



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 first quarter of 2026 (January to March 2026).

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

Introduction

I am delighted to share the College's Q1 Registrar's report highlighting College work undertaken during the first quarter of 2026. 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.

Successful Launch of Deemed Certification

On January 1, 2026, amendments to the Ontario Labour Mobility Act came into effect requiring the College to offer accelerated certification to teachers who are certified to teach in other Canadian jurisdictions.

Deemed certification was successfully launched in Q1. Between January 1 and March 31, 2026, the College received 94 applications for deemed certification. Within Q1, 51 teachers received deemed certification, allowing them to teach in Ontario's publicly funded classrooms for up to six months while completing the application process.

Implementation of New Leadership Pathways

During Q1, the College hosted an information session for Additional Qualification providers to support implementation of the new leadership pathways for Ontario Certified Teachers who do not hold an undergraduate degree.

Relaunch of Expedited Licensure List

The College has relaunched the expedited licensure list to respond to sector need for certified teachers in every classroom. This supports our Goal 1 sub-goals of certification processes that target specific needs such as French-language, technological education and Indigenous-language teachers, as well as efficiencies to advance certification of internationally educated teachers, Ontario and labour mobility applicants.

Applications for individuals who have received official offers of employment that are conditional on being certified by the College are eligible for expedited licensure. Employers, including district school boards, education authorities and private schools, can request that the College expedite application processing for individuals with conditional offers of employment.

Improving Application Processes and Client Contact Experiences via AI and Automation

In Q1, the College resumed the application of automated document recognition used to process Canadian passports provided to the College by applicants as proof of identity. The change was piloted in 2025 and paused to refine implementation. Now fully functional, this feature offers significant efficiencies. Membership Records currently processes approximately 200 Canadian passports per month. Based on current volumes and processing times, the projected time savings associated with this enhancement would be between 208 and 417 hours per year.

The recent automation of email uploads previously performed manually by Client Services staff was achieved in Q1. Manual upload to our customer relationship management system (CRM) requires five minutes per outgoing email. Client Services sent approximately 20,000 Zendesk outgoing e-mails in 2025, meaning that this automation presents projected savings of over 1,600 hours.

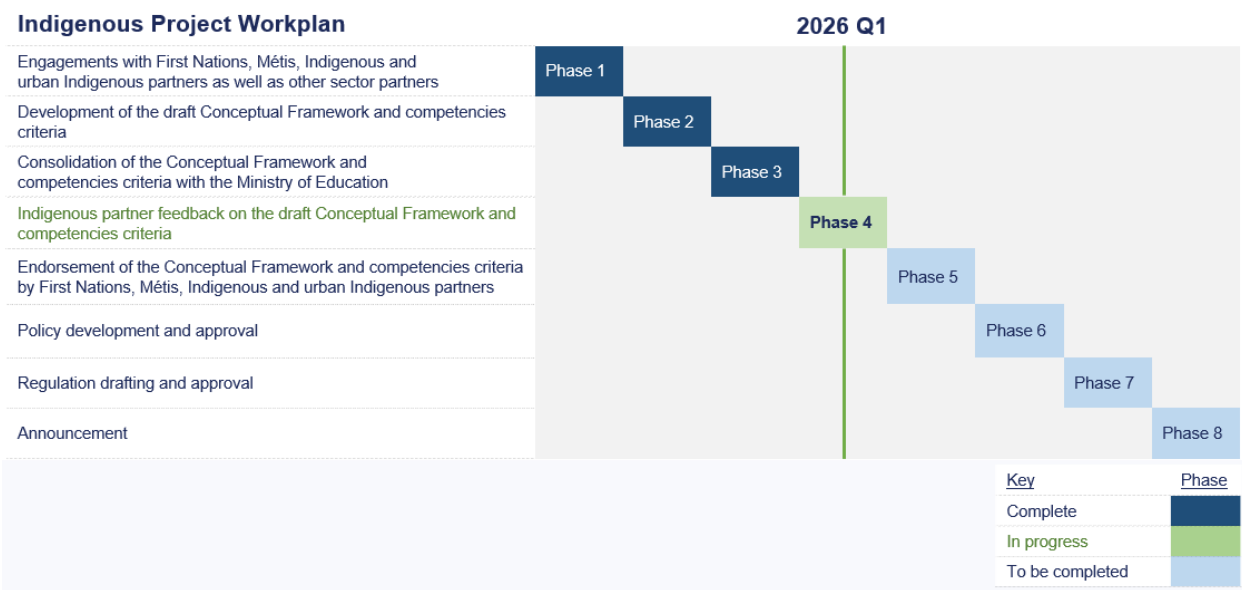
The substantial time savings afforded by these two automated features free Membership Records staff to address more complex document routing and processing, and permit Client Services Agents to focus on direct client support

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 and have 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 endorsement circles.

