



Registrar and CEO Report

Public Interest Rationale: This report assures the public that the College is operating efficiently and supports Council in discharging its fiduciary responsibilities. It promotes transparency and accountability by detailing activities undertaken over the third quarter (July to September 2024), aligning actions with strategic priorities, and supports effective governance.

Submitted By: Linda Lacroix, OCT/EAO Registrar and Chief Executive Officer

Introduction

I am pleased to provide my last report for the 2024 year, which highlights College work undertaken in the third quarter.

Progress of Strategic Activities

Key Performance Indicators

In October, I reported back about the College's capacity building in the development of key performance indicators (KPIs). This had been moved forward through a series of workshops that College leadership utilized for the initial stages of developing metrics to support Council's oversight role in the implementation of the College's five-year strategic plan.

In Q3, the Senior Leadership Team refined the earlier work and identified three to four potential metrics for each of the College's strategic goals. For most of these metrics, the College can begin collecting baseline data, while others will require adjustments to the College workflows and IT enhancements for the data to become available.

In 2025, College staff will begin to operationalize these metrics. They will be compared and assessed for their relevance and effectiveness. It is anticipated that these metrics will begin being reported on in the March 2025 Registrar's Report.

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

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

Work in this area will emphasize:

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



Certification Timelines

The College has implemented a variety of strategies to reduce barriers for internationally educated teachers while maintaining the standards of the profession. These have included policy changes, process efficiencies, and an investment in staffing resources. As a result, the number of internationally educated teachers that have been certified by the College has more than doubled since 2022. The College has achieved this while remaining compliant with timeline requirements outlined in the *Fair Access to Regulated and Compulsory Trades Act, 2006* and O.Reg. 271/09: *Fair Registration Practices* made under the *Ontario College of Teachers Act, 1996*. Data that supports the certification timelines can be found in Appendix A under "Total by Certification Type".

Online Application

A cross-College collaboration has begun with Deloitte to put in place a fully digitized and updated online application that is focused on a simplified, accessible and user-friendly application form. The online application will also offer further automation and enhance the clarity of the documents and submissions required in the application process. The current version of the online application was developed over ten years ago using technology that is now outdated. A newer version will improve the client experience and allow the College to benefit from advanced technologies including machine learning and automation and improved document management. It will allow for a more agile platform to accommodate business and regulatory changes. It is estimated that the project will take approximately 6-8 months to implement.

Math Proficiency Test

The College developed a multi-channel approach to notify those who may be impacted by the re-introduced Math Proficiency Test requirement that takes effect on February 1, 2025. This included:

- Direct emails sent to affected applicant groups, with each group receiving tailored information.
- Memos delivered to key education partners, including faculties of education, and school boards. The school board memos specified that they may employ OCTs who hold transitional certificates, and they were encouraged to communicate requirement details to them directly.
- College website and newsletters leveraged to spread awareness to applicants who receive most of their information through digital channels.
- Stakeholders kept informed through regular meetings. For example, Investigation and Professional Conduct (IPC) staff used touchpoints with affiliates and associations to notify them of the requirement.

Language Proficiency Test

The College recently conducted a Request for Proposal to review its language proficiency test scores and benchmarks. The test scores we are using are more than a decade old, meaning they are outdated and may no longer accurately reflect the proficiency needed to teach in English or French in Ontario. Additionally, with the significant rise in applications



from internationally educated teachers, ensuring accuracy and accountability in our test requirements is crucial.

As a result, the College will be working with IntelliEval, a consulting and research group affiliated with OISE/University of Toronto's Centre for Smart Learning and Development. The review will update and confirm the College's acceptable language proficiency scores and benchmarks. This will provide currency and accountability in the test scores required of internationally educated teachers for certification. It will be specific to the needs of language proficiency required to teach in Ontario's English and French classrooms. The review work which begun in November of 2024 and is currently planned to continue through to July 2025.

Sexual Abuse Prevention Program

The College continues to make every effort to increase the Sexual Abuse Prevention Program ("SAPP") compliance rate among members. On October 1, 2024, Council approved regulatory amendments providing the Registrar with the authority to administratively suspend the certificates of members who do not complete the Program. The amendments were filed on October 28, 2024 and are now in force. The College will suspend the certificates of members who have not completed the Program by July 2, 2025.

