

REGISTRAR'S REPORT TO TSO

December 8, 2021

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INTRODUCTION

I am pleased to present my final quarterly report to you for 2021 in your capacity as the Transition Supervisory Officer (TSO). The report is organized around the College's three strategic priorities as determined by the members of the 8th Council.

The report includes a statistical overview of activity since the beginning of the calendar year as well as an update on activity related to the governance transition.

Governance Transition

- College and Ministry of Education staff continue to meet weekly to discuss various aspects of our transition to a new governance structure.
- On August 6, 2021, regulations were filed outlining eligibility and selection requirements for members of Council, committees and rosters to support the renewed governance structure. Regulations also confirmed the term limits impacting potential applicants and membership prohibitions designed to prevent real or perceived conflict of interest situations. Under regulation, all Ontario Certified Teachers (OCTs) serving on future councils, committees and rosters are required to be in good standing with current and relevant knowledge of Ontario's education system.
- The online application system for Council, committee and roster positions closed on September 30, 2021. A total of 661 OCTs and members of the public filed completed applications for positions on the College's new Council, committees and rosters – a significant increase from the 69 eligible nominations received for the 2018 Council election. The application system was open for a seven-week period, supported by an extensive outreach campaign to raise awareness of the application process and the expanded opportunities available to members of the profession and the public. Promotion in both English and French took place via social media, print magazine, electronic newsletters and direct email to College members, former Council members, transition roster members, unsuccessful applicants to the transition rosters, stakeholders in education, Indigenous organizations and organizations working in diverse communities. Our efforts resulted in our advertisements being seen 3.28 million times and our recruitment videos being watched 2.56 million times.

All applications were pre-screened to ensure that eligibility requirements as outlined in regulation had been met. Third-party recruitment firms with board-screening expertise reviewed and assessed the competencies and skills of all eligible applicants before bringing forward recommendations for the TSO's consideration. As required by regulation, the TSO has appointed members to Council and its subcommittees as well as to all committees and rosters. Appointments to the positions of Council Chair and chairs/vice-chairs of committees and subcommittees have also been confirmed by the TSO.

Information on all Council, committee and roster appointments will be available on the College website by December 23. Members will begin their terms on January 1, 2022, with onboarding and training sessions taking place throughout the month. Authority will transfer from the TSO to the new Council and committees on February 1, 2022.

Sexual Abuse Prevention Program (SAPP)

- Bill 229, *Protect, Support and Recover from COVID-19 Act (Budget Measures) 2020* amended Section 47.2 of the *Ontario College of Teachers Act* (the Act) to require a sexual abuse prevention program for registrants. In early September, the College announced the development of the Sexual Abuse Prevention Program (SAPP). Created in partnership with the Canadian Centre for Child Protection (C3P), the mandatory online program, as legislated by the government, will launch on January 3, 2022. All OCTs will be required to successfully complete this program by August 31, 2022, while new and returning applicants must pass it to be eligible for certification.

The College has provided information about the SAPP by reaching out to OCTs, applicants, members of the public and education stakeholders. In addition to our College communication channels, we also placed an advertisement in the December edition of *Parents Engaged in Education* and distributed detailed memos to the Office of the Ontario Fairness Commissioner, faculties of education and Registrars of Teacher Certification Canada.

Additional communications and updates will continue through 2022 and will include: the College's online application, OCT mobile app for members, social media posts, registration guides, the Credential Assessment Guide for Members with Conditions, the Credential Assessment Guide for Denied Applicants, emails to OCTs and applicants, as well as memos to stakeholders.

COLLEGE STRATEGIC PRIORITIES

1. Strengthen transparency and accountability

- The College's Annual Meeting of Members took place on Wednesday, September 29, 2021. Due to the continuing restrictions surrounding COVID-19, the meeting was held online and livestreamed simultaneously in English, French and American Sign Language. 130 viewers tuned in live to watch an expert panel discussion about the College's modernized governance structure moderated by Deputy Registrar Chantal Bélisle, an update on the College's governance transition by TSO Paul Boniferro, an update on College operations by Registrar & CEO Dr. Derek Haime, and a live question and answer session.
- In July 2021, the College began posting active and concluded criminal proceedings to the public register profiles of members who have been charged with or convicted of criminal offences relevant to their membership. Priority has been given to members whose charges or convictions were not accompanied by restrictions placed on their ability to practice by the courts and who do not have any other restrictions on their register profile. This has allowed the College to further protect the public by allowing potential employers and other parties to become aware of these charges and convictions. Prior to this initiative, this information would not have been available on the College's website.
- Meetings are ongoing between College staff and representatives from the principals' councils to continue work on the joint project designed to bring greater efficiency, and

enhanced fairness and uniformity to investigations conducted by principals and vice-principals. The objective of the project is the development of templates, tips on the conduct of interviews including note taking, and other tools that can be used by principals and vice-principals during investigations at the school level. Once completed, the materials that have been developed will be distributed by the principals' councils to their respective membership. The use of the materials is not mandatory but will be a resource that principals and vice-principals may use to assist in school-based investigations. If the resources are employed, their use will help the College conduct more timely and effective investigations, which helps to fulfill our accountability and transparency objectives. It is anticipated that the joint project will be completed by the end of 2021.

- In September, the College undertook a new initiative to pay for counsel to act for members under investigation who appear to have serious mental health concerns, are at risk and are or were employed by a private or Indigenous school where the members have no federation assistance. This initiative will ensure vulnerable members of the profession have the assistance available so that the investigation process is conducted fairly and efficiently.
- The College continues to develop and test a new Case Management System that will be known as "PC Tracker." Staff anticipate that PC Tracker will be ready to launch in December 2021 to align with the start of the new Council, committees and rosters. PC Tracker will provide better and more timely data to monitor prosecution timelines and costs, thereby enhancing accountability and transparency around processes.
- Between January and September 2021, single-member panels of the Investigation Committee approved 34 Complaint Resolution (CR) agreements between members and the College. For comparison purposes, there were 61 CR agreements approved in the 2020 calendar year, 86 in 2019 and 61 in 2018. It is notable that due to the governance transition in early 2021, no CR panels were held between January 1 and May 9, 2021.

