

Item:	Registrar and CEO Report
Public Interest Rationale:	This report assures the public that the College is operating efficiently and supports Council in discharging its oversight responsibilities. It promotes transparency and accountability by detailing activities undertaken over the second quarter (April to June 2024), aligning actions with strategic priorities, and in support of effective governance.
Submitted By:	Linda Lacroix, Registrar and CEO

Introduction

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

Progress of Strategic Activities

In May and June, the senior leadership team, managers, and key unit leaders took part in a series of three workshops. The goal was to define the impact and outcomes desired for each strategic goal and to start identifying key performance indicators (KPIs). The purpose for KPIs is to report back to the Council on progress being made towards the goals of the 2024-2028 Strategic Plan. Groups were formed to focus on each of the goals and to identify the outcome and impact of each as they are achieved. Leaders also examined potential metrics, considering the hierarchy of validity and reliability for KPIs: those that are measured compared to those that are observed or those that are perceived.

The College’s efforts to develop meaningful KPIs have been both valuable and encouraging. We are already collecting data for some of these KPIs, and College staff will work on presenting this information in effective and meaningful ways. However, some KPIs require further refinement and the development of new methods to ensure that the data collected is valid, reliable, and sustainable. Addressing these gaps will enhance our ability to report progress towards our Strategic Plan goals effectively and maintain accountability to Council.

In future editions of the Registrar’s Report, you will see KPIs gradually introduced to track our progress and measure our success more effectively.

Below is a summary of the College-wide activities that occurred in the second quarter that support the progress of the Strategic Plan, organized around each 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 teachers.
- Certification and accreditation processes that target needs for Indigenous language, French, and technological education teachers.



Initial Certification Pathways for Indigenous Language Speakers

In May 2024, the College held engagements with Indigenous partners to discuss ways to increase the number of Indigenous language speakers available to teach in the province. There were 32 participants which included representatives of Indigenous community groups and associations across the province, Chiefs of Ontario, Faculties of Education, the Ministry of Education, and other partners. The engagements were held at the College's office in Toronto and resulted in valuable insights shared on potential new certification pathways for Indigenous language speakers that are inclusive and representative of the diversity of Indigenous communities, histories, and cultures. The College will be holding follow-up engagements with these partners this Fall and in 2025 to continue discussions on these potential pathways.

In future engagements we will also discuss:

- The potential establishment of an Advisory Group of Indigenous community leaders, representatives, and knowledge holders with diverse lived experience, knowledge and perspectives, to advise the College on the themes of Indigenous community-based education and ways of learning, as well as future issues related to regulating the teaching profession in the public interest; and
- The development of a holistic and respectful approach to confirming Indigenous kinship, for Council, committee, and roster positions.

New Certification Requirement: Mathematics Proficiency Test (MPT)

In response to the new MPT certification requirement, the College has prepared comprehensive communication materials to help keep applicants and members informed about the changes to certification requirements.

These materials include updates to our website, homepage news, FAQs, emails to applicants and members, memos to key stakeholders such as school boards, faculties of education, and deans, and the Office of the Fairness Commissioner. Additionally, we are developing an information sheet for teacher candidates, which will be utilized in faculty presentations.

Individuals who would like more information about the MPT content, evaluation, and how to register for the test can visit the Education Quality and Accountability Office (EQAO) [website](#).

Improvements to the Certification Process

Cross-training has been implemented to support staff in completing audits and meeting the new legislated timelines. The new audit procedure allows staff to identify gaps in documentation earlier in the application process and shortens the application completion timeline.

Staff continue to work on streamlining the credential evaluation worksheet to find efficiencies in the process and will start working on the integration of the changes into the College's registry.

As part of additional efforts to minimize barriers for internationally educated teachers while preserving standards, the College changed the minimum duration of practice teaching from 20 days to 10 days when granting a general Certificate of Qualification and Registration (CQR) with conditions. The balance of practice teaching to meet the regulatory requirement of 80 days is still required as a condition on the CQR. Reducing the minimum number of practice teaching days to 10 for a conditional CQR mirrors the minimum practice teaching requirement for the Multi-Session Transitional Certificate of Qualification and Registration and allows the College to certify more internationally educated teachers.

