Registrar and CEO Report

Public Interest Rationale: This report assures the public that the Ontario College of Teachers (the College) is operating efficiently and supports Council in discharging its oversight responsibilities. It supports effective governance through the promotion of transparency and accountability by detailing activities undertaken during the fourth quarter of 2025 (October to December 2025).

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

Introduction

I am delighted to share the College's Q4 Registrar's report highlighting College work undertaken during the final quarter of 2025.

Progress of Development of KPIs

In addition to the updates to the four key performance indicators (KPIs) included in this report, I am pleased to advise Council that we are moving forward with development of a review cycle for KPIs. Our KPIs are designed to report on progress towards our strategic goals at a level of "outcomes" and "impact." This review cycle will create a cadence to assess the quality, relevance and substance of the existing KPIs and support the development of supplementary and refreshed future KPIs.

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 emphasizes:

- certification and accreditation processes that target needs for Indigenous languages, French language and technological education teachers; and,
- efficiencies to advance certification of internationally educated teachers, as well as Ontario and labour mobility applicants.

Updates to the Alternative Document and Parallel Processing Policies

The College has introduced updates to our policy on the acceptance of alternative documents for certification. Recognizing that some individuals may be unable to obtain required documentation due to circumstances beyond their control, the policy outlines reasonable alternative forms of documentation to support an application for registration.

The policy's objectives are to promote the fair treatment of applicants who cannot obtain standard documentation, provide transparent criteria and procedures for accepting alternative documentation, and enhance objectivity in the assessment of qualifications. An important update to the policy includes updating timelines regarding the College's acknowledgement of a request for alternative documents and the processing of alternative documents.

The College's parallel processing plan is designed to enhance the accessibility of the registration process by enabling multiple components of an application for certification to be processed concurrently rather than sequentially. Pathways outlined in our governing legislation currently allow individuals to become certified and start working in the profession while satisfying some certification requirements. The proposed enhancements introduce greater flexibility and efficiency in the sequencing of registration activities. The goal is to minimize idle

periods in the process, reduce overall processing time and provide applicants with greater transparency and control over their progress.

The updated policies have been submitted to the Office of the Fairness Commissioner and advance implementation of recent amendments to the *Fair Access to Regulated Professions and Compulsory Trades Act*. The updated policies support the College's strategic goal of accountable and agile processes to certify educators to teach in Ontario's classrooms and the enabler of a regulatory model that strives to be free from barriers to truth and reconciliation, and equity, diversity, inclusion and access.

Preparing and Launching New Labour Mobility Provisions

Recent amendments to the *Ontario Labour Mobility Act* require the College to offer an accelerated certification process to teachers who are certified in other Canadian jurisdictions. Teachers who are deemed certified are able to teach in Ontario's publicly funded schools while they are completing the application process. They must complete their application to the satisfaction of the Registrar before the deemed certification's six-month expiry date.

In Q4, a cross-functional team of College staff advanced preparations for implementation. This involved significant updates to the College's certification processes including the online application system, College standard documents, the public register and updates to the College website. Deemed certification launched successfully on January 1, 2026.

Launch of the New Online Application Platform

In November 2025, the College launched its new online application platform. The platform features plain language and enhanced logic functions that guide applicants to optimize information input. The new platform offers visual markers of progress throughout the application process. Further enhancements to the user

experience for applicants and members, including the ability to view the status of all submitted documents, are now underway. The College has received positive feedback from applicants on the new platform.

Participation in CMEC Pathways to Teach Canada Consortium

In November 2025, Membership Services leadership participated in a two-day national meeting of licensing bodies for the teaching profession from all Canadian provinces and territories, hosted by the Council of Ministers of Education, Canada (CMEC). The sessions provided opportunities to exchange information about legislative changes and regulatory practices to address teacher supply issues. Such inter-jurisdictional dialogue informs the College's ongoing certification process improvements and implementation of current labour mobility legislation.

Indigenous Languages Certification Pathway

The College and the Ministry of Education continue to work with community partners to develop a new Indigenous Languages Certification Pathway, having completed a draft conceptual framework based on community and partner feedback. The draft framework visualizes the process by which Indigenous languages speakers will be able to obtain certification to teach Indigenous languages through a model where candidates will be recommended by their community circles.