CR panel meetings are conducted electronically and take place in either English or French, as required. The next CR panel is scheduled for December 10, 2021.

CR staff assess every complaint for possible suitability for the CR program. In the year to date, 213 complaints have been assessed and CR was offered in 33 matters (15.5 percent). Resolving lower end matters through CR frees up Investigations' time and resources for more serious complaints. Although CR outcomes are not made public, the member, employer and complainant each receive a copy of the CR panel's Decision and Reasons, thus creating transparency around the process. CR also allows the College to resolve complaints more expeditiously, in line with the College's commitment to be both nimble and accountable to members whose conduct has been impugned.

CR staff have also resolved five Teacher Performance Appraisal (TPA)/Incompetence matters at the investigation stage this year by entering into undertakings with members. These undertakings require the member to complete certain remedial training and report future performance reviews to the Registrar. Like the CR program above, TPA Undertakings free up Investigations' time and resources for more serious matters. TPA Undertakings also avoid a potential referral to Fitness to Practise of lower end matters where there is no evidence of professional misconduct or student harm. It is worth

noting that TPA/Incompetence matters are down year-over-year given that teacher performance evaluations were temporarily suspended during the pandemic.

- In the first three-quarters of 2021, the Internal Resolution (IR) team completed 13 hearings before panels of the Discipline Committee. As of September 30, the team had carriage of 12 open matters, six of which are scheduled for Q4 of 2021.

As of September 30, 2021, IR staff had assessed 23 referrals to the Discipline Committee for suitability for carriage by in-house counsel. Of those 23 matters, seven were retained for internal prosecution (30 percent) and the remainder were transferred to external counsel.

In addition to having carriage of files internally, staff continue to provide prosecution, penalty and scheduling instructions to the College's two external legal teams. Staff also address novel issues as they arise, and help implement legislative changes (e.g., posting members' criminal charges and convictions to the public register, recovery of therapy and counselling costs, independent medical examinations at the investigation stage; etc.).

Combined CR/IR activity – Year-to-Date

	2021 (to Sept. 30, 2021)	2020	2019
Complaint Resolution			
CR/Resolution by Undertaking assessments (all complaints are assessed for suitability)	213	284	386
CR resolutions (agreements adopted by single-member IC panels)	34	61	86
Resolutions by Undertaking (incompetence/TPA complaints)	4	3	9
Internal Resolution			
DC assessments (all DC referrals are considered for possible Internal Resolution prosecution)	23	65	158
DC hearings completed by Internal Resolution staff (in-house prosecutions staff)	13	25	36

- To ensure that hearings are scheduled transparently and that both parties to a proceeding are provided with the same scheduling information at the same time, the Tribunals Unit has expanded the scope of a pilot project in which formal scheduling communications will occur in writing to both parties simultaneously. Other than in exceptional circumstances (e.g., where a member is incarcerated and does not have email access), formal confirmation of hearing dates is provided in writing by the Tribunals Office and not through College counsel.

The Tribunals Unit is also continuing to work with a third-party provider to automate and streamline certain aspects of the scheduling process, particularly related to determining panel member availability as part of the panel composition process.

- Staff are implementing the findings of a provider consultation to inform the redesign of the Additional Qualification Course Guideline Template. One hundred responses were

received from 50 accredited Additional Qualification (AQ) providers. Respondents called for fewer expectations, plain language, examples and subject-specific content. Internal writing teams will complete the DRAFT AQ guideline template by early December, with implementation planned for the beginning of 2022.

- Biannual information sessions for AQ providers who are not affiliated with a faculty of education have now been launched. Since 2016, AQ providers represented by the Ontario Association of Deans of Education have received live updates by inviting the College to present at their biannual meetings. The remaining 75 percent of AQ providers have been receiving updates in written format only, with no opportunity for dialogue. As of December 2022, all providers will have the opportunity to participate in interactive information sessions.
- The College continues to ensure all online content meets *Accessibility for Ontarians with Disabilities Act* (AODA) standards, including:
 - 89 new and updated AQ guidelines;
 - videos in support of the Professional Advisory on Anti-Black Racism; and
 - College webinars.
- Effective January 2022, *Your College and You*, the College's monthly digital member newsletter, will become the College's official publication. This change coincides with the organization's decision to decommission our print magazine, *Professionally Speaking / Pour parler profession*. The decision was made during the College's annual budget review, when it was determined that the cost of producing the print publication in 2022 and beyond was unsustainable.

The December issue of *Professionally Speaking / Pour parler profession* was the last.

Established in 2002, the *Your College and You* digital newsletter is distributed in English and French, and provides members with pertinent and timely information on a monthly basis. An applicants' version is also distributed to more than 15,000 teacher candidates.

Starting in January 2022, *Your College and You* will include discipline decision summaries as part of its regular monthly content. This change will ensure the College adheres to its legislated requirement to communicate this educative information to members. Notification of this change was communicated to members and applicants via the College website and the December issue of *Your College and You*, as well as to magazine subscribers by email.

The final issue of *Professionally Speaking / Pour parler profession* is available in two online formats and traffic to each is tracked as of November 26, 2021, including:

- Tracked via Google analytics, the number of page views online for the December edition of *Professionally Speaking / Pour parler profession* were 2,027 and 271, respectively.
- The most popular content included Addressing Anti-Black Racism, Hearing Summaries, Remarkable Teacher, Getting at the Roots of Anti-Black Racism and Healthier Relationships, Healthier Schools.