Enhancements to the Application Portal

The application portal has been updated to provide detailed information on the specific requirements for each document needed to complete an application to reduce the number of incomplete documents received. This work included the implementation of a new option to request a Criminal Record Check directly online while completing the application. The functionality and features of the online check are currently being tested through a soft launch. With the new online option, applicants have the choice of an efficient and convenient alternative to applying for a record check through their local police service. Staff are also continuing the work towards building a new online application system to improve the experience for both the client and for staff.

Upgrading to an Omnichannel Contact Centre Solution

The College acquired a new Omnichannel Contact Centre solution to be launched in the next quarter. The self-serve capabilities and functionality of contact centre applications have greatly advanced in the last decade and staff are learning what is required to effectively use the modernized system. The new Omnichannel Contact Centre will give the College greater flexibility in self-service capabilities for clients, increase the efficiency of the Client Services agents, introduce client satisfaction surveys, and improve the client experience.

Language Proficiency Acceptability Test Scores Review

The College requires all applicants for Ontario certification to be proficient in either the English or French language. Applicants may provide [proof of language proficiency](#) in English or French by successful completion of a language proficiency test. As part of our commitment to continuous improvement, the College is reviewing its language proficiency acceptability test scores ("minimum test scores") to ensure they continue to be appropriate or if further adjustments are needed. The review will also compare the College's minimum test scores for each of the College approved test providers to ensure they are equivalent across all test providers. As part of this process, the College issued a Request for Proposal in August 2024, seeking proposals from bidders interested in confirming language proficiency requirements for the Ontario classroom context (English and French).



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 Standards Review Update

Research and consultation to inform the review of the professional standards continued in the second quarter of 2024. The Ethical Standards (Care, Trust, Integrity and Respect) and the Standards of Practice (Commitment to Students and Student Learning, Professional Knowledge, Professional Practice, Leadership in Learning Communities, and Ongoing Professional Learning) were originally approved by Council in 2000 and were last reviewed in 2006. In Q2, staff concluded the multi-year jurisdictional scan by interviewing other Canadian teaching regulators. Internal focus groups with staff representing all College departments were held in June. A synthesis of all research and consultation findings to date points to the following suggested changes:

- reduce the number of standards
- simplify the language to make the standards more memorable and accessible
- clearly communicate professional responsibility and emphasize accountability
- identify equity, diversity, inclusion, and accessibility as fundamental principles of the teaching profession.

These initial findings will inform planning and analysis for the external consultations to be conducted in fall 2024.

New Professional Advisories

At its March 21, 2023 meeting, Council endorsed the development of a new Professional Advisory focused on countering hate and discrimination. [Professional Advisories](#) are designed to provide practical advice to Ontario Certified Teachers (OCTs). They include plain language summaries of policies and legislation that govern the practices of Ontario's teachers. The College has produced 11 advisories since 2008, addressing topics such as anti-Black racism, professional boundaries, supporting students' mental health, and teachers' duty to report suspected neglect or abuse of children.

The new advisory is a professional response to the significant increase in acts of hate and discrimination reported since 2020. It is intended to help OCTs:

- recognize and collectively address incidents of discrimination and hate within learning environments;
- understand their professional, ethical, and legal obligations in creating a safe learning environment;
- comprehend the extent of their professional and legal responsibilities as an OCT, inside and outside of the learning environment, in-person and online.



All advisories are developed based on extensive input from OCTs, education and community partners as well as subject matter experts. The development of this advisory was informed by:

- research into topical member complaint and discipline cases, media accounts of hate and discrimination in Ontario schools and relevant resources developed for K – Grade 12 contexts;
- a series of focus groups with parents, students, teachers, school and system leaders, scholars, and field experts representative of the diversity of Ontarians reflective of the protected grounds of the Ontario Human Rights Code such as cultural, linguistic and geographic diversity of Ontario;
- extensive consultation with an equity, diversity and inclusion expert;
- critical review from a diverse range of education partners.