In Q1 2026, 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 Q1 of 2026, the Professional Standards Review (PSR) advanced through the development and refinement of draft professional standards, informed by ongoing engagement with Ontario Certified Teachers (OCTs) and a diverse range of interest holders. This phase of the review emphasized meaningful consultation, expert feedback, and inclusive outreach to support the development of standards that reflect professional practice and are responsive to the evolving educational landscape.

Draft standards were developed and refined through iterative consultation with OCTs and interest holders, with a particular focus on obtaining detailed feedback from expert readers. These expert reviewers provided critical insights on clarity, coherence, and professional expectations, and their feedback was instrumental in strengthening and refining the final draft of the standards.

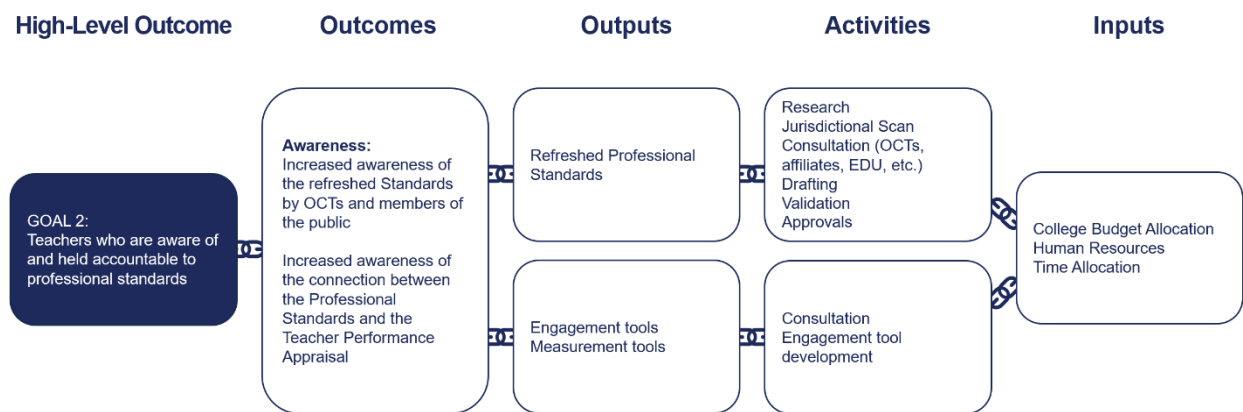
Reviewers included OCTs, members of the public, and education partners representing a broad cross section of the education sector, including classroom practitioners, education leaders, initial teacher education faculty and staff, parent advocacy groups, First Nations, Métis, and Inuit community leaders, and teacher federations and their affiliates. Reviewers also reflected the diversity of Ontario's education systems, including French and English language, public, independent and Catholic school systems, as well as First Nation schools.

Focused engagement with First Nations, Métis, and Inuit communities was prioritized, which led to the development of a new professional standard addressing OCTs' commitment to Truth and Reconciliation. This work was grounded in the perspectives and lived experiences of community members and

reflects the College’s commitment to advancing reconciliation in ways that recognize the distinct histories, identities, and priorities of members of First Nations, Métis, and Inuit communities.

To support this work, our First Nations, Métis, and Inuit consultation network was intentionally expanded. Participants were invited to extend invitations to others within their communities whose perspectives they identified as integral to the review process. This approach strengthened both the depth and breadth of engagement and expanded the network to include more than 40 communities across the province.

Collectively, expert review and broad, inclusive engagement with interest holders have played a critical role in shaping the draft professional standards and reinforcing their relevance, credibility, and alignment with the College’s mandate. This work positions the College to advance the Professional Standards through the Standards of Practice and Education Committee for final consideration for approval. If approved, Council will receive the refreshed standards at its June meeting.



Professional Standards Review Project Milestones	2023	2024				2025				2026			
	Q1-4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	
Review of relevant research and jurisdictional scan	Phase 1: Research and Consultation												
Internal and external consultations with OCTs and members of the public													
Drafting of content to inform the professional standards and future engagement tools							Phase 2: Draft Development						
Consolidation of writing team/SPE Committee* input and consultation data to draft professional standards													
Writing of refreshed professional standards									Phase 3: Writing and Partner Engagement				
Development of indicators for each standard													
Engagement with EDU and education partners													
Development of engagement tools													
Provincial validation, expert consultation and engagement with education partners									Phase 4: Validation, Approval and Launch Preparation				
SPE Committee* review and approval followed by receipt by Council													
Launch and engagement										Phase 5: Launch			
*SPE Committee refers to the Standards of Practice and Education Committee													

*SPE Committee refers to the Standards of Practice and Education Committee

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.