- The PDF format of our magazine generated 302 total views in English and 29 in French.
- *Your College and You* is also undergoing a creative redesign. In addition to the addition of discipline decision summaries, the newsletter will also feature a simpler and more accessible design and expanded content to meet its new role as the College's official member publication. The changes come into effect in January 2022.
- We continue to track the performance of the College's email newsletters. Education-based emails have an open rate of 23 percent. Our public newsletter, *The Standard*, has an open rate of 35 percent (English) and 44 percent (French), while our member newsletter, *Your College and You* has an open rate of 34 percent (English) and 36 percent (French).
- The College's social media audience continues to grow, increasing by a total of 230 followers since the last report, to 52,573 across all platforms (Twitter, Facebook, LinkedIn, Instagram, Pinterest and YouTube).
- The College's Digital Media staff respond to all inquiries received via Facebook within one to two business days, collaborating with internal stakeholders as needed. Since the last report, they have received 477 questions, up from 444 questions, an increase of 7.4 percent.
- To better explain the College's role in education, we recently updated the College's tagline to "Ontario's teaching regulator" from the previous "Setting the standard for great teaching." The new text provides clear and simple information on the College's role and since late summer, has been infused into external communications including news releases and stakeholder correspondence.
- The College is collaborating with the Ministry of Education through a working group to enhance Ontario's French Recruitment Retention Strategy in professional education. This project includes building awareness of teaching pathways, removing barriers to teacher training programs, and improving the flexibility of teacher training programs. The working group met in summer 2021 and again on November 25. The group will continue to meet on a regular basis to review this strategy.
- The College continues to alert applicants and affected members regarding changes to the Math Proficiency Test (MPT), reminding those impacted about the Ministry's testing deadline, extended from August 31 to December 31, 2021. This information was shared via email, via our MPT FAQ online, a website news item, in *Your College and You* and through our social media channels.

2. Manage risk more strategically

- On May 18, 2021, the Investigation Committee Roster held its first panel meeting since the dissolution of the Investigation Committee. Since that time, there have been 13 panel meetings. Panel meetings are currently scheduled at least twice a month until December.

- The Investigation Committee Roster continues to address the accumulated volume of cases that arose as a result of the Investigation Committee's hiatus between February 1 and May 17, 2021. While addressing the accumulated volume, staff continue to complete investigations and have those matters readied for consideration by the Investigation Committee Roster. As of September 30, 2021, there were 51 cases to be disposed of.
- Between January 1 and September 30, 2021, four appointments of an investigator under section 36 of the Act were approved by the TSO. These appointments permit the investigator to obtain information from third parties (e.g., child and family services, the police) that would not ordinarily be available to the College. These appointments ensure that the necessary information is available for the Investigation Committee Roster to make fully informed decisions.
- Between January 1 and September 30, 2021, seven interim suspension requests were brought forward to the TSO for consideration. An interim suspension is imposed when a member's conduct exposes or is likely to expose a student to harm or injury. The interim suspension remains in effect until the matter is disposed of by a College committee. Interim suspensions protect students and ensure that the College is fulfilling its mandate to govern the profession in the public interest.
- As of February 1, 2021, the Investigation Committee Roster was given the power to make inquiries where they believe that a member may have fitness to practise issues and where, after making those inquiries they have reasonable and probable grounds to believe that the member may be incapacitated, to have the member attend for an independent medical examination. This process will help to streamline cases where members have capacity issues, which will help protect students. Between February 1 and September 30, 2021, the Investigation Committee Roster has made medical inquiries in 16 cases.
- The College continues to conduct outreach to new directors of education. This is also part of our efforts to educate employers about their statutory obligations to the College, which helps ensure that employers understand their mandatory reporting obligations.
- The Professional Conduct Unit has continued to manage risk more strategically in Q3 2021 by (a) pressing forward with both contested and uncontested hearings using videoconference and electronic document sharing technologies, thereby avoiding delay and reducing the risk of fading witness memories, waning interest among participants and other intervening events (e.g., health issues); (b) continuing to offer members Undertakings to Resign & Never Reapply in suitable cases, which reduces the need to hold costly and protracted hearings in some cases and eliminates the risk of a sub-optimal hearing outcome; and (c) continuing to minimize multi-day hearings where possible, which in turn reduces the number hearing days lost due to last-minute agreements or adjournments.
- We continue to investigate ways to more efficiently obtain documents (e.g., release documents and certified documents) from Ontario's courts. Obtaining release documents in a timely fashion is important because the College is required under the Act to post any restrictions on a member's eligibility to teach that arise from the imposition of restrictions by a Court. The posting of restrictions is essential to ensuring that members of the public and employers are alerted to the potential risk posed by

members who are facing criminal charges that have an impact on their eligibility to teach. Obtaining certified documents regarding criminal convictions is also important because the College's Discipline Committee can rely on those documents in making findings of professional misconduct.

In July 2021, the Director and Manager of Investigations met with representatives of the Ministry of the Attorney General's Court Services Office ("MAG") to discuss how MAG Court staff and College staff can work together to ensure that the College can obtain Court documents in a more uniform and timely manner. In August 2021, the College and MAG continued to work together to ensure that Court staff are aware of the role that the College plays in the area of student protection and to refine the College's document request process. It is anticipated that the document request process will be finalized by the end of 2021.