A robust communications plan has been implemented to ensure that members, school boards, and affiliates of the Ontario Teachers' Federation are apprised of the newly legislated administrative suspension mechanism and its implementation. The College will send these communications regularly and through various channels to members who have not completed the program. The overall goal of this process is compliance.

As of October 21, 2024, the SAPP completion numbers were:

- Completed – 224,007
- Incomplete – 3,592
- To Be Completed - 142 (members who are entitled to an extension)

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

Work in this area will emphasize:

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

Professional Advisories

The College continues its work on the development of the new professional advisory on Countering Hate and Discrimination. Advisories are designed to provide practical advice and guidance on a specific topic to OCTs. They include plain language summaries of policies and legislation that govern the practices of Ontario's teachers. This new advisory is a

professional response to the significant increase in allegations of acts of hate and discrimination reported since 2020.

As part of our established development process, the draft was shared with critical and expert readers and organizations for additional insight. Feedback was received until October 31. Following analysis and integration of pertinent feedback, the advisory will be presented to the Standards of Practice and Education Committee for review and approval in early 2025. This revised timeline supports robust integration of important feedback from education partners. The final professional advisory will then be shared with Council at its March 2025 meeting. The advisory will launch shortly thereafter, with engagement to follow throughout the year.

The College also offers workshops to teacher candidates that explore selected professional advisories using case studies of situations they may encounter as educators. These workshops are available through the faculties of education and focus on exploring scenarios to better understand teachers' ethical and legal responsibilities. In total there were three workshops offered in Q3.

Professional Standards Review

Research to inform the review of the professional standards continued into the third quarter of 2024. In July, qualitative analysis of data from internal focus groups representing all College departments was completed. This analysis and all future stages of the project are informed by a multi-year jurisdictional scan. An interim report was presented to the Standards of Practice and Education Committee in September.

The report identified three emerging themes, suggesting that refreshed standards should:

- increase accountability for Ontario Certified Teachers
- uphold the principles of equity, diversity, inclusion, and accessibility
- provide ongoing opportunities for Ontario Certified Teachers (OCTs) to understand and engage with the professional standards.

In September, provincial focus groups were launched to further inform the standards review. More than 500 OCTs and members of the public were invited to participate representing English, French, Public, and Catholic school systems from across the province. The focus groups reflect a cross-section of perspectives and include teachers, students, parents, Indigenous educators, system leaders, federations and affiliates, and initial and continuing education providers. Consultation and analysis will continue into Q4 and 2025.

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

Work in this area will emphasize:

- Enhanced analytics of data to assess risk.
- Ongoing legislative and regulatory refinements that bring efficiencies and are within the public interest.

- Internal processes that result in efficiencies and enhance procedural fairness.

Risk Assessment Tool

The Investigations and Professional Conduct Department is developing a risk assessment tool that formalizes its established internal processes. This tool will explain how the College assesses and addresses risk associated with concerns and reports received about members, at the different stages of its complaint processes, and will be available to the public. It will outline how the College's Intake unit triages incoming concerns, how the Investigations unit prioritizes high-risk cases that would likely expose students to a risk of harm, and how lower-risk cases are addressed more quickly through the College's Complaint Resolution program.

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.

Education System Partners

The College has worked with the Ontario Teachers' Pension Plan (OTPP) to share information about its mandate as well as support OTPP initiatives regarding pension coverage in Indigenous communities. The OTPP has participated in the College's outreach sessions with Indigenous communities and partners on the topic of a new certification pathway for Indigenous Language teachers. The College has made clear in these outreach sessions its role in regulating the teaching profession and that employment and salaries of teachers are the responsibility of other partners in the education system. The College will continue working with system partners, such as OTPP, to support the education system in having qualified and certified teachers in every classroom in Ontario where students are safe, feel cared for, and are learning.

College Landscape

Focus on Teaching Survey

In Q3, the College continued to make progress with the enhanced *Focus on Teaching* survey. The College gathered varied insights from OCTs through focus groups held over the summer. Focus group participant representation spanned multiple roles in education, tenure, job status and demographic groups. The feedback and themes from these focus groups were used to refine the questionnaire and provided content for ongoing communication with members throughout Q3. The survey also underwent a rigorous ethical review and was approved for launch.

To help increase the impact of any findings, the College actively engaged in efforts to promote the survey and raise response rates via monthly articles in the newsletter, LinkedIn and website posts and presentations to staff and system partners.