In Q4, the Ministry and the College organized meetings to discuss technical aspects of the proposal, alongside First Nations, Métis and Inuit community partners. Once a proposed community-supported framework and pathway have been developed, they will be shared with Council for consideration.

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

Work in this area will emphasize:

- engaging Ontario Certified Teachers in identifying professional standards that reflect what is needed to teach in today's classrooms.

Professional Standards Review

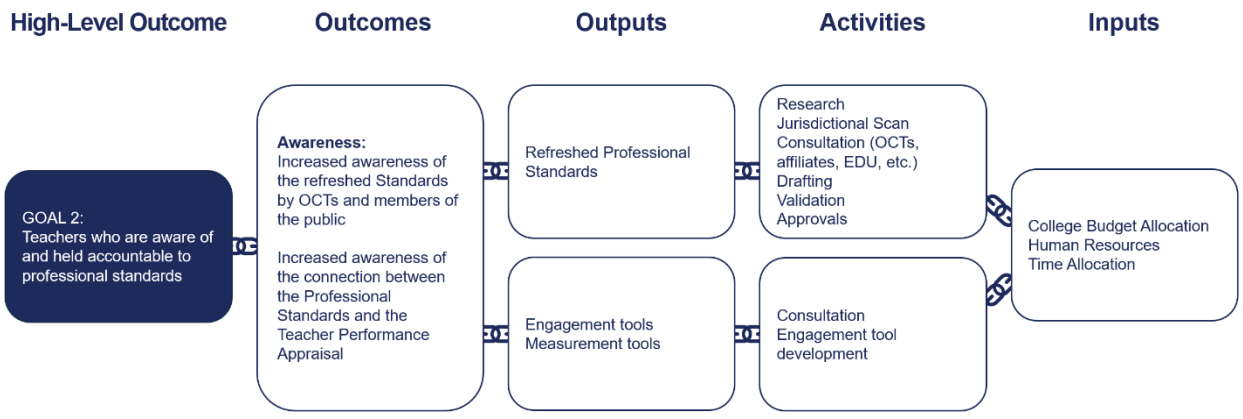
In Q4, the Professional Standards Review continued to advance, with a focus on drafting content and expanding engagement with education partners. Preliminary wording for the professional standards was drafted, drawing on consolidated themes produced by a summer writing team of OCTs from across the province. These themes informed the emerging structure and content of the standards, including how commitments to truth and reconciliation, equity, human rights and student-centred practice are integrated.

Partners, including OCTs, members of the public and Ministry of Education staff, were consulted to help the College gain insight into how the emerging draft

of the professional standards resonates across the sector and to identify opportunities to strengthen clarity and alignment. Partner feedback is currently being analyzed and is informing ongoing refinements of the professional standards.

In preparation for the launch of the refreshed standards, Q4 marked progress into the early stages of planning for the design of a visual representation of the standards. These preparations aim to ensure that, once approved, the refreshed professional standards can be introduced in a clear, accessible and coordinated manner.

Further engagement with education partners, including Indigenous educators, the Ontario Teachers Federation (OTF) and affiliate partners, as well as Ministry of Education staff and the Standards of Practice and Education Committee is ongoing. Insights from these consultations will contribute to continued iterative development and support final refinements to ensure the refreshed professional standards reflect the diverse perspectives and responsibilities of OCTs.