- As part of the alignment of accreditation practices between in-service and pre-service teacher education, staff have developed and begun implementing the following tools:
 - AQ Accreditation Review Observation Summary template to guide focused conversations with providers.
 - Substantial Change Request form to provide documentation of changes to AQ programs and confirm that accredited Aqs continue to conform to regulatory requirements.
- In Fall 2021, the Accreditation Unit proceeded with a phased approach to the program change reporting process in response to the COVID-19 pandemic. Pivot Reports were first submitted to the College in October 2020. These reports described the short-term changes to program delivery and practicum expectations made in response to the pandemic for the period from March 2020 through Fall 2020.

Given the persistence of the pandemic, faculties were required to update these initial accountability reports in Fall 2021. Pivot Reports were received from all 18 providers of initial teacher education programs in the province by October 1, 2021. Faculties reported 'pivots' for all accredited programs for the period from the first Pivot Report (Fall 2020), up to and including the intent for the Fall/Winter 2021-2022 offering. Reported changes were focused on the key 'pivots' made by the faculties. These are evident in two noteworthy trends observed across the province:

- 1) The mode of delivery shifted from fully online (from 2020) to more hybrid variations of synchronous, asynchronous and face-to-face coursework and seminars.
- 2) Face-to-face practicum opportunities for all teacher candidates continue to be prioritized. Notwithstanding, a scarcity of practicum placements has resulted in faculties having to stagger when candidates are assigned to K-Gr. 12 schools. To allow for flexibility in the practicum, there has been a resulting effect on the timing and sequencing of other program components. Moreover, in an effort to prioritize face-to-face practicums for candidates in 3rd and 4th semesters, those in earlier stages of the programs have been impacted both in the availability of face-to-face practicum days and the re-organization of program components.

The 2021 accountability reports were completed online using Microsoft Forms. This allowed for a more efficient submission process for providers and for an automated storage of responses and facilitated data analysis for staff.

- The College has continued its outreach to temporary certificate holders, reminding them that their certificates will expire unless they meet all applicable conditions by December 31, 2021. Information about how to convert a temporary certificate into a general Certificate of Qualification and Registration was also provided through direct emails, the College electronic and print publications, and on our website.
- To limit the number of onsite visitors to the College during the COVID-19 pandemic, the library drop box located outside of the office was transitioned to a College drop box, encouraging applicants and members to submit their documents and payments.
- Updated registration guides with new information regarding the language proficiency and math proficiency test requirements have been posted to the College's website.
- In November, the College issued a professional advisory to the province's 232,000 OCTs. The advisory addresses anti-Black racism, both in and out of the classroom, and provides examples and information about anti-Black racism, including unconscious bias and long-ingrained systemic barriers and attitudes.

In addition to the printed and PDF versions, an audio recording and video were also created in support of the advisory. Members received copies of the advisory via December's *Professionally Speaking / Pour parler profession* and email. Social media posts were also used to generate awareness of the advisory.

Additionally, CityTV reached out to the advisory's lead writer, Amorell Saunders N'Daw to discuss the advisory. The result of the one-off interview was positive national media coverage across Canada's CityTV outlets.

3. Improve stakeholder engagement

- In October, College staff co-presented a session entitled "Radical Ideas to Usher in the Future of the Complaints and Disciplinary Processes" at the Canadian Network of Agencies for Regulation (CNAR) 2021 Annual Conference. Staff also completed a presentation on "Complaint Resolution at the Ontario College of Teachers" for the Delegated Administrative Authorities Annual Conference.
- During the final quarter of 2021, the work of the Standards of Practice and Accreditation Department was highlighted at the following external events:
 - Ontario Association of Deans of Education (OADE) meeting
 - Standards of Practice and Accreditation and Membership Services collaborative presentation for school of teacher education from Aix-Marseille University (INSPÉ) as part of EDU French Language Strategy
 - Independent Ontario Deans and Directors of Education (IODDE)
 - Canadian National Association of Regulators (CNAR) Masterclass

- Minister’s Advisory Council on Special Education (MACSE)
- Ontario Association of Deans of Education In-Service AQ Provider meeting
- Inaugural Quarterly meeting of Ontario Principals’ Councils
- Chiefs of Ontario – Indigenous Languages in Ontario School Boards
- OCT-EDU French Recruitment and Retention Strategy Working Group Meeting.
- To celebrate and encourage appreciation of Ontario Certified Teachers, the College runs a comprehensive social media campaign through World Teachers’ Day annually. This year’s campaign featured videos of Ontarians celebrating a favourite or influential teacher.

Executed in two phases, phase one asked members of the public to send us a video of themselves reflecting on a favourite or influential teacher. Our call-to-action was sent in late June, just before the school year ended, during a time when teachers are most appreciated. We aimed for 20 videos (10 in English and 10 in French) and received a total of 26 videos (15 English and 11 French).

Phase two of the campaign ran from September 29 to October 1 and featured edited versions of the videos online.

Overall, our social media outreach resulted in our advertisements being seen more than 5,050,001 times and our promotional videos being watched 3,889,484 times by Ontarians. The 2021 campaign achieved 276 percent more comments, 211 percent more clicks and 210 percent more likes/reactions than our 2020 campaign.

Engagement was overwhelmingly positive and samples of the comments include:

- “Being an Elementary School teacher for almost 15 years I really did enjoy those years with these children who are the future Builders of the Nations!!! Teachers are so important for bringing up those Young minds & prepare them for the Future Ahead of them....KUDOS TO ALL THE TEACHERS !!!”
- “38 years of teaching so many amazing students! Meeting them and their families years later is always a thrill. How lucky teachers are to help so many young minds. Teaching JK to Gr 8 over the course of my career really gave me the opportunity to see them blossom.”
- “TEACHERS GIVE LIGHT TO STUDENTS.I always watch my soulmate, which is a devoted teacher, dedicate most of his time preparing for a great indulging classroom or online day for his students. I guess he has harnessed much talent in Computer, Math, Music and Robotics that his students are much inspired. Cheers to All genuine educators!!”
- “My grandson, David has been very lucky to have an amazing teacher in his school who has supported him, redirected him and cared for him since his first day I JK. She believed in him even when everyone thought that he had behavioural problems. He was diagnosed with ADHD and needed help with his studies through out his public school years. He has now become a terrific young man who has graduated this year to high school with a good report card, self confidence and the Most Improved

Student Award. I am very proud of him and very grateful to Willena Harrison for all her support through the years.”