The College also engaged formally with education partners to support increased response rates. At the August 14 Conference of the Council of Ontario Directors of Education (CODE), the College encouraged directors to promote the survey and consider providing time on professional development days for staff to complete the survey. In September, participation reminders were sent via CODE and the *Conseil Ontarien des directions de l'éducation de langue française (CODELF)* for distribution to their members, reiterating the value of the data that can be obtained and the greater impact that can come from higher response rates.

In September, College-sponsored data analysis workshops were conducted with directors of education, teachers' federation affiliates, and principals' associations where participants could consider how survey responses might intersect to yield better insights into the profession. In addition to the immediate benefit of the analytical contributions in these sessions, holding these consultative workshops also served to enhance transparency and collaboration of the College's survey process, potentially seeding higher response rates and endorsements for future survey iterations.

The 2024 edition of the *Focus on Teaching* survey was open to all members in good standing from September 23 through November 4.

Scholarship program

The College's scholarship program provides direct financial assistance to future teachers who have demonstrated courage, perseverance and excellence, while being dedicated to the highest standards of teaching. This year the four recipients were Elora Passafiume, OCT, Prachi Tanwar, OCT, Sarah Kaye, and Lucas Aragao, OCT.

Summaries of their accomplishments can be found on our website [here](#) and the announcement has appeared in the monthly newsletter *Your College and You*.

Conclusion

Continued efforts have been made to advance our strategic plan and align it with the College's broader goals, strengthening our mandate and safeguarding students.

I trust that this information will continue to be a valuable resource in supporting your governance, strategic, and oversight responsibilities.

Linda Lacroix, OCT
Registrar and Chief Executive Officer

Attachments

- Appendix A – Quarterly Statistics

Appendix A – Q3 Statistics

Membership Services

In Q3 of 2024, Client Services assisted 22,736 clients using various communication channels:

- Phone calls – 14,301
- E-mails – 5,660
- Callback feature – 1889
- Reception – 101
- Social Media – 25
- Outreach sessions – 15

In the third quarter of 2024, the volume of answered calls was 14,301 with 1889 clients electing to use the call back feature. Overall, 16,331 clients received assistance from a Client Service Assistant the same day they contacted the College.

Certification outcomes, new members for Q3, July to September 30, 2024:

Total by Certificate Type

- Certificate of Qualification and Registration:
 - 1,049 English
 - 94 French
- Multi-Session Transitional Certificate of Qualification and Registration:
 - 74 English
 - 34 French
- Transitional Certificate of Qualification and Registration:
 - 549 English
 - 53 French

Total Certification was 1,883.

AVERAGE CERTIFICATION TIMELINE BY APPLICANT TYPE						
Applicant Type	July		August		September	
	2023	2024	2023	2024	2023	2024
Labour Mobility	24 days	12 days	30 days	12 days	26 days	9 days
International	162 days	53 days	120 days	44 days	114 days	43 days

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

For the third quarter of 2024, the average certification timeline for labour mobility applicants remained consistent and within the legislated timeline of 30 business days outlined in the Fair Access to Regulated Professions and Compulsory Trades Act (FARPACTA). During this time, the average certification timeline for internationally educated teachers has continued to decrease. While most of the evaluations for internationally educated teachers received prior to this year have been processed under the “120 days or best efforts” timeline, there have been applications received after January 2, 2024, with evaluations completed within 60 business days as outlined in the Fair Registration Practices Regulation 271/09.

Member Statistics

Status	Sep. 30, 2024	Sep. 30, 2023
Cancelled	265	265
Cancelled - Resigned	3,128	3,176
Expired	21,442	21,488
Good Standing	227,076	226,180
Revoked	503	490
Suspended	13	19
Suspended - Interim	93	89
Inactive/Non-Practising	259,112	254,013
Total	511,632	505,720

Standards of Practice and Accreditation

Pre-Service Teacher Education

Accreditation Unit staff continued to work with program providers and review panels in varying stages of the accreditation process through Q3. In August, the Accreditation Committee rendered the following accreditation renewal decision:

Nipissing University, Schulich School of Education

General accreditation granted to:

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

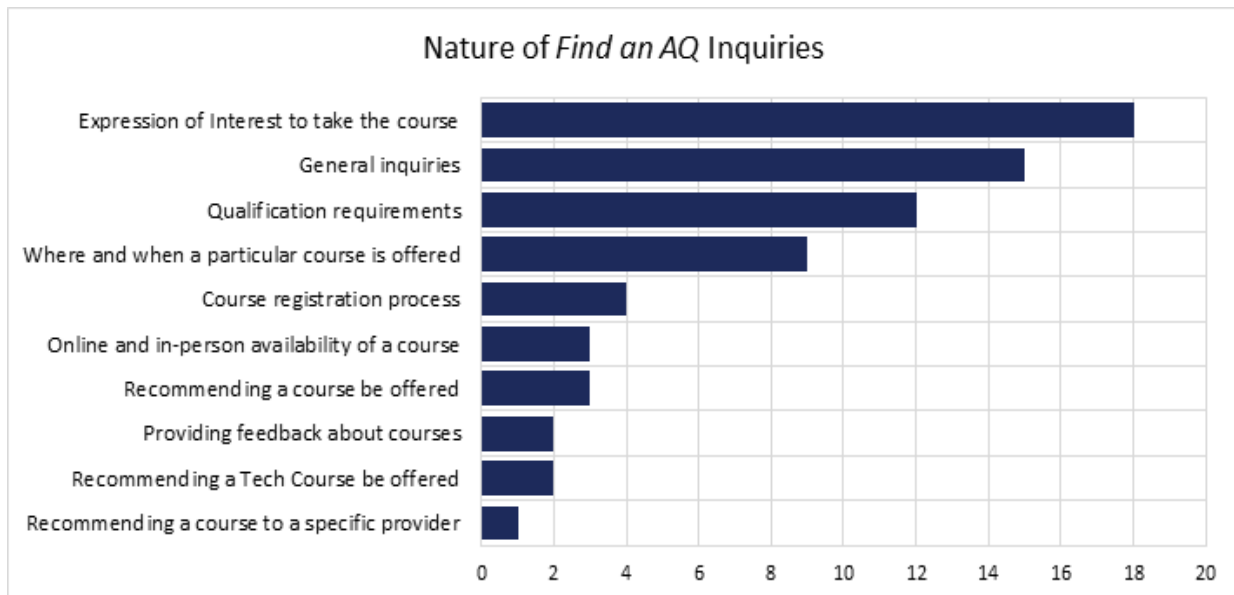
- Multi-session consecutive program of professional education for persons of First Nation, Métis, or Inuit ancestry with areas of study in the Primary/Junior divisions, leading to a degree or diploma (referred to as the *Indigenous Teacher Education Program* (ITEP))
- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a degree or diploma (referred to as *Teacher of Indigenous Language as a Second Language Program* (TILSL))

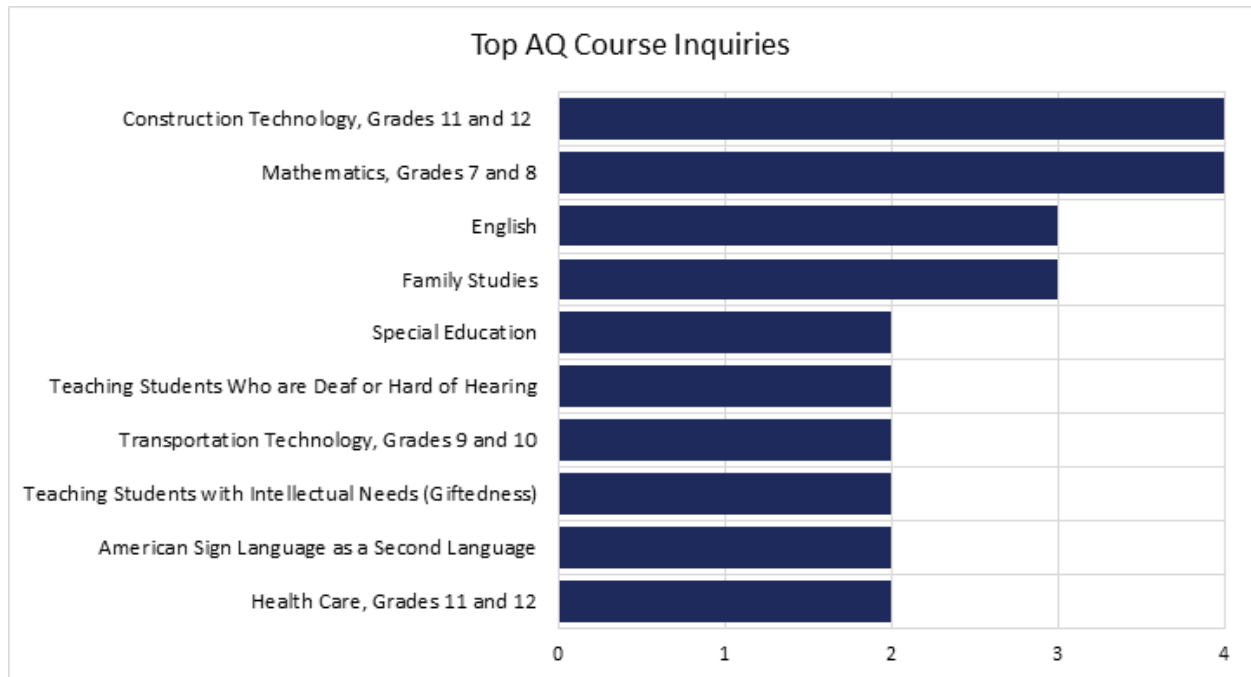
In-Service Teacher Education (Q3 July to September 2024)