Key	Phase
Complete	
In progress	
To be completed	

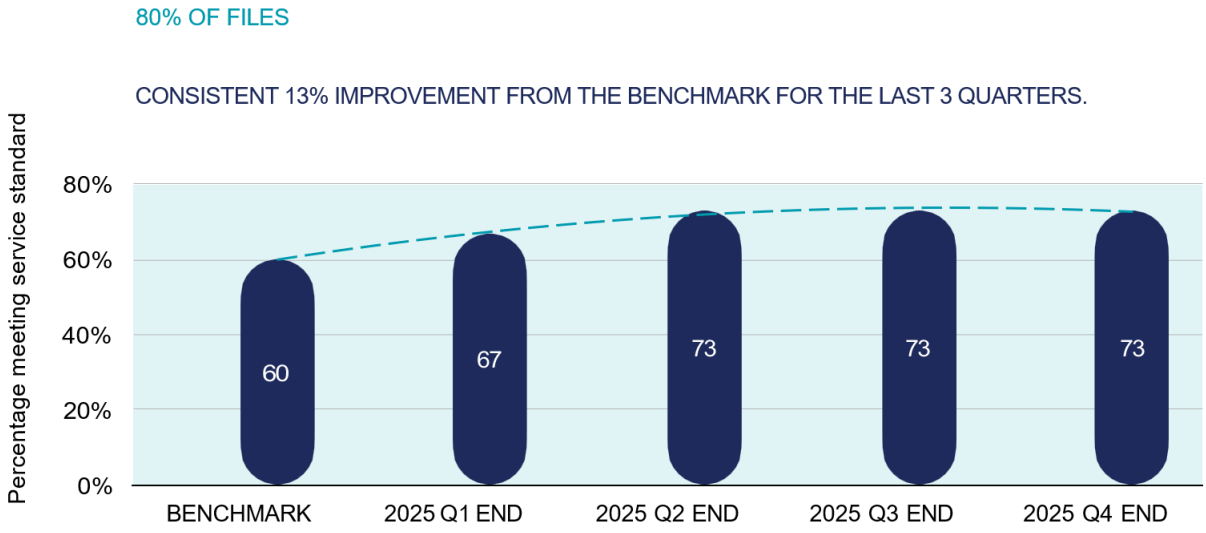
Goal 3: Efficient and proportionate responses to alleged and actual misconduct, incompetence, and incapacity.

Work in this area will emphasize:

- enhanced analytics of data to assess risk;
- internal processes that result in efficiencies and enhance procedural fairness; and
- ongoing professional development to support committees.

Responses to Alleged and Actual Misconduct

The College has set a goal of meeting the 90-day service standard for 80 percent of files that are identified as high-risk for student harm by December 31, 2025.[1] For the 15 most recent files ending in Q4 of 2025, the service standard was met 73 percent of the time. This remains a 13 per cent improvement from the baseline and a 6 per cent improvement since Q1 of 2025. The 80 percent threshold was achieved during Q2 of 2025, but this data fluctuates on a regular basis and Council is provided with a snapshot in time on a quarterly basis.



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

Call Centre at Intake

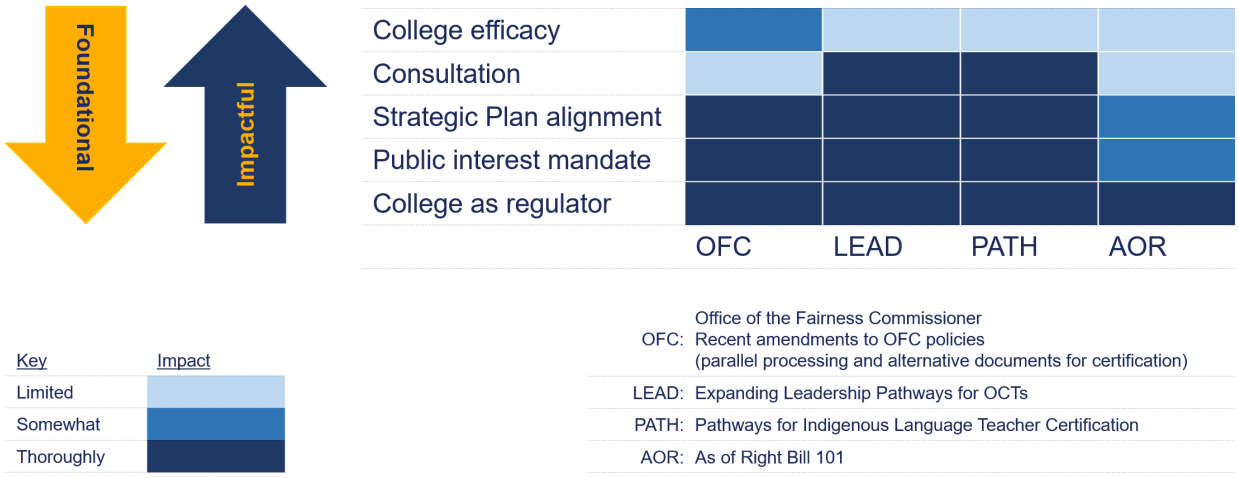
Beginning in late 2025, the Intake Unit implemented a process improvement by establishing a call centre environment to receive live calls on its general telephone line. Prior to this, callers were asked to leave a voicemail that would typically be returned on the same day. With the increased staffing contingent allocated to the Intake Unit in 2025, the unit has been able to become more responsive to concerns from the public or from members who are involved in the College's complaints and discipline processes.