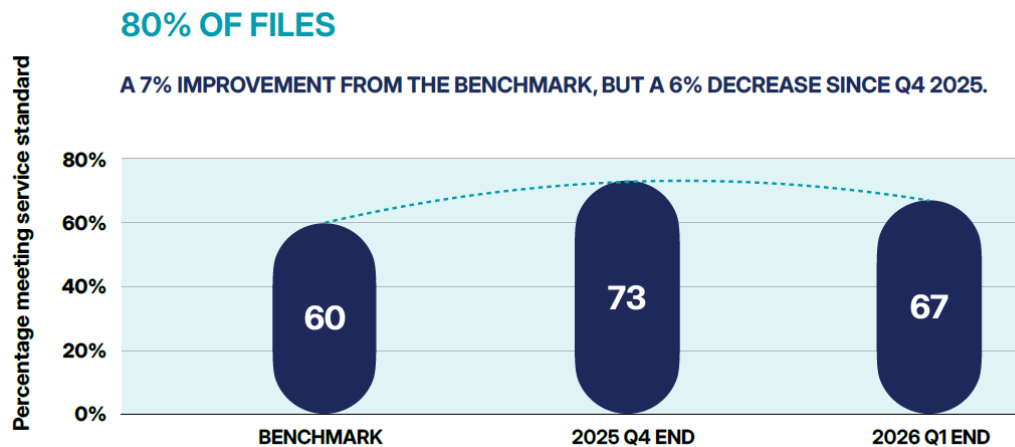
Adjudicative Body of Chairs (ABC) Timelines

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.¹ For the 15 most recent files ending in Q1 of 2026, the service standard was met 67 percent of the time. This remains a 7 percent improvement from the baseline but is a 6 percent decrease since Q4 of 2025.

Of the five files in which the 90-day service standard was not achieved, three of those files originated from public complainants, from whom it typically takes longer to gather information than files stemming from an employer report as trauma-informed principles are applied when gathering sensitive information from public complainants. The delays in the other two files were due to procedural issues that have since been rectified.

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.

The 80 percent target represents a meaningful improvement over the previous 60 percent benchmark and is a realistic stretch goal. While the College prioritizes the timely progression of high-risk files, some files may exceed the 90-day service standard due to factors beyond the College's control, such as delays in obtaining third-party evidence or scheduling witness interviews. The College must balance student protection with procedural fairness, ensuring the Adjudicative Body of Chairs has sufficient information to make timely and well-informed decisions.



Categorization of Complaints

The collection of enhanced data relating to allegations of professional misconduct began in January 2025 with the aim of identifying emerging trends regarding the nature of concerns the College receives about members' conduct. Staff classify all concerns received in one or several of approximately 75 allegation categories. This data may then inform decisions about relevant training for College staff and Committee members, and relevant guidance to the profession in the form of professional advisories or other external communications.

The most frequent concerns received in 2025 related to the following categories:

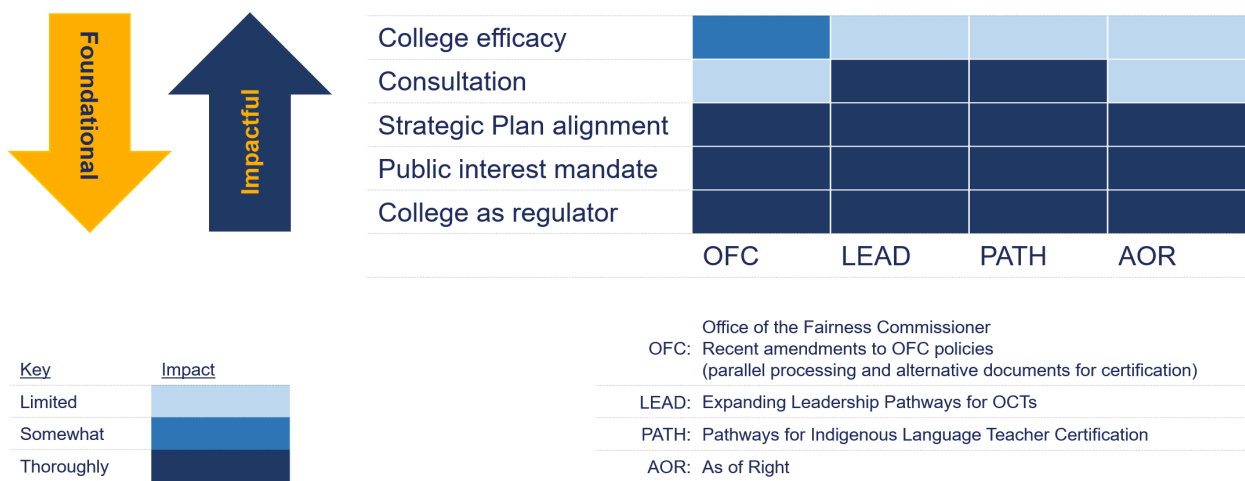
- Verbal abuse
- Physical abuse
- Discrimination
- Boundary violations

The collection of data and refinement of allegation categories and classification into these categories continues.

