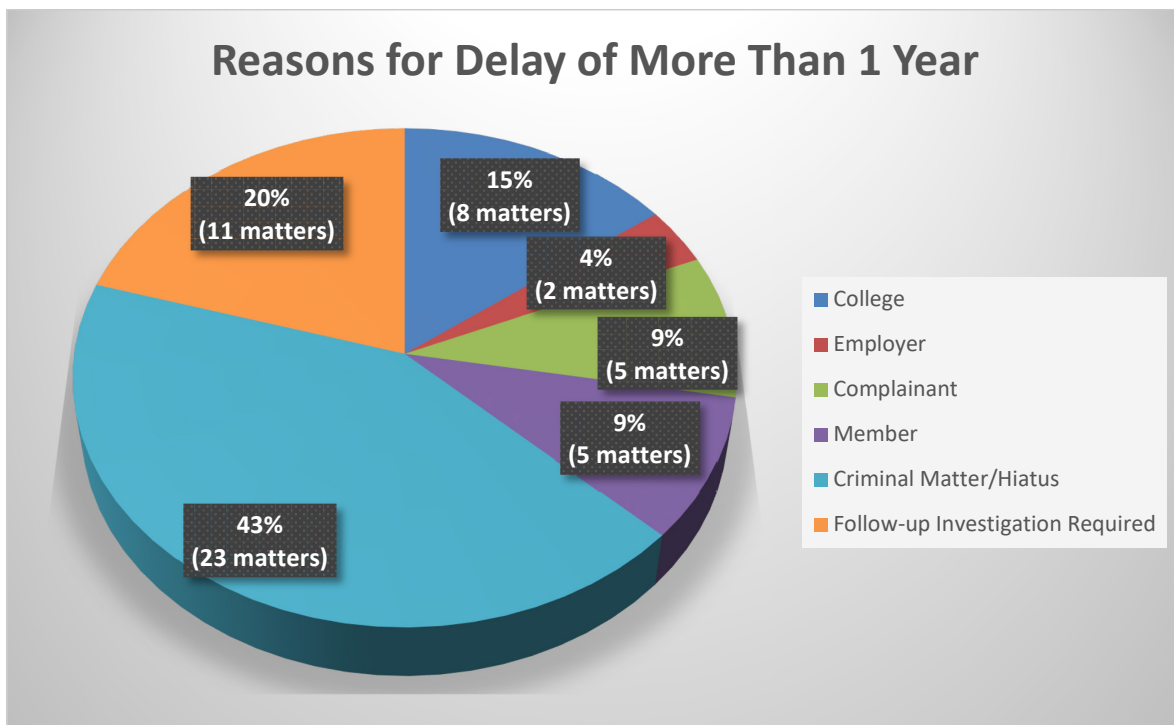
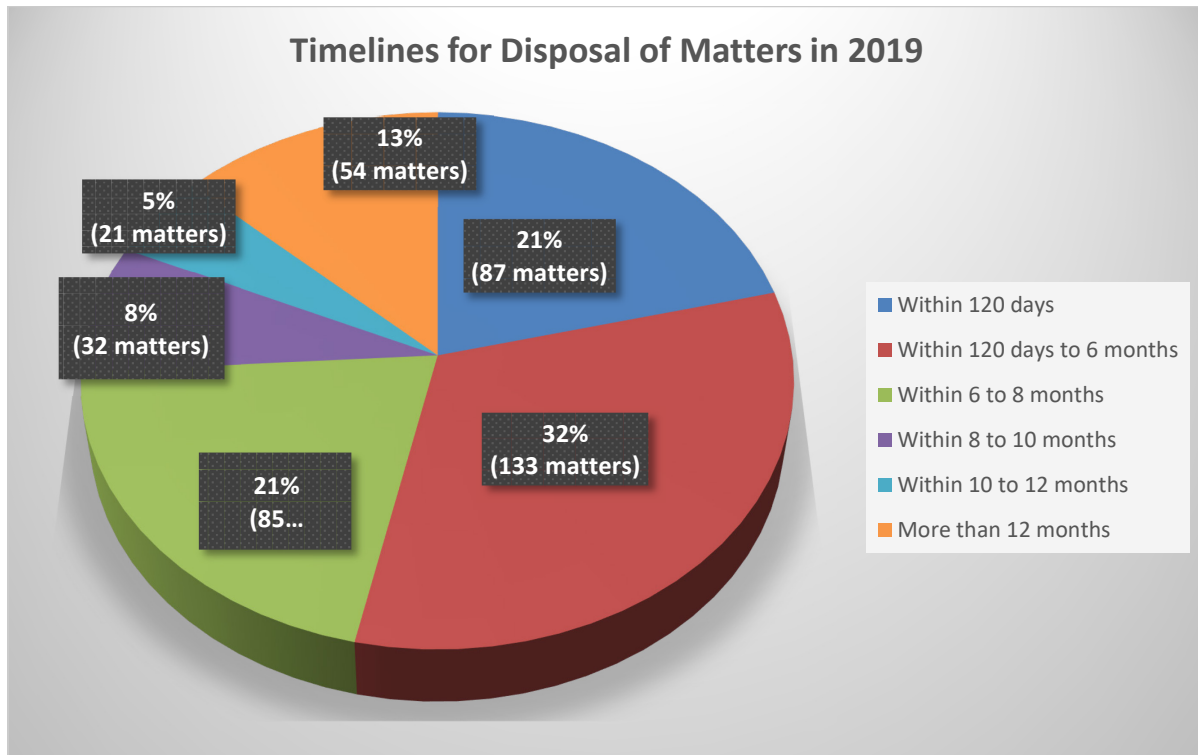




- As indicated in the graph below, the Investigation Committee referral rate has grown exponentially since 2017. The higher referral rate has significant implications for the Discipline and Fitness to Practise Committees' timelines for disposal of cases as well as for adjudicator and staff resources.