This process improvement has been made in accordance with the College's strategic enabler of providing responsive client service for all interest holders, and it allows the Intake Unit to engage in trauma-informed practices by providing immediate meaningful assistance to callers at a time that is convenient to the caller.

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 interest holders; and
- the College's branding as Ontario's teaching regulator.



The College has established an observable KPI that aims to ensure that at least three of the five indicators[2] are thoroughly met for each of the projects in the chart. For this quarter, two of the four projects meet this target. As of Right legislation (AOR) is a government-initiated requirement that reflects the nuance of our legislated role within the education system.

New Graduates Preparedness Inquiry

In October, the Accreditation Unit launched an initiative to gather information from new graduates of Ontario's initial teacher education programs regarding their sense of preparedness for the realities of teaching in provincial classrooms.

An invitation to participate in focus groups was sent to 7,000 recent graduates across Ontario, along with a questionnaire about preparedness for entry into the teaching profession. The College received written responses from recent graduates from both English and French-language teacher education programs who are now employed as OCTs in full-time or long-term occasional roles in publicly funded schools. Focus groups were held starting in December and they will continue into Q1 2026.

This interest in hearing from early-career teachers evolved from data collected in the *Focus on Teaching* survey and will support the work of those who are tasked

---

[2] An indicator that the College maintains a clear and independent role is its ability in its work to achieve the criteria:

1. College as regulator: The College is correctly positioned as the province's teaching regulator.
2. Public interest mandate: Requests made of and/or initiated by the College are aligned with the College's public interest mandate.
3. Strategic Plan alignment: The College's participation in the project is clearly aligned with the College's Strategic Plan.
4. Consultation: The College has ensured the project involves thorough, thoughtful, and authentic consultation with relevant partners.
5. College efficacy: The College is positioned as a decision-maker in relation to its mandate in the project.

with reviewing and accrediting initial teacher education programs. Hearing firsthand from those new to the profession will inform the work of accreditation panels and the Accreditation Committee by building awareness of emergent issues related to recent graduate identified areas of need.

College Landscape

Tracked Data for Key College Functions

At the December 11th Council meeting, I shared that the Registrar's Report would begin to implement a College tracked data dashboard to provide Council with indicators about key College functions for productivity, capacity and integrity. For this report, I am pleased to introduce three such metrics.

The indicators appear in a dashboard below. Like with a car's dashboard, important information is provided for oversight and transparency. The dashboard is intended to provide assurances about the health of College functions. Functions that warrant monitoring and attention are also highlighted.

The dashboard focuses on key functions necessary for the College's success. Indicators have been identified as data points that illustrate aspects of the functions. Risk thresholds have been identified in relation to service standards as well as internal and external comparators. Data points are provided for the specific fiscal quarter as well as the previous quarter for tracking purposes, flagging the indicators as "normal" (green), "monitor" (amber) and "attend to" (red).

The three data points in this report provide an opportunity for Council members to become familiar with the conventions of the dashboard and for College staff to hear feedback for future learning as the tracked data grows and the process matures.