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;
- 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 indicators² are thoroughly met for each of the projects in the above chart. For this quarter, all four projects meet this target. As of Right legislation (AOR) is a government-initiated requirement that reflects the nuance of

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

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

our legislated role within the education system. The successful launch of deemed certification or “As of Right” application for teachers certified in other Canadian jurisdictions thoroughly meets the strategic goal of agile and accountable processes to certify educators to teach in Ontario classrooms.

New Graduates Preparedness Inquiry

The Accreditation Unit launched the New Graduate Preparedness Inquiry (NGPI) to inform accreditation practices by examining the extent to which recent Ontario initial teacher education graduates felt prepared to enter the teaching profession. The project was completed at the end of March 2026.

Survey and focus group findings indicate that supervised practicum is perceived as an important source of professional learning. At the same time, participants noted opportunities to strengthen the connection between coursework and classroom practice. Graduates reported feeling underprepared for key day-to-day teaching demands, including classroom management, assessment and evaluation, and supporting students with special education needs. Graduates further highlighted the value of instruction delivered by instructors with recent experience teaching in Kindergarten to grade 12 settings.

Project findings have implications for operational work in the Accreditation Unit with program providers, Accreditation Roster and Committee members, including consideration of look-fors and interview questions for panel members when conducting site visits with faculties. These considerations will support the Accreditation Unit’s continuous improvement efforts by drawing on input from newly graduated OCTs who participated in the inquiry.

A summary of the findings is available in [visual](#) and [report](#) formats.

New Website Launch

The College's new public website launched on January 14, 2026. As our most visited public touchpoint, the site connects hundreds of thousands of people each year to essential information about our unique role in the education sector, applying to the College, professional learning opportunities and other aspects of our public interest mandate.

Redeveloped to improve stability, usability and accessibility — and to advance our strategic goals and uphold our commitments to responsive client service and transparency — the fully responsive site has received more than 650,000 visitors since launch.

Aligned with WCAG 2.1 Level AA³ standards, it meets, and in many cases, exceeds accessibility standards under the *Accessibility for Ontarians with Disabilities Act*. Recent scans show substantial reductions in automated accessibility issues on high-traffic pages. For example, the homepage has seen an 83% reduction in detected issues based on more than 300,000 views. Ongoing monitoring and evaluation will support continued improvements to accessibility and usability over time.

³ Web Content Accessibility Guidelines (WCAG) 2.1 provides a comprehensive framework for making web content more accessible to individuals with disabilities. Level AA standards address the most common barriers for users.

New KPI: Understanding of the College's Independent Regulatory Role

After collecting two quarters of benchmarking data through standardized post-presentation survey questions delivered across Q4 2025 and Q1 2026 to more than 3,600 individuals, the College is introducing a new key performance indicator (KPI) to track and enhance the extent to which those who hold the OCT designation (members) as well as those who do not (non-members) understand the College's role and regulatory mandate.

Success is demonstrated by sustained improvement over baseline in both role clarity and understanding of mandate breadth, with differentiated targets for members and non-members that reflect their level of interaction with the College.

Progress toward these targets will be supported through more intentional and consistent use of the College's existing engagement channels and touchpoints, including presentations, publications, digital content, and interest holder interactions, with a clear emphasis on the College's independent regulatory role and public interest mandate. Where baseline understanding remains lower, particularly among non-members, the College will also explore the development of new or refined channels to improve reach and advance mandate clarity.

The two-question survey asks respondents:

How would you describe your understanding of the Ontario College of Teachers' role in Ontario's education system?