- “I had the most wonderful teacher in my world. Miss Osborn. Grade 3, Shakespeare School.”
- A statement was posted on our website and distributed to media in support of new government legislation to recognize teacher professionalism with the right to title and provide further efficiencies to the College’s governance structure. The information was also shared with members, applicants and the public via social media posts, *Professionally Speaking / Pour parler profession*, Your College and You and The Standard. The right to title and governance efficiencies were included in amendments to the College’s Act with the passage of Bill 13 on December 2.
- Since our last report, staff coordinated or participated in the virtual events listed below, presenting to a variety of audiences to ensure that the College continues to strategically engage with its stakeholders:

Date	Event
September 3	Faculty Presentation to York University teacher candidates (Year 1)
September 7	Faculty Presentation to Ontario Tech University teacher candidates (Year 1)
September 8	Faculty Presentations to Brock University and to Lakehead University (Orillia campus) teacher candidates (Year 2)
September 10	Faculty Presentations to Redeemer University teacher candidates (Year 2) and to Lakehead University (Orillia campus) teacher candidates
September 13-14	Faculty Presentation to York University teacher candidates (Year 2)
September 15	Faculty Presentations to Brock University teacher candidates (Year 1 and 2)
September 16	Faculty Presentations to Université d’Ottawa (Windsor) teacher candidates (Year 1 and 2) and to York University teacher candidates (Year 2)
September 20	Faculty Presentation to Redeemer University teacher candidates (Year 1)
September 21	Information Session - Ryerson University Teaching Pathways
September 22	Presentation to OISE Master of Teaching Program - Issues in Policy, Law & Ethics
September 24	Faculty Presentations to Wilfred Laurier University teacher candidates (Year 1 and 2)
September 27	Presentation to OISE Master of Teaching Program - Issues in Policy, Law & Ethics

Date	Event
September 28	Faculty Presentation to University of Western Ontario teacher candidates (Year 1)
September 30	Information Session - Société économique de l'Ontario; <u>and</u> Faculty Presentations to Université d'Ottawa (Toronto) teacher candidates (Year 1 and 2)
October 4	Presentation to Brock University - Foundation of Education Plenaries
October 5	Presentation to University of Toronto - Master of Teaching Class (Issues in Law, Policy and Ethics)
October 6	Faculty Presentations to Lakehead University teacher candidates (Year 1 and 2)
October 7	Faculty Presentation to University of Ottawa teacher candidates (Year 2); <u>and</u> Presentation to Brock University - Foundation of Education Plenaries
October 12	Faculty Presentation to University of Ottawa teacher candidates (Year 1)
October 19	NTIP Session - Upper Canada District School Board
October 22	Faculty Presentations to Université Laurentienne teacher candidates (Year 1 and 2); <u>and</u> SOQP Huron Perth Catholic District School Board
October 30	PQD Part 1 Presentation – l'Association des directions et des directions adjointes des écoles franco-ontariennes (ADFO); <u>and</u> Principal Qualification Program Part 1 & 2 Presentation – York Region District School Board (YRDSB)
November 3	Webinar - Indigenous Ways of Knowing in Teacher Education and Teaching Standards (Part 1)
November 4	Faculty Presentations to Université d'Ottawa teacher candidates (Year 1 and 2)
November 16	Faculty Presentations to Trent University teacher candidates (Year 1 and 2)
November 29	Webinar - Indigenous Ways of Knowing in Teacher Education and Teaching Standards (Part 2)

The College continues to support Canada's Indigenous communities in various ways, including hosting Indigenous Way of Knowing, a webinar series to help Ontario's educators' further envelope culturally responsive practices in teacher education and teaching standards.

The first webinar took place on November 2 and featured the Hon. Murray Sinclair. More than 900 attendees took part in the webinar. The second webinar took place on

November 29 and featured staff from the College's Standards of Practice and Education Unit, with more than 800 people registered for the event.

College staff also continue to make presentations to faculties of education that provide teacher candidates with important information to help build awareness and knowledge of the College, the teacher certification process and the wealth of services and supports available to OCTs.

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 2021 budget. The following summary includes regular College staff, staff seconded from school boards and temporary staff as of November 29, 2021:

Budgeted positions for 2021	<u>180.5</u>
Staff with regular appointments	154.5
Temporary staff replacing staff on leaves and vacancies	9
Staff seconded from school boards	4
Vacant positions at the time of reporting	13
	<u>180.5</u>

Services to Applicants and Members

Service Requested	Requests Processed Jan. 1–Dec. 31, 2020	Requests Processed Jan. 1–Dec. 31, 2019
Certificate Extension Approvals – 1 st Extension	28	36
Statement of Professional Standing (SOPS)	884	1,057
Release of Personal Information (documents)	832	602
Alternative Documentation Route Approvals	52	45

Jurisdictions with the most frequently issued SOPS on behalf of members:

Jurisdiction	Total processed Jan. 1–Dec. 31, 2020	Total processed Jan. 1–Dec. 31, 2019
Alberta	183	253
British Columbia	123	109
Manitoba	88	74
Nova Scotia	84	92
Nunavut	56	79

- A Statement of Professional Standing (SOPS) is a required document confirming a member's teacher qualifications, date of initial certification, status with the College and any disciplinary history (if applicable) to be sent directly to an institution. SOPS are required from every jurisdiction in which an applicant has taught as a certified teacher in that jurisdiction.