Function	Indicator	Risk Threshold	Q4 2025	Q3 2025
Employee Retention	Voluntary turn-over rate, including retirees, as a percentage of the full staff complement on a rolling 12 months ending with the last quarter. NOTE: Total FTE is prorated proportionally where 12-month range crosses two fiscal years.	Benchmark data from employers in Canada and globally for 2024, as well as College data from the last three years, shows a threshold of less than 7.6% is low (green), 7.6% through 9.7% is low/mid and warrants monitoring (amber). Above 9.7% is mid-level and warrants attention (red).	Q1 – Q4 2025 = 5.2%	Q4 2024 – Q3 2025 = 5.3 %
	Observation/Action: Values are within acceptable range, no further comments.			
Intake	Ratio of Intake files received (concerns about members) to those files processed (transferred to Investigations, closed) as an indicator of accumulated volume.	A quotient of up to 1.2 is within a normal range (green). A quotient higher than 1.2 is at the threshold of concern (amber) and warrants monitoring. Where the threshold is surpassed in consecutive quarters, attention is warranted.	Q4 2025 = 1.1	Q3 2025 = 1.1
	Observation/Action: Values are within acceptable range, no further comments.			

Function	Indicator	Risk Threshold	Q4 2025	Q3 2025
Investigations	Ratio of Investigation files opened to those files closed on a rolling 12 months ending with the last quarter reported as an indicator of accumulated volume.	A quotient of up to 1.2 is within a normal range (green). A quotient between 1.21 and 1.5 is at the threshold of concern (amber) and warrants monitoring. Where the threshold of 1.5 surpassed in consecutive quarters, attention is warranted, unless prior corrective action was taken, in which case the values will be monitored for 12 months, with the expectation of downward trending.	Q1 – Q4 2025 = 1.7	Q4 2024 – Q3 2025 = 1.8
	Observation/Action: This data reflects overall growth in concerns reported to the College. A key driver is the continuous increase in volume of new files up 23% annually since 2021. Interventions are supporting increased capacity for this growth: • Staffing levels increased in January 2025 and January 2026. • Units reorganized in October 2025 for increased efficiency. • Risk-based screening currently being implemented. Given that some changes came into effect in the second half of 2025, each will be monitored for progressive impact over the next 12 months. Mitigation is being observed and will continue to be monitored.			

Conclusion

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

Linda Lacroix, OCT/EAO
Registrar and Chief Executive Officer

Attachments

- Appendix A – Quarterly Statistics

Appendix A – Q4 Statistics

Membership Services

Certificate Type	Q4 2025	Jan. – Dec. 2025	Jan. – Dec. 2024
Certificate of Qualification and Registration			
• English	608	3,348	3,144
• French	90	469	326
Multi-Session Transitional Certificate of Qualification and Registration			
• English	69	266	251
• French	21	198	143
Transitional Certificate of Qualification and Registration			
• English	516	4,055	4,079
• French	19	197	196
TOTAL	**1,323**	**8,533**	**8,139**

Average Certification Timeline by Applicant Type (Days) Q4			
Applicant Type	October 2025	November 2025	December 2025
Labour Mobility	9 calendar 6 business	8 calendar 6 business	10 calendar 7 business
International	35 calendar 24 business	37 calendar 25 business	34 calendar 23 business

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

For the final quarter of 2025, the average certification timeline for labour mobility applicants remained consistent and within the legislated timeline of 30 calendar days outlined in the *Fair Access to Regulated Professions and Compulsory Trades Act*.

The average certification timeline for internationally educated teachers also remained consistent during this quarter. While some of the evaluations for internationally educated teachers were a result of applications received prior to 2024 and processed under the "120 days or best efforts" timeline, 87 percent of the evaluations completed in Q4 were for applications received after January 2, 2024, and all were processed within the 60-business day requirement outlined in the *Fair Registration Practices Regulation 271/09*.

For Ontario applicants, once the final document has been received and deemed acceptable, the certification decision is issued automatically. This consistently resulted in a zero-day average timeline for the fourth quarter of 2025 as reported for all previous quarters of the year.

Average Number of Calendar Days to Approve	**Q4 2025**	**Jan. – Dec. 2025**	**Jan. – Dec. 2024**	**Jan. – Dec. 2023**
Labour Mobility	9	11	12	25
International	36	38	61	134

In Q4 of 2025, Client Services assisted 29,668 clients using various communication channels. Of these, 23,401 clients received assistance the same day they contacted the College.