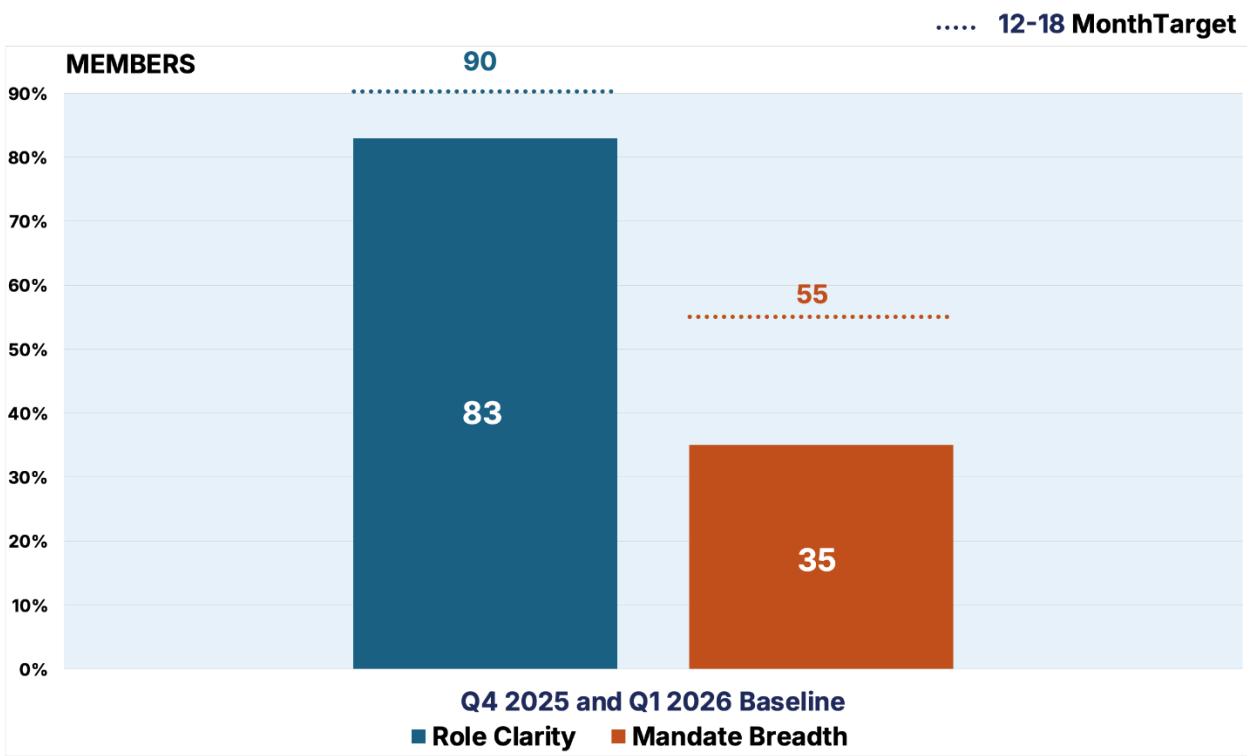
There are five answer choices from which to select, with the correct answer being:

- The regulatory body for teachers in the province

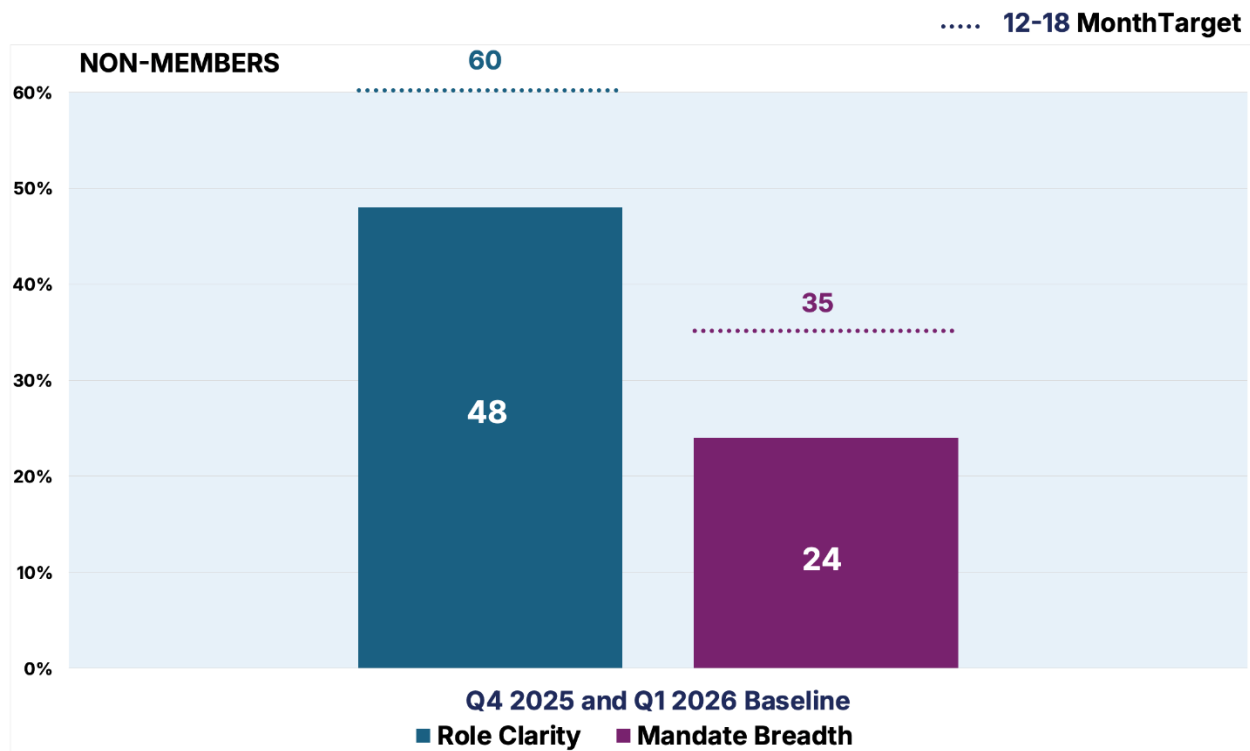
Which of the following responsibilities do you believe are part of the College’s mandate?