A final version of the advisory will be presented to the Standards of Practice and Education Committee for review and approval at its November 7, 2024 meeting. It will be shared with Council at its December 12, 2024 meeting. The final advisory will launch in early 2025.

Reciprocal Learning Project

In Q2 College staff continued a reciprocal learning journey to: 1) inform more members of the professional standards and 2) build capacity to address barriers to reconciliation. In May, a group of College staff visited a remote northern community to share information about the College and briefly engage in the life of the school, its teachers, and the surrounding community. Community members showed interest in learning more about the College's functions, having had little to no prior awareness of the College or its mandate. School staff and education partners all expressed interest in continuing and extending relationships with the College.

The team's experience will inform the work of multiple departments and will help the College continue to build its awareness to support practices, policies, and processes that are free from barriers to truth and reconciliation.

External presentations

Staff presented and coordinated several presentations for a variety of audiences including teacher candidates at Ontario faculties of education and OCTs working in schools, sharing information about the College's application process, ethical standards, standards of practice and other resources, including professional advisories. The presentations run year-round to support ongoing awareness and accountability.



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.

Investigations

The College continues to receive a record high volume of expressions of concern, which it continues to triage and address by prioritizing files that pose a risk to the public or student safety, and by handling lower-end complaints as efficiently as possible, including by seeking early resolution through more streamlined mechanisms available under the *Ontario College of Teachers Act*. The College is also working to ensure that staffing levels are in line with current and anticipated demand.

Discipline and Fitness to Practise Committee and Roster Training

A training session was held for members of the Discipline and Fitness to Practise committees and roster in April 2024. This training session was developed and led by Independent Legal Counsel and dealt with several substantive and procedural issues that arise in discipline and fitness to practise hearings. This was the first of two training sessions planned for this year, and the first session of a two-year long training plan. The objectives of these training sessions are to ensure that panels of the Discipline and Fitness to Practise committees are equipped with the requisite knowledge to conduct hearings in a fair and efficient manner, and to empower panels to make sound and proportionate decisions regarding allegations of professional misconduct, incompetence and incapacity.

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.

Focus on Teaching Survey

Focus on Teaching is a significant College initiative and the only survey that is available to all OCTs in good standing. Focus on Teaching aligns with the College's strategic goal of fulfilling a *clear and independent role in the education system*. This is done through the strategic enabler – *the collection, analysis, and responsible sharing of data to improve decision making*. The survey was distributed in September 2024.

The goal of the survey is to provide the College with a better understanding of its membership. This information will be helpful to many decision-makers in Ontario's publicly funded education system and will assist them in:

- responding to the teacher shortage in Ontario's French and English school boards,
- supporting equity, diversity, and inclusion in the profession,
- understanding barriers to career progression opportunities for OCTs, and
- continuing to track the experiences of OCTs as they enter the profession.

Over the past few months, the *Focus on Teaching* work group continued its inclusive and phased approach to attaining a 25% response rate to the 2024 Focus on Teaching survey.

Track One: Survey Development

In Q2, the College hosted subject matter consultations with various interested groups, including federations and employers.

Session participants shared what they perceived to be data gaps in the education system. Where these perspectives aligned with the College's survey goals and/or its mandate, they were included in the draft questionnaire alongside the College's own questions.

In Q3, the draft questionnaire was then reviewed by several focus groups. These groups consisted of OCTs with similar experiences or identities, providing a safe space for candid feedback on the draft questions. The sessions aimed to gather participants' opinions on the survey content, its flow, and the online experience.

Track Two: Response Rate Strategy

Communication in Q2 was primarily to OCTs via monthly progress updates in *Your College and You (YCAU)*. In Q3, direct emails were sent to OCTs. These messages provided transparency to the survey development process and the College needing OCTs' input to succeed in gathering the data that can inform decisions.