- Accreditation: Submitted Additional Qualification Courses – 46
- Courses Accredited – 70
- Governance Models Reviewed – 2
- Draft Guidelines Posted to Website – 22 (11 EN, 11 FR)
- Final Guidelines Posted to Website – 0

Find an Additional Qualification (AQ) Feedback Analysis

July to September 2024: Total Inquiries Received: 69 (61 English, 8 French)





Investigations and Professional Conduct

Intake

Description	July 1 – Sept 30, 2024	July 1 – Sept 30, 2023
Origin of Concerns for New Intake files		
Member of the public	107	82
Secretary of Board – Teacher Performance Appraisal (Number included in public complaints) ¹	5	1
Member of the College	14	13
Registrar (including employer notifications)	156	135
Minister of Education	0	0
Total New Intake files	277	230
Resolved at Intake ²	118	72
Employer notifications resolved at Intake	15	14
Transferred to Investigations Unit ³	174	163
Active Intake files	149	135

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

² The number of Intake files noted as “Resolved at Intake” in this chart may have been received by the College in a previous reporting period. The number of matters resolved or closed during a reporting period will therefore not match the number of new files received during the same period.

³ The number of Intake files noted as “Transferred to Investigations Unit” in this chart may have been received by the College in a previous reporting period. The number of matters resolved or closed during a reporting period will therefore not match the number of new files received during the same period.

Therapy and Counselling Funding Program		
New applications	4	3
Applications approved	1	0
Applications denied	0	0
Applications being processed at end of reporting period	3	3

Between **July 1 and September 30, 2024**, Intake received approximately 120 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 292 formal expressions of concern and employer notifications from July 1 to September 30, 2024. Timelines for Intake processing these files are as follows:

- Files completed in under 30 days – 200.
- Files completed in 30 to 60 days – 31.
- Files completed in over 60 days – 61.

Investigations⁴

Disposition of Cases	July 1 – Sept 30, 2024	July 1- Sept 3, 2023
Referred to Discipline Committee under subsections 26(5)(a) or 26(9)	14	7
Referred to Fitness to Practise Committee under subsection 26(5)(a)	0	2
Admonishment in person under subsection 26(5)(c)	11	8
Written admonishment under subsection 26(5)(d)	5	2
Caution in person under 26(5)(c)	10	2
Written caution under subsection 26(5)(d)	3	7
Advice under subsection 26(5)(d)	3	9
Reminder under subsection 26(5)(d)	3	3
Not referred following an investigation and no further action taken under subsection 26(5)(b)	14	23
Refused to investigate: not related to professional misconduct or incapacity under subsection 26(2)(a), OR, frivolous, vexatious, abuse of process, manifestly without substance or made for an	14	15

⁴ The number of dispositions does not match the number of files considered because there may be more than one disposition in some files. As well, some of the seized panel matters may not be final dispositions

Improper purpose under subsection 26(2)(b) (Request for Direction)		
Undertaking to Resign under subsection 26(5)(b)	3	4
Undertaking - Medical	1	3
TPA Undertaking under subsection 26(5)(d)	0	0
Complaint resolution under subsection 26(5)(d)	23	40
Coursework	0	1
Total	104	126

The total number of files considered by the Investigation Committee does not include files that were abandoned or withdrawn. In Q3 of 2024, 24 files were abandoned or withdrawn.