Respondents can select up to five answer choices, with the correct three being:

- 1. Accrediting teacher education programs
- 2. Licensing teachers
- 3. Investigating complaints about teachers



For members, the Role Clarity target signals reducing confusion among a small persistent minority, while the Mandate Breadth target signals meaningful improvement without assuming unrealistic attention or interest.



For non-members, the Role Clarity target signals that the College is demonstrating clearer positioning as a regulator, while the Mandate Breadth target signals realistic lift given limited exposure.

College Landscape

Therapy and Counselling Funding Portal

The College recently launched an online portal for applicants and program participants in the Therapy and Counselling Funding Program. This online portal will allow survivors of sexual abuse, child pornography, and prescribed sexual acts by an Ontario Certified Teacher (OCT) to more easily access the program

funds for therapy and counselling by submitting claims online, tracking submitted claims, viewing remaining funds, and accessing other online tools.

Claim documents are now submitted through a secure portal rather than by email and are held in a secure case management system. This user-friendly portal will increase program accessibility for users and will increase the efficiency with which claims are processed by staff.

Business Continuity Plan

To support Council's risk-oversight and fiduciary obligations, I share that an update to the College's business continuity plan is underway. This operational, umbrella plan establishes the framework for how the College prepares for, responds to and recovers from disruptive events. Procedures for business continuity were last updated during the COVID-19 pandemic. This review will result in an updated plan to meet critical service requirements during circumstances with potential to impact the College and its operations.

Tracked Data for Key College Functions

In the March report, we introduced Council to the dashboard of tracked data indicators about the productivity, capacity and integrity of key College functions with three initial metrics. These metrics have been updated for the new quarter and with refinements based on Council's feedback.

I am pleased to introduce three new metrics to the dashboard in this report. These indicators offer insights from new departments and for key College mandated functions.

The six indicators appear in a dashboard below. 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).

Function	Indicator	Risk Threshold	Q1 2026	Q4 2025
Employee Retention	Voluntary turnover 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).	Q2 2025 to Q1 2026 6.0%	Q1 to Q4 2025 5.2%
	Observation/Action Values are within acceptable range, no further comments.			
Intake	Ratio of Intake files received (concerns about OCTs) 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 (red).	Q1 2026 1.2	Q4 2025 1.1
	Observation/Action Values are within acceptable range, no further comments.			

Function	Indicator	Risk Threshold	Q1 2026	Q4 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 is surpassed, attention is warranted (red), unless prior corrective action was taken, in which case the values will be monitored for 12 months, with the expectation of downward trending.	Q2 2025 to Q1 2026 1.5	Q1 to Q4 2025 1.7
	Observation/Action As noted in the March 2026 Registrar's Report, several measures were implemented in the second half of 2025 to address the high volume of new investigation files, including the reorganization of the investigation unit, and risk-based screening to manage lower risk matters more efficiently. Early results are positive.			

Function	Indicator	Risk Threshold	Q1 2026	Q4 2025
Member Registration	Ratio of applications received (by type) to decisions rendered (e.g. certified, certified with conditions, denied or closed) on a rolling 12 months ending with the last quarter reported as an indicator of volume.	A quotient of up to 1.0 is within a normal range (green). A quotient higher than 1.01 is at the threshold of concern (amber) and warrants monitoring. Where the threshold of 1.01 is surpassed in consecutive quarters, attention is warranted (red).	Q2 2025 to Q1 2026	Q1 to Q4 2025
		International	1.0	1.1
		Labour Mobility	0.7	0.9
		Ontario	0.9	0.9
	Observation/Action Between Q2 2025 and Q1 2026, several measures were implemented to address the high volume of applications from internationally educated teachers. These measures include additional staff, enhanced automated functions and the launch of the new online application platform.			

Function	Indicator	Risk Threshold	Q1 2026	Q4 2025
Tribunals	Ratio of Tribunals 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 is surpassed, attention is warranted (red), unless prior corrective action was taken, in which case the values will be monitored for 12 months, with the expectation of downward trending.	Q2 2025 – Q1 2026 0.9	Q1 – Q4 2025 0.8
	Observation/Action Values are within acceptable range, no further comments.			

Function	Indicator	Risk Threshold	Q1 2026	Q4 2025
Standards of Practice and Accreditation	The ratio of initial teacher education program accreditation decisions rendered within the mandated 180-day timeline compared to the number of program accreditation applications submitted in the previous six-month period ending in the quarter.	A quotient of 1.0 is within a normal range (green). A quotient under 1.0 is at the threshold of concern (amber) and warrants monitoring. Where the quotient of 1.0 is not met and non-compliance results in a notice of appeal (red), action is warranted.	Q4 2025 – Q1 2026 0.6	Q3 – Q4 2025 0.6
	Observation/Action Timeline delays over the periods reported were due to the following reasons: - Q1 2026: A provider-initiated application change which occurred within the review period - Q4 2025*: A short extension to accommodate the pre-set Accreditation Committee meeting date - Q3 2025: Awaiting provider's submission of ministerial consent. No appeal resulted from these timeline delays. <i>*The impact of Q4 2025 is reflected in both periods reported here, as a rolling 6-month horizon has been used.</i>			

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 – Q1 2026 Statistics

As the Registrar's Report includes more Tracked Data metrics, statistics from this Appendix that are not reflected in the Tracked Data will be available in alternate locations including for example, the College's website and Annual Reports. Notations of where information can be found will be included for ease of reference in subsequent reports. No changes have been made for June 2026.