The SOPS is an important document in the assessment of professional suitability. Alberta and British Columbia are consistently the most common jurisdictions in Canada for which members request a SOPS. Approximately 80 percent of all SOPS generated are sent to other provinces within Canada. The remaining 20 percent of SOPS are generally sent to the members directly (for unknown use) or to other professional regulators, such as the College of Early Childhood Educators in Ontario.

Alternative Documentation Route Approvals:

- The College, like other professional bodies, requires that teacher education degree transcripts, undergraduate and graduate academic degree transcripts, statements of professional standing and language proficiency test scores be sent directly to the College from granting institutions, licensing bodies or testing agencies. This policy is one that is grounded in the College's statutory mandate to fulfill its objectives and to safeguard the public interest in doing so. Further, such a policy implicitly recognizes the significance of the required documentary evidence for the College in those roles.

Fair registration legislation introduced in 2006, along with amendments to the *Ontario College of Teachers Act*, resulted in the introduction of the alternative documentation process. Applicants may be eligible to provide required documentation in alternative forms if they meet certain eligibility criteria, such as: specific conditions in a country such as war, political strife, natural disaster; applicant fear of repercussions if they request documents; institutions have closed or are unable to provide documentation due to documentation retention schedules.

Member and Non-Member Statistics

Status	Oct. 31, 2021	Oct. 31, 2020
<u>Appears on the Public Register</u>		
Good Standing (incl. subject to terms, conditions, limitations)	230,193	230,304
Retired	164,848	157,295
Suspended Non-Payment of Fees	74,787	79,236
Expired	21,561	21,601
Cancelled – Resigned	3,235	3,302
Revoked	439	383
Cancelled	265	267
Suspended and Suspended – Interim	123	94
Sub Total	495,451	492,482
<u>Does Not Appear on the Public Register</u>		
Deceased	39,667	37,016
Unprofiled ⁽¹⁾	21,709	21,792
Closed	12,563	12,645
Registration Initiated	7,989	3,558
Removed	6,472	6,433
Document Assessment	3,888	4,106
Denied	3,310	3,246
Profile Validation	1,026	0
Never Registered	1,013	1,013
Evaluation Validity Expired	966	970
Application Submitted	334	298
Ready for / Under Evaluation	486	420
Cancelled by Minister	120	121
NMI Response Pending	83	9
Waiting for Payment Approval	60	129
Pending Approval	37	16
EURT Review	31	19
Applicant Hold	24	189
Credential Evaluation Letter	10	10
Application Processing	5	4
Deemed Member from MET	3	3
Unsubmitted ⁽²⁾	2	1,733
Sub Total	99,798	93,730
Total	595,249	586,212

(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

- Library subscribers continue to enjoy the benefits of both print and electronic resources. For the ten-month period from January to October 2021, a total of 24,805 items were borrowed, down slightly from 26,044 the previous year. Due to the COVID pandemic, shipping of print items was temporarily halted in January of this year but resumed in July. The slight decrease in borrowing is attributed to continued COVID-restrictions, including stay-at-home orders.
- For the period from January to October, total eBook circulation increased 11 percent year over year. Patrons borrowed 18,683 eBooks in the current period versus 16,820 eBooks in the same period the previous year [full text and download].
- Recent Library software enhancements have enabled members to perform many more research database searches, a huge benefit for members. For the period from January to October, there were 942,025 searches conducted.

Standards of Practice and Accreditation

Description:	Statistics:
Find an AQ January 1 – October 31, 2021	226 (193 EN) (33 FR)
Accreditation: Submitted Courses during the period of January 1 – October 31, 2021	205
Courses Accredited during the period of January 1 – October 31, 2021	165
Governance Reviewed during the period of January 1 – October 31, 2021	4
Sample/Feedback Reports during the period of January 1 – October 31, 2021	3
Draft AQ Course Guidelines in Provincial Validation until January 29, 2022	8 EN 5 FR

Accreditation Pre-service Reviews and Program Change Requests

- In 2021, the following decisions were rendered pertaining to eighteen programs of professional education offered by seven different providers in the province:

Accreditation Decisions			
Renewals/ Initial Accreditation	With Conditions	3 programs	Université d'Ottawa - French-language
	No Conditions	3 programs	Université d'Ottawa -Technological Education (1) NEW University of Ottawa – Indigenous (2)
		7 programs	Queen's University (decision pending)
Program Changes	Addition to Program	1 program	Wilfrid Laurier University (decision pending)
	Substantial Change in Program	3 programs	Lakehead University (1) Trent University (2)
Removal of Conditions		1 program	Brock University – removal of the condition regarding Requirement 11; conditions remain on other requirements

Investigations and Hearings

Description	2021	2020
Origin of Concerns for New Intakes		
- Member of the public	158	181
— Secretary of Board – Teacher Performance Appraisal ⁽¹⁾	3	5
- Member of the College	30	33
- Registrar (including employer notifications)	257	251
- Minister of Education	0	0
Total New Intakes	445	461
- Resolved at Intake ⁽²⁾	173	222
• Employer notifications resolved at Intake	47	59
- Transferred to Investigations Unit ⁽²⁾	302	293
- Active Intake files	42	55
Therapy and Counselling Funding Program		
- New applications	1	0

Description	2021	2020
- Applications approved	1	0
- Applications denied	0	0
- Applications being processed at end of reporting period	1	0

- (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” and “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.