The College is committed to developing a survey that adheres to modern methods and equally committed to being responsible stewards of the data it gathers, all while respecting ethical research principles, including the anonymization of respondents before any data is shared with the College.

That commitment is woven throughout the work accomplished so far, with help from our trusted project partners. They are:

- Amorell & Co. Inc.
- D&D Inclusion Consulting
- Forum Research Inc.
- TCI Management Consultants

College Landscape

Accessibility for Ontarians with Disabilities Act (AODA)

As part of its commitment to continuous improvement, the College is making changes to improve AODA compliance for its online content. A new website is expected to be launched in the summer of 2025 and staff have been working to update the current website to make it more user-friendly and AODA compliant. This includes the recent addition of an AODA accessibility overlay to improve and enhance the user experience. The new design will improve both accessibility and user experience for all visitors and will create a modern website that aligns with best practices in design and development.

To support this project the staff continue content assessment and remediation. Currently, the College website hosts approximately 30,000 pieces of content in various formats, including HTML, images, videos, and PDFs. Much of this content, for example, decision summaries, were created before AODA became law and will be updated to comply with AODA standards.

In Q2, 536 Investigation and Professional Conduct decisions have been updated (approx. 8,415 pages have been processed for remediation), 92 Additional Qualification PDFs, and four YouTube videos have been made AODA compliant.

Staff will continue to work with all internal units to assess the website content for compliance and will remediate or remove any non-compliant content.

Holocaust Education and Countering Antisemitism AQ Guideline launch

In June 2024, the *Holocaust Education and Countering Antisemitism* additional qualification (AQ) guideline was published on the College website. This AQ was enacted into Ontario Regulation 176/10 Teachers' Qualifications in July 2023 to support teachers in the development of knowledge and skills to respond to compulsory learning expectations on Holocaust education in the Grade 6 and Grade 10 curriculum. A multifaith group of system leaders, subject area experts, and members of the profession representing the geographic and cultural diversity of Ontario contributed to guideline development.

AQ providers may now use this guideline to develop their *Holocaust Education and Countering Antisemitism* course. The College develops guidelines and accredits AQ courses. Individual AQ providers determine which courses they offer. Once accredited, AQ courses can be offered to Ontario teachers.

Scholarship Program

The Ontario College of Teachers Scholarship Program awards scholarships to four deserving teacher candidates currently enrolled in a teacher education program in Ontario. Through a selection committee, four exemplary role models, demonstrating a passion for and dedication to the highest ideals of teaching will each be awarded a \$1,500 scholarship.



The submission deadline for applications was June 28, which provided time for the review and selection process to take place during the summer months. The awards ceremony will coincide with the Partners in Education Networking Event, taking place on October 1.

The scholarship program is a longstanding initiative meant to recognize future leaders within the profession, which complements the work of the College.

Conclusion

In summary, this work sets the foundation for the success of the strategic objectives as we progress through the remaining part of 2024 and beyond. I trust that this information will continue to support you in your governance, strategic, and oversight roles.

Linda Lacroix, OCT
Registrar and Chief Executive Officer

Attachments

- Appendix A – Quarterly Statistics

Appendix A – Q2 Statistics

Membership Services

In Q2 of 2024, Client Services assisted 15,254 clients using various communication channels. The breakdown by channel is below:

Phone calls	15,641
E-mails	6,180
Callback feature	683
Outbound calls	745 (Q2)
Reception	94
Social media	60
Outreach sessions	53

Certification outcomes, new members for the second quarter of 2024:

TOTAL BY CERTIFICATE TYPE		
Certificate Type	Language of Teaching Qualifications	April 1 – June 30, 2024
Certificate of Qualification and Registration	English	732
	French	94
Multi-Session Transitional Certificate of Qualification and Registration	English	42
	French	31
Transitional Certificate of Qualification and Registration	English	823
	French	40
TOTAL		1762