	Q4 2025	Jan. – Dec. 2025	Jan. – Dec. 2024
Phone calls	19,341	86,831	59,949
Emails	6,561	28,810	23,389
Callbacks	3,494	20,995	3,928
Reception	80	250	137
Social Media	15	72	107
Outreach Sessions	57	371	273

Membership Statistics

Status	December 31, 2025	December 31, 2024
Cancelled	264	265
Cancelled – Resigned	2,960	3,048
Expired	22,547	21,426
Good Standing	231,399	228,951
Revoked	522	503
Suspended	10	4
Suspended – Interim	91	92
Inactive/Non-Practising	257,081	255,675
Total	**514,874**	**509,964**

Standards of Practice and Accreditation

Pre-Service Teacher Education

Accreditation Unit staff have continued to work with program providers and review panels in varying stages of the accreditation process. In 2025, the Accreditation Committee rendered the following decisions:

Accreditation Decisions (2025)

Initial Accreditation – No conditions

Université de l'Ontario français

- Concurrent program with areas of study in the primary/junior, junior/intermediate and intermediate/senior divisions [French-language program]

Accreditation Renewals – No conditions

York University (Q4)

- Consecutive and concurrent programs 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
- Consecutive program for persons of First Nation, Métis or Inuit ancestry with areas of study in the primary/junior divisions
- Consecutive and concurrent programs with areas of study in technological education (grades 9/10 and grades 11/12)
- Consecutive and concurrent programs with areas of study in technological education (grades 9/10 and grades 11/12) and one general education subject for the intermediate/senior divisions.

University of Windsor (Q4)

- Consecutive and concurrent programs with areas of study in the primary/junior and intermediate/senior divisions
- Multi-session consecutive program with areas of study in technological education (grades 9/10 and grades 11/12).

Tyndale University

- Consecutive program 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

Laurentian University

- Concurrent and consecutive programs with areas of study in the junior/intermediate divisions

Université de l'Ontario français

- Multi-session consecutive program with areas of study in the primary/junior, junior/intermediate and intermediate/senior divisions [French-language program]

Queen's University

- Multi-session consecutive program of professional education with areas of study in the primary/junior divisions with a focus on teaching French as a Second Language

Addition to Program

Lakehead University

- Multi-session consecutive program for persons of First Nation, Métis or Inuit ancestry and multi-session consecutive program, with areas of study in the primary/junior divisions [referred to as Keewatinase Indigenous Teacher Education Program (KITEP – P/J)]

Substantial Change in Program

Tyndale University

- Continued accreditation confirmed for the consecutive program 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, with the following change: The offering of French as a Second Language as a general education subject in the junior/intermediate divisions.

Accreditation Expiry Extensions

In regulation, an accreditation period can be extended by mutual agreement between the Accreditation Committee and the program provider as long as the extension is within one year of the renewal period. In 2025, the following extensions were granted:

Ontario Tech University

- Accreditation period extended from November 29, 2025 to November 29, 2026

Brock University

- Accreditation period extended from May 23, 2026 to May 23, 2027

In-Service Teacher Education (Q4 2025)

Description	Q4 2025	Jan.– Dec. 2025	Jan.– Dec. 2024
Accreditation: Submitted Additional Qualifications courses	79	293	249
Courses Accredited	68	265	316
Governance Reviewed	4	17	11

Description	Q4 2025	Jan.– Dec. 2025	Jan.– Dec. 2024
Draft guidelines posted to website	4 (EN: 2, FR: 2)	64	134
Final guidelines posted to website	22 (EN: 11, FR 11)	116	132

Find an Additional Qualification (AQ) Feedback Analysis

Q4 2025: Total Inquiries Received: 55 (40 English, 15 French)

Nature of Find an AQ Inquiries

- General inquiries – 18
- Expression of Interest to take the course – 12
- Recommending a Tech Course be offered – 6
- Qualification requirements – 7
- Course registration process – 2
- Online and in-person availability of a course – 1
- When and where to take a specific course – 5
- Recommending a course to a specific provider – 1
- Providing feedback about courses – 1
- Recommending a course be offered – 2