Membership Services

TOTAL BY CERTIFICATE TYPE		
Certificate Type	Language of Teaching Qualifications	January 1 – March 31, 2026
Certificate of Qualification and Registration	English	1,009
	French	153
Multi-Session Transitional Certificate of Qualification and Registration	English	129
	French	81
Transitional Certificate of Qualification and Registration	English	1,766
	French	114
TOTAL		3,252

Average Certification Timeline by Applicant Type (Days) Q1			
Applicant Type	January 2026	February 2026	March 2026
Labour Mobility –	10 calendar	7 calendar	6 calendar
Deemed Certificate	7 business	4 business	4 business

Average Certification Timeline by Applicant Type (Days) Q1			
Labour Mobility	12 calendar 8 business	11 calendar 7 business	10 calendar 7 business
International	43 calendar 28 business	54 calendar 35 business	40 calendar 27 business

Deemed certification was implemented on January 1, 2026. The average certification timeline represents the number of days from the date the College is in receipt of an application, request for deemed certification and specific application documents to the date the certification decision was issued. For the first quarter of 2026, the average certification timeline was within the legislated timeline of 10 business days as outlined in the *Ontario Labour Mobility Act*.

For all other labour mobility applicants and internationally educated teachers, 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 first quarter of 2026, 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 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, 90% of the evaluations completed in Q1 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 first quarter of 2026 as reported in 2025.

Average Number of Calendar Days to Approve	Q1 2026	Jan. - Dec. 2025	Jan. – Dec. 2024	Jan.– Dec. 2023
Labour Mobility	12	11	12	25
International	45	38	61	134

In Q1 of 2026, Client Services assisted 36,923 clients using various communication channels.

	Q1 2026
Phone calls	24,571
Emails	8,405
Callbacks	3,743
Reception	58
Social Media	22
Outreach Sessions	124

Membership Statistics

Status	March 31, 2026	March 31, 2025
Cancelled	264	265
Cancelled – Resigned	2,936	3,032
Expired	22,582	22,425
Good Standing	235,676	232,926
Revoked	526	510
Suspended	8	3

Status	March 31, 2026	March 31, 2025
Suspended – Interim	89	91
Inactive/Non-Practising	255,428	253,011
Suspended Administratively	216	-
Total	517,725	512,263

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 Q1 2026, the Accreditation Committee rendered the following decisions:

Accreditation Decisions (Q1 2026)

Initial Accreditation – Denial

- Covenant Canadian Reformed Teachers College - Consecutive program of professional education with areas of study in the primary/junior and junior/intermediate divisions, leading to a degree

Accreditation Period Changes

- Lakehead University – Accreditation period extended from December 3, 2026 to December 3, 2027

In-Service Teacher Education (Q1 2026)

Description	Q1 2026
Accreditation:	105

Description	Q1 2026
Submitted Additional Qualifications courses	
Courses Accredited	72
Governance Reviewed	2
Draft guidelines posted to website	6 (EN: 3, FR: 3)
Final guidelines posted to website	38 (EN: 19, FR 19)

Find an Additional Qualification (AQ) Feedback Analysis

Q1 2026: Total Inquiries Received: 102 (72 English, 30 French)

Nature of Find an AQ Inquiries

- General inquiries – 30
- Recommending a technological education course be offered – 29
- When and where to take a specific course – 19
- Qualification requirements – 8
- Expression of Interest to take the course – 6
- Course registration process – 3
- Recommending a course to a specific provider – 3
- Course equivalency – 1
- Online availability of a course – 1
- Recommending a course be offered – 1
- Recommending a course be offered in French – 1

Top AQ Course Inquiries

- Health Care, Grades 11 and 12 – 12
- French as a Second Language – 6

- Special Education – 5
- Construction Technology, Grades 11 and 12 – 4
- ABQ – Junior Division – 3
- Computer Technology, Grades 11 and 12 – 3
- Religious Education in Catholic Schools – 3
- Transportation Technology, Grades 9 and 10 – 3
- Health Care, Grades 9 and 10 – 2
- Manufacturing Technology, Grades 11 and 12 – 2

Investigations and Professional Conduct

Description	Jan 1 to Mar 31, 2026	Jan 1 to Mar 31, 2025
Origin of Concerns for New Intake Files		
• Member of the public	169	155
• Secretary of Board – Teacher Performance Appraisal (Number included in public complaints) ⁴	3	3
• Member of the College	20	24
• Registrar (including employer notifications)	211	180
• Minister of Education	0	0
Total New Intake Files		

⁴ Reports related to resignation or termination as a result of unsatisfactory teacher performance appraisal.