AVERAGE CERTIFICATION TIMELINE BY APPLICANT TYPE			
Applicant Type	April 2024	May 2024	June 2024
Ontario	0 days	0 days	0 days
Labour Mobility	9 days	9 days	10 days
International	72 days	51 days	66 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 second 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 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	Jun. 30, 2024	Jun. 30, 2023
Cancelled	265	265
Cancelled - Resigned	3,123	3,176
Expired	21,452	21,485
Good Standing	224,083	224,052
Revoked	497	483
Suspended	10	13
Suspended - Interim	90	90
Inactive/Non-Practising	260,237	254,989
Total	509,757	504,553

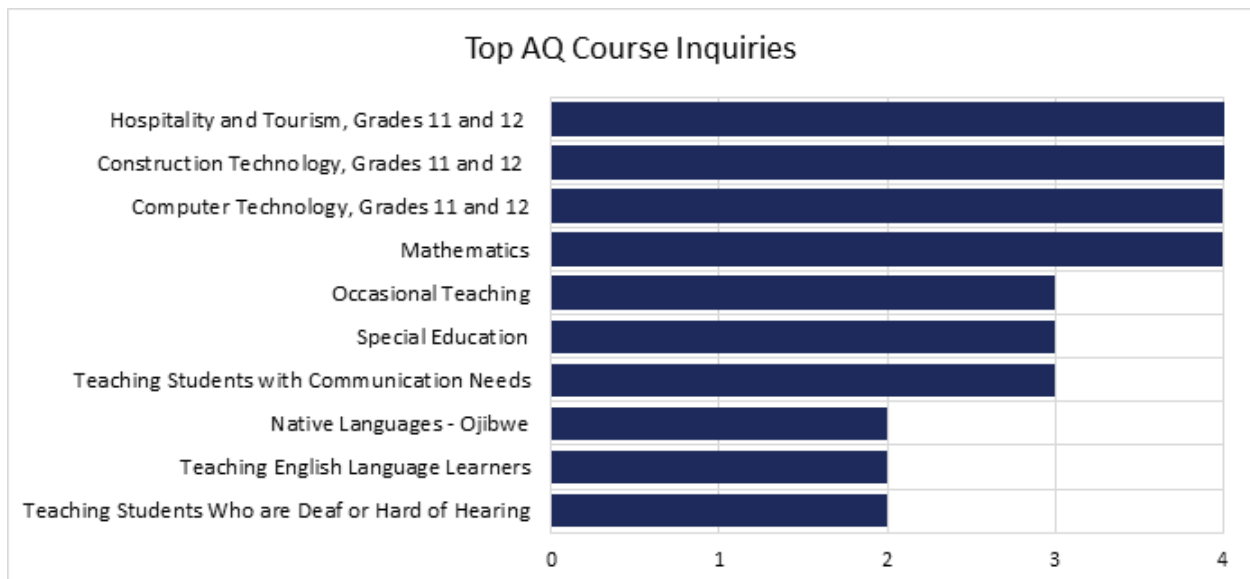
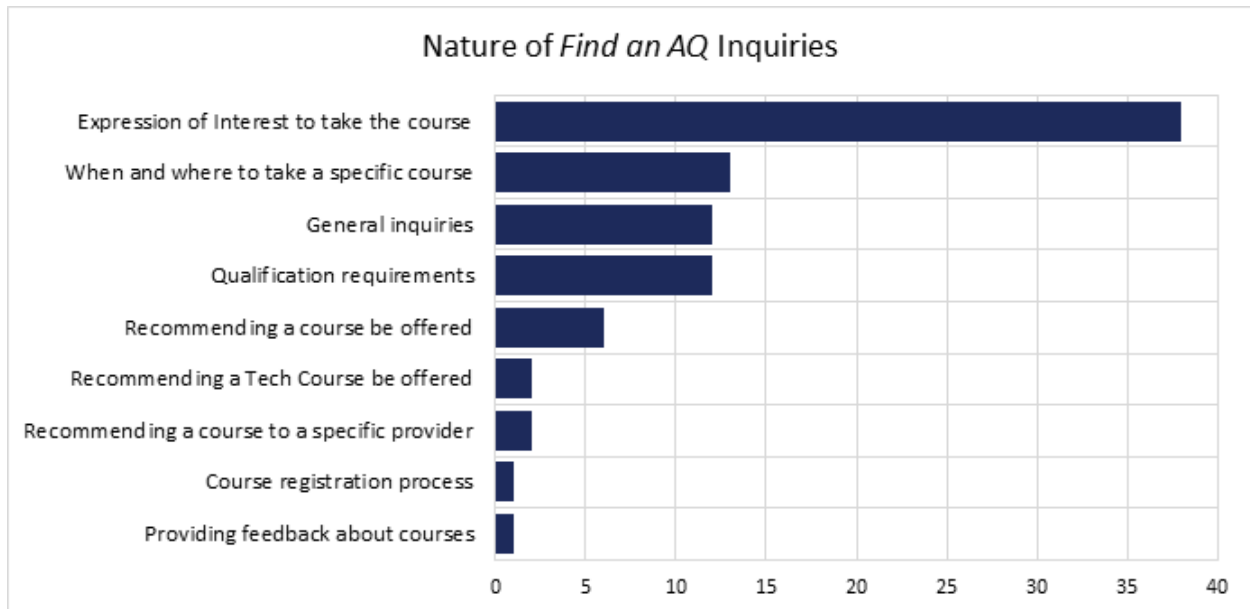
Standards of Practice and Accreditation