- Complaint Resolution activity – in 2019, 86 Memoranda of Agreement were adopted by the Investigation Committee, compared to 61 in 2018.



Hearings

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

2019	-	321
2018	-	232
2017	-	172
2016	-	186
2015	-	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.

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 by adjudicators, 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 give 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 tables are included to highlight the work of the Discipline and Fitness to Practise Committees, and the Tribunals Unit that supports their work. 2019 was a record year in which 115 matters were concluded. The high volume of matters concluded in 2019 represents a dramatic increase from 2018, which may be considered an outlier due to the unusually high ratio of contested to uncontested matters that year, and a significant increase from previous years.
- As the following table indicates, there was a nearly 60 percent increase in concluded matters from 2018 to 2019. The number of concluded matters in 2019 was also significantly higher than any previous year.

Concluded Matters

	2019	2018	2017
January	5	13	18
February	6	6	8
March	5	2	6
April	13	5	5
May	13	2	8

	2019	2018	2017
June	12	8	8
July	13	1	7
August	8	1	7
September	3	4	4
October	18	10	16
November	15	12	14
December	4	8	6
Total	115	72	107

- The following table shows the number of days spent working on matters by members of the Discipline and Fitness to Practise Committees, including hearing days, deliberations or decision-writing days and pre-hearing days. The amount of time spent conducting the work of the Discipline and Fitness to Practise Committees increased by approximately 25% from 2017 and 2018 to 2019.

Hearing/Writing/Pre-Hearing Days

	2019	2018	2017
January	4	11	10
February	8	8	7
March	4	7	12
April	13	11	13
May	9	7	7
June	15	9	11
July	13	8	5
August	10	2	5
September	4	8	3
October	17	8	13
November	19	15	13
December	15	11	10
Total	131	105	109

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

Contested Hearings (and number of actual contested hearing days)

	2019	2018	2017
January	2 (2 days)	1 (2 days)	1 (1 day)
February	0 (0 days)	1 (2 days)	1 (2 days)
March	1 (1 day)	3 (3 days)	1 (2 days)
April	5 (3 days)	3 (3 days)	2 (2 days)
May	0 (0 days)	4 (6 days)	2 (4 days)
June	3 (6 days)	2 (2 days)	2 (4 days)
July	1 (2 days)	3 (3 days)	0 (0 days)
August	3 (3 days)	1 (1 day)	2 (3 days)

	2019	2018	2017
September	2 (2 days)	3 (6 days)	1 (2 days)
October	4 (7 days)	1 (2 days)	1 (1 day)
November	4 (5 days)	1 (1 day)	4 (4 days)
December	3 (5 days)	3 (5 days)	2 (3 days)
Total	28 (36 days)	26 (36 days)	19 (28 days)

Agreements/Withdrawals Heard

	2019	2018	2017
January	2	5	5
February	9	3	4
March	3	1	7
April	12	4	3
May	9	0	4
June	13	9	9
July	12	1	5
August	4	3	4
September	4	1	4
October	17	8	18
November	15	14	11
December	6	8	10
Total	106	57	84

Pre-Hearings (and number of actual pre-hearing days)

	2019	2018	2017
January	0	2	0
February	1	4 (3 days)	1
March	2 (1 day)	0	2
April	3	4 (3 days)	0
May	3 (2 days)	3 (1 day)	0
June	2	2 (1 day)	0
July	3	0	3
August	3 (2 days)	0	0
September	0	1	0
October	1	1	1
November	3 (2 days)	5 (4 days)	0
December	3 (2 days)	1	1
Total	24 (19 days)	23 (17 days)	8

- This data reveals several significant details. First, the number of files adjudicated by the Discipline and Fitness to Practise Committees was at a record high in 2019. While there was an 86% increase in the number of uncontested matters concluded from 2018 to

2019, the number of contested matters also increased slightly, which created a significantly higher workload for the committees and, accordingly, for Tribunals staff in 2019. This trend will likely continue into 2020. Staff continue to implement efficiencies to Tribunals processes in order to meet these increased demands, and to manage resources in an effective manner that has assisted the committees in fulfilling their important public interest mandate.

Second, the number of pre-hearing, hearing and decision-writing days of the Discipline and Fitness to Practise Committees increased significantly in 2019 (by 25%). This work requires a considerable time commitment from members of the committees as well as significant staff support. The results of 2019 are a significant achievement, but they also demonstrate the need to ensure that resources are allocated appropriately to meet the current demands and into 2020.

Third, the number of pre-hearings conducted in 2019 was once again high. While pre-hearings take time to conduct and may not yield immediate results, data analysis reveals that they are highly beneficial in terms of encouraging the settlement of matters. Over the approximately four years of data that was analyzed, there was a 16% higher settlement rate in matters where a pre-hearing was held compared to those where no pre-hearing was held. This data suggests that pre-hearings are an effective way in which the Investigations and Hearings department has been managing its resources to ensure that matters are handled as efficiently as possible in the public interest.

UNDERTAKINGS

- As discussed at the December meeting of Council, the recent report of the British Columbia Ministry of Health on the review of and recommendations for improved governance and regulatory performance as been posted on CouncilNet for information.
- The agendas for upcoming inter-staff meetings with the Affiliates and with the Principals' Councils have been updated to include investigating options for sharing school board complaint reporting statistics with affiliates and informing school boards of Council's support for so doing.
- Research into the requirements of other regulators with respect to confirming competence prior to recertification is underway and we anticipate that a preliminary report will be available for the June Council meeting.

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

Paul Picard, OCT
Interim Deputy Registrar