Top AQ Course Inquiries

- Hospitality and Tourism, Grades 11 and 12 – 5
- Mathematics – 5
- Manufacturing Technology, Grades 11 and 12 – 3
- Physics – 3
- Computer Technology, Grades 11 and 12 – 2
- French as a Second Language – 2

- Français – 2
- English – 2

Investigations and Professional Conduct

Description	Q4 2025	Jan. – Dec. 2025	Jan. – Dec. 2024
Origin of Concerns for New Intake Files			
• Member of the public	123	612	623
• Secretary of Board – Teacher Performance Appraisal (Number included in public complaints)[3]	2	10	8
• Member of the College	38	104	73
• Registrar (including employer notifications)	169	764	576
• Minister of Education	0	0	0
Total New Intake Files	330	1,480	1,272
• Resolved at Intake[4]	142	606	480
• Employer notifications resolved at Intake	19	39	64
• Transferred to Investigations Unit[5]	163	839	764

[3] Reports related to resignation or termination as a result of unsatisfactory teacher performance appraisal.

[4] 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.

[5] 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

Description	Q4 2025	Jan. – Dec. 2025	Jan. – Dec. 2024
• Active Intake files at end of reporting period	270	270	228
Therapy and Counselling Funding Program			
• New applications	0	11	4
• Applications approved[6]	1	10	3
• Applications denied	0	1	0
• Applications being processed at end of reporting period	0	0	3

Between October 1 and December 31, 2025, Intake received approximately 230 telephone calls and email inquiries. While telephone calls are typically answered live 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 305 formal expressions of concern and employer notifications from October 1 to December 31, 2025. Processing timelines for these files are as follows:
Files completed in under 30 days – 222
Files completed in 30 to 60 days – 23
Files completed in over 60 days – 60

---

closed during a reporting period will therefore not match the number of new files received during the same period.

[6] The number of Therapy and Counselling applications approved in this chart may have been received by the College in a previous reporting period. The number of applications approved during a reporting period will therefore not match the number of new applications received during the same period.

Investigations Statistics[7]

Disposition of Cases	Q4 2025	Jan. – Dec. 2025	Jan. – Dec. 2024
Referred to Discipline Committee under subsections 26(5)(a) or 26(9)	17	59	55
Referred to Fitness to Practise Committee under subsection 26(5)(a)	1	5	1
Admonishment in person under subsection 26(5)(c)	14	50	34
Written admonishment under subsection 26(5)(d)	8	25	23
Caution in person under 26(5)(c)	9	32	36
Written caution under subsection 26(5)(d)	13	55	33
Advice under subsection 26(5)(d)	8	25	23
Reminder under subsection 26(5)(d)	6	29	22
Not referred following an investigation and no further action taken under subsection 26(5)(b)	34	127	88
Refused to investigate: not related to professional misconduct or incapacity under subsection 26(2)(a), OR, frivolous, vexatious, abuse of process, manifestly without	10	34	47

[7] 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.

Disposition of Cases	**Q4 2025**	**Jan. – Dec. 2025**	**Jan. – Dec. 2024**
substance or made for an improper purpose under subsection 26(2)(b) (Request for Direction)			
Undertaking to Resign under subsection 26(5)(b)	6	12	9
Undertaking - Medical	2	4	3
Direct the Registrar to suspend a member's Certificate of Qualification and Registration under subsections 26(4.7) and 26(4.10) and Regulation 616/20	1	3	0
Administrative Resignation under subsection 26(5)(d)	0	3	0
Complaint resolution under subsection 26.1	20	110	118
Coursework under subsection 26(5)(d)(ii)	1	3	5
Total	**150**	**576**	**497**

The total number of files considered by the Investigation Committee does not include files that were abandoned or withdrawn. In Q4 of 2025, nine files were abandoned or withdrawn.