In-Service Teacher Education

Description	April 1 – June 30, 2024 (Q2 - 2024)
Additional Qualification Accreditation: Courses Submitted	74
Courses Accredited	107
Governance Models Reviewed	4
Draft Guidelines Posted to Website	34 (17 EN, 17 FR)
Final Guidelines Posted to Website	58 (29 EN, 29 FR)

Find an Additional Qualification (AQ) Feedback Analysis

April 1 – June 30, 2024: Total Inquiries Received: 87 (70 English, 17French)



Pre-Service Teacher Education

Initial Accreditation or Renewal of Accreditation	Decision Date
Faculty of Education, Wilfrid Laurier University General accreditation granted to: <ul style="list-style-type: none"> Consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a degree 	April 17, 2024
Faculty of Education, Western University General accreditation granted to: <ul style="list-style-type: none"> 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 teaching French as a Second Language, leading to a degree 	June 24, 2024

Accreditation Period Extension Request	Decision Date
Faculty of Education, University of Windsor Extension Request #1: Extended expiry from May 31, 2024 to September 30, 2024 for its consecutive, concurrent and multi-session consecutive programs.	February 6, 2024
Extension Request #2: Extended expiry from September 30, 2024 to May 31, 2025 for its consecutive, concurrent and multi-session consecutive programs.	June 24, 2024

Investigations and Professional Conduct

Intake

Description	Apr 1 to Jun 30, 2024	Apr 1 to Jun 30, 2023
Origin of Concerns for New Intake Files		
<ul style="list-style-type: none"> Member of the public 	132	126
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Secretary of Board – Teacher Performance Appraisal (Number included in public complaints) 	1	0
<ul style="list-style-type: none"> Member of the College 	20	22
<ul style="list-style-type: none"> Registrar (including employer notifications) 	179	132
<ul style="list-style-type: none"> Minister of Education 	0	0
Total New Intake Files	331	280
<ul style="list-style-type: none"> Resolved at Intake 	119	105

○ Employer notifications resolved at Intake	29	24
• Transferred to Investigations Unit ⁽²⁾	218	167
• Active Intake files	171	137
Therapy and Counselling Funding Program		
• New applications	0	1
• Applications approved	0	1
• Applications denied	0	0
• Applications being processed at end of reporting period	0	1

Between **April 1 and June 30, 2024**, Intake received approximately 200 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 337 formal expressions of concern and employer notifications between April 1 and June 30, 2024. Timelines for Intake processing these files are as follows:

Files completed in under 30 days – 261.