Policy, Governance, and Tribunals

Hearings Schedule

For up-to-date information regarding upcoming Discipline hearing dates, please refer to the College website's hearing schedule: <https://www.oct.ca/public/complaints-and-discipline/hearing-schedule>. Fitness to Practise hearing dates are not published on the College website because they are presumptively closed to the public.

Discipline Committee Dispositions

The following is a summary of the dispositions from the 13 concluded discipline hearings in Q3 of 2024 (i.e., from July 1, 2024, to September 30, 2024). 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 (July to September 2024)

- Revocation – 5
- Suspension – 6
- Reprimand – 1
- Resigned – Cancelled – 1
- Terms, Conditions or Limitations – 0
- Withdrawal of Notice of Hearing – 0
- Not Guilty – 0
- Reinstatements denied – 0
- Reinstatements granted – 0

Fitness to Practise Committee Dispositions

In addition to the above dispositions, the Fitness to Practise Committee concluded one application in Q3, in which a Variance Order was granted which resulted in the removal of

the terms, conditions or limitations that were previously imposed by another panel of the Fitness to Practise Committee.

Cumulative Volume of Open Hearings Files

There were 86 open hearings files for the Discipline and Fitness to Practise Committees at the end of Q3 (as of September 30, 2024). The two committees note there has been a continued trend of an increase in the number of contested matters and a decrease in the number of uncontested matters.

Registration Appeals

The Registration Appeals Committee is a statutory committee established under the Act that is objective, fair and transparent. It determines requests for review from applicants who were not granted College membership, or who had terms, conditions or limitations placed on their Certificate of Qualification and Registration.

Between July 1 and September 30, 2024, panels of the Registration Appeals Committee met three times and heard five cases. The following table shows the number of requests for review received and decisions rendered in Q3 of 2024 and for the same period in 2023:

Registration Appeals Committee	2024 (Q3)	2023 (Q3)
Requests for review received	13	6
Decisions rendered	9	2

Communications

Faculty Presentations

The College continues to offer presentations to teacher candidates enrolled in faculties across the province.

For those entering the program, the focus is on providing an overview of the College and the *Ethical Standards for the Teaching Profession*. As candidates progress to their final semesters, the presentations shift to a deeper exploration of their ethical and professional responsibilities, with an emphasis on key professional advisories.

The feedback and comments from the sessions to-date indicate the teacher candidates' heightened anxiety about the reinstatement of the Math Proficiency Test as a certification requirement.

Social Media

The College's overall social media presence continued to grow across all platforms (i.e., X (formerly Twitter), Facebook, LinkedIn and YouTube). From Q2 2024 to Q3 2024, our total number of followers increased by 1.5% (985).



From Q2 2024 to Q3 2024 there was a 50.4% decrease in inquiries, from 113 to 56.

The College's newsletters

Communications develops, distributes, monitors and evaluates online engagement metrics for the College's e-newsletters including *Your College and You*, which is sent to members and applicants monthly, and *The Standard*, our quarterly outreach to the public. Both newsletters consistently achieve open rates that meet or exceed the industry benchmark. On average, emails in the education sector have a 23% open rate.

Your College and You (monthly distribution)

In Q3 2024, YCAAY recorded a 66% open rate for English and 63% for French versions. This represents a 2% increase for English and a 3% decrease for French editions compared to Q2 2023. These minor variances are to be expected from quarter to quarter.

The most popular stories of each month for YCAAY Q3 include:

English

- July: Stay Informed
- August: New certification requirement: Mathematics Proficiency Test
- September: September 30: National Day for Truth and Reconciliation

French

- Juillet: Férus de revues?
- Aout: Nouvelle exigence de certification : Test de compétences en mathématiques
- Septembre: Assemblée annuelle des membres : le 23 octobre

The Standard (quarterly distribution)

In Q3, 2024 *The Standard* achieved open rates of 45% for the English version and 50% for the French. This shows a minor fluctuation in open rates from the Q2 2024 June issue, where the open rate was 46% for English and 47% for French.