Policy, Governance and Tribunals

Registration Appeals

The Registration Appeals Committee is a statutory committee established under the Act that is objective, fair and transparent. It 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 October 1 and December 31, 2025, panels of the Registration Appeals Committee met four times and heard five cases. The following table shows the number of requests for review received and decisions rendered in Q4 of 2025 and for the full year:

Registration Appeals Committee	**Q4 2025**	**Jan. – Dec. 2025**	**Jan. – Dec. 2024**
Requests for review received	5	30	38
Decisions rendered	14	39	31

Tribunals

Hearings Schedule

For up-to-date information regarding upcoming Discipline hearing dates, please refer to the College website's 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 eight concluded discipline hearings in Q4 of 2025 (i.e., from October 1 to December 31, 2025). Where a

disposition included multiple sanctions (for example, (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. A total of 57 matters were concluded in 2025.

Disposition of Cases – Discipline Committee	**Q4 2025**	**Jan. – Dec. 2025**	**Jan. – Dec. 2024**
Revocation	2	24	15
Suspension	3	18	16
Reprimand	0	4	2
Cancelled-Resigned	1	6	4
TCL	0	0	0
NOH Withdrawn	1	2	2
Not Guilty	0	1	0
Reinstatement denied	0	0	0
Reinstatement granted	0	0	0
Variance denied	1	1	0
Variance granted	0	0	0
Other	0	1	0
Total	**8**	**57**	**39**

Fitness to Practise Committee Dispositions

One Fitness to Practise matter was concluded in Q4 (i.e., from October 1 to December 31, 2025). A total of two Fitness to Practise matters were concluded in 2025.

Key Data Relating to the Volume and Nature of the Work of the Discipline and Fitness to Practise Committees:

A total of 114 panel days were spent holding hearings, deliberation sessions and in case management efforts (for example, pre-hearing conferences).

Cumulative Volume of Open Hearings Files

There were 63 open hearings files for the Discipline and Fitness to Practise Committees at the end of Q4 (as of December 31, 2025).

The cumulative number of open hearing files at the end of Q4 (i.e. as of December 31) for the Discipline and Fitness to Practise Committees for the past five years is summarized below.

- 2025: 63
- 2024: 94
- 2023: 69
- 2022: 104
- 2021: 148
- 2020: 285

Communications

Our social media audience

Quarterly and year-over-year changes align with long-term trends.

- **Q3 – Q4:** total followers increased by 927 (1.4%) to 68,748.
- **2024 – 2025:** total followers increased by 3,664 (5.6%) to 68,748.

Inquiries

Message volume continues to fluctuate within historical norms.

- **Q3 – Q4:** total received messages increased by 14 (34%) to 55
- **2024 – 2025:** total received messages decreased by 131 (36%) to 231

Emails

A notable decline in open rates began in Q1 2025 following the introduction of stricter email delivery regulations.

Your College and You (monthly distribution)

English:

- **Q3 – Q4:**
    - open rate increased by 5% to 43%

  most read stories:
    - The 2026 annual membership fee payment window is now open
    - A year-end message from the Registrar
    - 2025 Focus on Teaching survey has closed – thank you to everyone who participated

  2024 – 2025: open rate decreased by 22% to 41%

French:

- **Q3 – Q4:**
    - open rate increased by 1% to 36%

  most read stories:
    - Message de fin d'année de la registraire
    - Le sondage Regard sur l'enseignement 2025 a pris fin – merci à tous nos membres qui y ont participé
    - La période de paiement de la cotisation annuelle 2026 est en cours

  2024 – 2025: open rate decreased by 28% to 36%

The Standard **(quarterly distribution)**

English:

- **Q3 – Q4:**
    - open rate decreased by 4% to 29%

  most popular stories:
    - A year-end message from the Registrar
    - Advancing professional standards for Ontario's teaching
    - Meet our exceptional 2025 College scholarship recipients

  2024 – 2025: open rate decreased by 13% to 32%

French:

- **Q3 – Q4:**
    - open rate decreased by 5% to 36%

  most popular stories:
    - Message de fin d'année de la registraire
    - Résumé de la réunion d'octobre du conseil
    - Faire avancer les normes de la profession enseignante en Ontario

  2024 – 2025: open rate decreased by 10% to 40%