Files completed in 30 to 60 days – 28.

Files completed in over 60 days – 48.

Investigations¹

Disposition of Cases	April 1 – June 30, 2024	April 1 – June 30, 2023
Referred to Discipline Committee under subsection 26(5)(a)	14	12
Referred to Fitness to Practise Committee under subsection 26(5)(a)	1	1
Admonishment in person under subsection 26(5)(c)	10	18
Written admonishment under subsection 26(5)(d)	7	0
Caution in person under 26(5)(c)	10	6
Written caution under subsection 26(5)(d)	10	7
Advice under subsection 26(5)(d)	8	4
Reminder under subsection 26(5)(d)	7	2
Remedial training or education under subsection 26(5)(d)(ii)	2	2

¹ The total number of files considered by the Investigation Committee does not include files that were abandoned or withdrawn. In Q2 of 2024, 20 files were abandoned or withdrawn.

Not referred following an investigation and no further action taken under subsection 26(5)(b)	35	19
Refused to investigate: not related to professional misconduct or incapacity under subsection 26(2)(a), OR, frivolous, vexatious, abuse of process, manifestly without substance or made for an improper purpose under subsection 26(2)(b) (Request for Direction)	11	11
Undertaking to Resign under subsection 26(5)(b)	0	0
Undertaking - Medical	1	5
TPA Undertaking under subsection 26(5)(d)	0	0
Complaint resolution under subsection 26(5)(d)	38	14
Total	154	101

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 displayed 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 11 concluded discipline hearings in Q2 of 2024 (i.e., from April 1, 2024 to June 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	April 1-June 30, 2024 (Q2)
Revocation	5
Suspension	4
Reprimand	0
Cancelled-Resigned	2
TCL	0
NOH Withdrawn	0
Not Guilty	0
Reinstatement denied	0
Reinstatement granted	0

Fitness to Practise Committee Dispositions

In addition to the above dispositions, the Fitness to Practise Committee concluded two hearings in Q2 both of which resulted in a finding of incapacity and the imposition of terms, conditions or limitations.

Cumulative Volume of Open Hearings Files

There were 89 open hearings files for the Discipline and Fitness to Practise Committees at the end of Q2 (as of June 30, 2024). The Discipline Committee notes 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 Committee

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 April 1 and June 30, 2024, panels of the Registration Appeals Committee met twice and heard three cases. The following table shows the number of requests for review received and decisions rendered in Q2 of 2024 and for the same period in 2023:

Registration Appeals Committee	2024 (Q2)	2023 (Q2)
Requests for review received	8	8
Decisions rendered	5	9

The Committee continues to process requests for reviews fairly and expediently.

Communications

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 Q1 2024 to Q2 2024, our total number of followers increased by 1.7% (1,071).

From Q1 2024 to Q2 2024 there was a 2.7% increase in inquiries, from 110 to 113.

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 Q2, 2024, YCAY recorded a 64% open rate for English and 66% for French versions. This represents an increase for English by 5% and a very small 1% increase for French editions compared to Q2 2023. These variances are to be expected from quarter to quarter.

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



English

- April: Keeping your Ontario Certified Teacher contact information up to date
- May: Keeping your contact information up to date
- June: Do you want to help govern the teaching profession?

French

- Avril: Tenez à jour vos coordonnées dans votre dossier à l'Ordre
- Mai: Mise à jour de vos coordonnées
- Juin: Souhaitez-vous contribuer à la gouvernance de la profession enseignante?

The Standard (quarterly distribution)

In Q1, 2024 *The Standard* achieved open rates of 46% for the English version and 47% for the French. This shows a minor fluctuation in open rates from the Q1, 2024 January issue, where the open rate was 44% for English and 53% for French. These minor changes are negligible and are expected with email from quarter to quarter.