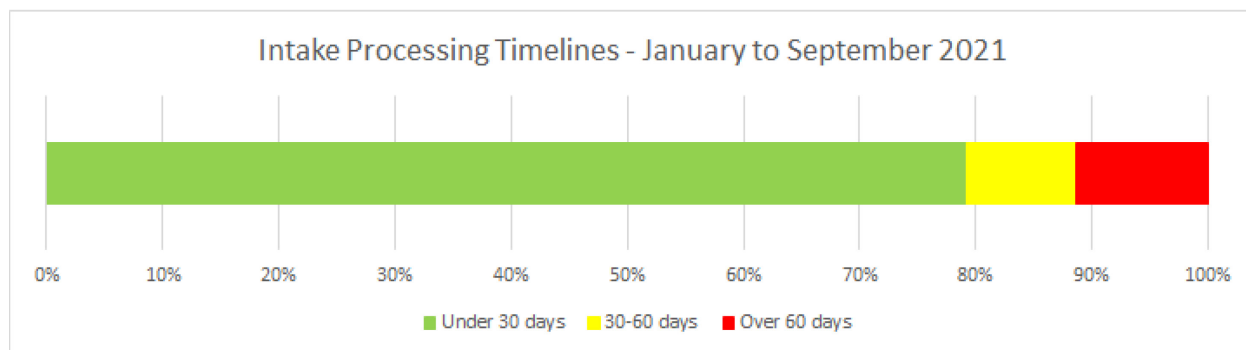
- Between January 1 and September 30, 2021, Intake received approximately 500 telephone calls and emails. The vast majority of calls to Intake are resolved on the day they are received. Email responses are typically sent within 24 hours.

In addition to addressing concerns by telephone and email, Intake completed the processing of 475 formal expressions of concern and employer notifications from January 1 to September 2021. Timelines for Intake processing these files are as follows:

Files completed in under 30 days – 376

Files completed in 30 to 60 days – 45

Files completed in over 60 days – 54



Investigations

IC Panel Dates – Completed and Scheduled (since last report)

June 16 and 30

July 6 (CR panel)

July 13 and 27

August 10, 11, 18, 19 and 24

September 8 and 22

September 21 (CR panel)

October 6, 19 and 20

November 3 and 17

December 1 and 14

The following is a summary of the disposition of cases concluded by panels of Investigation roster members between January 1 and September 30, 2021:

Disposition of Cases	Complaints
Refused to investigate: not related to professional misconduct or incapacity 26(2)(a), OR, frivolous, vexatious, abuse of process, manifestly without substance or made for an improper purpose; 26(2)(b) (Request for Direction)	43
Referred to Discipline Committee under clause 26(5)(a)	22
Referred to Fitness to Practise Committee under clause 26(5)(a)	3
Not referred under clause 26(5)(a) or (b) and no further action taken	14
Written reminder under subsection 26(5)(d)	2
Written advice under subsection 26(5)(d)	3
Written caution under subsection 26(5)(d)	15
Written admonishment under subsection 26(5)(d)	3
Oral caution under subsection 26(5)(c) (in person)	1
Oral admonishment under subsection 26(5)(c) (in person)	18
Resolved through complaint resolution under subsection 26(5)(d)	34
TPA Undertaking - resolution by undertaking under subsection 26(5)(d)	5
Undertaking to Resign - resolution by undertaking under subsection 26(5)(b)	10
TOTAL	173

The number of matters where the Investigation Committee refused to investigate (Request for Direction) does not include 17 matters where the Investigation Committee directed that one or more allegations be investigated.

The total number of dispositions does not include 28 matters that were withdrawn or abandoned before reaching a panel of the Investigation Committee.

- The following is a comparison of disposition of cases concluded by panels of the Investigation Committee in 2019, 2020 and 2021 (to September 30). *(Due to the College's governance transition and the dissolution of council and its committees, there were no Investigation Committee panels between February 1 and May 17, 2021.)*

Disposition of Cases	2021 (to Sept. 30)	2020	2019
Refused to investigate: not related to professional misconduct or incapacity 26(2)(a), OR, frivolous, vexatious, abuse of process, manifestly without substance or made for an improper purpose; 26(2)(b) (Request for Direction)	43	12	7
Referred to Discipline Committee under clause 26(5)(a)	22	65	158

Disposition of Cases	2021 (to Sept. 30)	2020	2019
Referred to Fitness to Practise Committee under clause 26(5)(a)	3	8	15
Not referred under clause 26(5)(a) or (b) and no further action taken	14	26	33
Written reminder under subsection 26(5)(d)	2	10	5
Written advice under subsection 26(5)(d)	3	13	12
Written caution under subsection 26(5)(d)	15	26	37
Written admonishment under subsection 26(5)(d)	3	24	22
Oral caution under subsection 26(5)(d) (in person)	1	0	0
Oral admonishment under subsection 26(5)(c) (in person)	18	41	28
Resolved through complaint resolution under subsection 26(5)(d)	34	61	86
TPA Undertaking - resolution by undertaking under subsection 26(5)(d)	5	3	9
Undertaking to Resign - resolution by undertaking under subsection 26(5)(b)	10	14	0
TOTAL	173	303	412

Note: The total number of dispositions does not include matters that were withdrawn or abandoned before reaching a panel of the Investigation Committee (28 matters in 2021 [to September 30], 38 matters in 2020 and 33 matters in 2019).

Hearings

- For up-to-date information regarding upcoming Discipline hearings dates, please refer to the College hearings schedule at: <https://www.oct.ca/public/complaints-and-discipline/hearing-schedule>. An upcoming Fitness to Practise hearing is scheduled December 10, 2021. Dates for Fitness to Practise hearings do not appear on the College website because they are presumptively closed to the public.
- The following is a summary of the disposition and status of the 97 cases concluded by Discipline panels from January 1 to September 30, 2021.

Disposition of Cases	Cases Disposed of by Discipline Panels
Revocation	15
Suspension	47
Reprimand	11
Reinstatement permitted	0
Withdrew Notice of Hearing	8
Withdrew Notice of Hearing + TCL	0

Disposition of Cases	Cases Disposed of by Discipline Panels
Not Guilty	1
Cancelled-Resigned	8
Incompetent	1
TOTAL	97

- In addition, Fitness to Practise panels concluded 13 hearings during this same period, 12 of which resulted in the imposition of terms, conditions or limitations and 1 of which resulted in revocation.
- The cumulative number of open hearing files for Discipline and Fitness to Practise matters at year end is:

2021 (as of September 30)	-	168
2020	-	285
2019	-	321
2018	-	232
- Discipline and Fitness to Practise 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 resolutions 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 S.C.R. 204, 2016 SCC 43, the Supreme Court of Canada examined the reasons joint submissions should usually be accepted by adjudicators, including that the defendant is giving up their right to a full 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 Divisional Court adopted the public interest test for rejecting a joint submission in *Bradley v. Ontario College of Teachers*, 2021 ONSC 2303, and clearly states that this legal test applies to disciplinary bodies.

- The following tables are included to highlight the work of Discipline and Fitness to Practise panels between January 1 and September 30, 2021. Data from the same period over the previous three years is included for comparison.

The “**Concluded matters**” table shows that 110 hearings were concluded from Q1 to Q3 of 2021. A matter is considered to be concluded after the hearing has ended and the panel has issued its Decision and Reasons. During the first three-quarters of 2021, the

number of concluded matters (i.e., 110) was **71% higher** than the average number of concluded matters (i.e., 64.33) during the same period of the previous three years (the “2018-2020 Q1-Q3 Average”).

Concluded matters – Q1 to Q3

Month	2021	2020	2019	2018
January	8	12	5	13
February	10	16	6	6
March	11	9	5	2
April	12	2	13	5
May	14	6	13	2
June	13	5	12	8
July	18	10	13	1
August	11	9	8	1
September	13	4	3	4
TOTAL	110	73	78	42

- The “**Panel Days**” table shows the number of days spent working on matters by panels 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 from Q1 to Q3 of 2021 (i.e., 133 days) is **75% higher** than the 2018-2020 Q1-Q3 Average (i.e., 76 days).

Panel Days – Q1 to Q3

Month	2021	2020	2019	2018
January	14	9	4	11
February	13	18	8	8
March	12	6	4	7
April	12	5	13	11
May	16	6	9	7
June	20	9	15	9
July	16	10	13	8
August	14	8	10	2
September	16	6	4	8
TOTAL	133	77	80	71

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

The “**Contested Proceedings**” table shows that contested proceedings (i.e., hearings and/or motions) were held over the course of 45 days from Q1 to Q3 of 2021. This represents a **125% increase** in the number of contested proceedings days over the respective 2018-2020 Q1-Q3 Average (i.e., 20 days).

Contested Proceedings (Days) – Q1 to Q3

Month	2021	2020	2019	2018
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Month	2021	2020	2019	2018
January	6 days	2 days	2 days	2 days
February	3 days	5 days	0	2 days
March	4 days	1 day	1 day	3 days
April	4 days	0	3 days	3 days
May	3 days	1 day	0	6 days
June	10 days	1 day	6 days	2 days
July	3 days	1 day	2 days	3 days
August	5 days	1 day	3 days	1 day
September	7 days	1 day	2 days	6 days
TOTAL	45 days	13 days	19 days	28 days

The “**Uncontested Proceedings**” table shows the number of distinct uncontested proceedings (i.e., hearings and/or motions) heard per month. During the first three-quarters of 2021, 102 uncontested proceedings were heard. This represents a **97% increase** over the 2018-2020 Q1-Q3 Average (i.e., 51.67 uncontested proceedings).

Uncontested Proceedings – Q1 to Q3

Month	2021	2020	2019	2018
January	2	4	2	5
February	10	15	9	3
March	11	6	3	1
April	10	3	12	4
May	18	4	9	0
June	13	7	13	9
July	14	9	12	1
August	11	7	4	3
September	13	5	4	1
TOTAL	102	60	68	27

The “**Pre-Hearings**” table shows the number of pre-hearing conferences held per month. During the first three-quarters of 2021, 16 pre-hearing conferences were held. This represents a **4% increase** from the 2018-2020 Q1-Q3 Average (i.e., 15.33 pre-hearings).

Pre-Hearings – Q1 to Q3

Month	2021	2020	2019	2018
January	1	2	0	2
February	2	2	1	4
March	1	3	2	0
April	2	3	3	4
May	2	0	3	3
June	1	0	2	2
July	2	0	3	0
August	3	1	3	0
September	2	2	0	1

TOTAL	16	13	17	16
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- The key takeaway from the above data is that the previously reported trend of significantly increased hearings volume and output in 2021 has continued through the third quarter of the year. Several factors may have contributed to these significant increases:
 1. greater availability of DC/FTPC adjudicators with the increase from approximately 21 to 34 members with the establishment of a transitional roster following dissolution of Council and its committees;
 2. concerted effort from the Tribunals and Professional Conduct units to hold an increased volume of hearings in 2021 and the implementation of various process efficiencies to support these efforts, including the shift from in-person to electronic hearings; and
 3. the significantly increased time spent conducting the adjudication work of the DC and FTPC (i.e., the number of panel days has increased by 75% compared to the Q1-Q3 average over the previous three years).

Given the significant increases in hearings volume, we will continue to monitor decision-writing timelines to determine whether the increased volume is sustainable or if it negatively impacts the ability to conclude matters and close files within the expected timelines. It is anticipated that the timelines related to concluding contested hearings (following the drafting of a panel's Decision and Reasons) will be impacted most significantly by the increased hearings volume.

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

Dr. Derek Haime, OCT
Registrar