Description	Jan 1 to Mar 31, 2026	Jan 1 to Mar 31, 2025
• Resolved at Intake ⁵	164	213
• Employer notifications resolved at Intake	48	11
• Transferred to Investigations Unit ⁶	182	277
• Active Intake files	334	106
Therapy and Counselling Funding Program		
• New applications	2	7
• Applications approved ⁷	1	7
• Applications denied	0	0
• Applications being processed at end of reporting period	1	0

Between January 1 and March 31, 2026, Intake received approximately 175 telephone calls and email inquiries. Telephone calls received during regular business hours are answered live unless agents are on other calls. Service standards dictate that any voicemail messages are to be returned the day they are received, and emails are to be answered within three business days. Intake has typically met these targets during the reporting period.

⁵ 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.

⁶ The number of Intake files noted as “Transferred to Investigations Unit” in this chart may have been received by the College in a previous reporting period. The number of matters resolved or closed during a reporting period will therefore not match the number of new files received during the same period.

⁷ 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.

In addition to addressing concerns by telephone and email, Intake completed the processing of 346 formal expressions of concern and employer notifications from January 1 and March 31, 2026. Processing timelines for these files are as follows:

Files completed in under 30 days – 184

Files completed in 30 to 60 days – 85

Files completed in over 60 days – 77

Investigations Statistics⁸

Disposition of Cases	Jan 1 to Mar 31, 2026	Jan 1 to Mar 31, 2025
Referred to Discipline Committee under subsections 26(5)(a) or 26(9)	6	15
Referred to Fitness to Practise Committee under subsection 26(5)(a)	1	0
Admonishment in person under subsection 26(5)(c)	10	15
Written admonishment under subsection 26(5)(d)	5	5
Caution in person under 26(5)(c)	3	8
Written caution under subsection 26(5)(d)	8	16
Advice under subsection 26(5)(d)	3	6
Reminder under subsection 26(5)(d)	5	9
Not referred following an investigation and no further action taken under subsection 26(5)(b)	12	25

⁸ 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	Jan 1 to Mar 31, 2026	Jan 1 to Mar 31, 2025
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)	19	7
Undertaking to Resign under subsection 26(5)(b)	5	4
Undertaking - Medical	0	0
Suspension (Medical) pursuant to subsections 26(4.7) and (4.10) ⁹	1	2
TPA Undertaking under subsection 26(5)(d)	0	0
Administrative Resignation under subsection 26(5)(d)	0	1
Complaint resolution under subsection 26.1	12	25
Coursework under subsection 26(5)(d)(ii)	1	0
Total	91	138

The total number of files considered by the Investigation Committee does not include files that were abandoned or withdrawn. In Q1 of 2026, 24 files were abandoned or withdrawn.

⁹ This outcome was not previously reported. It will be included beginning in the June 11, 2026 report to Council.

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 reviews and makes decisions on requests from applicants who were not granted College membership, or who had terms, conditions or limitations placed on their Certificate of Qualification and Registration.

Between January 1 and March 31, 2026, panels of the Registration Appeals Committee met three times and reviewed three cases. The following table shows the number of requests for review received and decisions rendered in Q1 of 2026 and for the same period in 2025:

Registration Appeals Committee	Jan 1 to Mar 31, 2026	Jan 1 to Mar 31, 2025
Requests for review received	5	10
Decisions rendered	2	9

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 nine concluded discipline hearings in Q1 of 2026 (i.e., from January 1 to March 31, 2026). 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.

Disposition of Cases – Discipline Committee	Jan 1 to Mar 31, 2026
Revocation	5
Suspension	3
Reprimand	1
Cancelled-Resigned	0
TCL	0
NOH Withdrawn	0
Not Guilty	0
Reinstatement denied	0
Reinstatement granted	0
Variance denied	0
Variance granted	0
Other	0
Total	9

Fitness to Practise Committee Dispositions

No Fitness to Practise matter concluded in Q1.

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

A total of 25 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 62 open hearings files for the Discipline and Fitness to Practise Committees at the end of Q1 (as of March 31, 2026).

The cumulative number of open hearing files at the end of Q1 (i.e. as of March 31) for the Discipline and Fitness to Practise Committees for 2026 and the past five years is summarized below.

- 2026: 62
- 2025: 84
- 2024: 72
- 2023: 88
- 2022: 132
- 2021: 241

Communications and Media

Our social media audience

Quarterly changes align with long-term trends.

- **Q4 2025 – Q1 2026:** total followers increased by 1,420 (2.1%) to 70,171.

Inquiries

Message volume continues to fluctuate within historical norms.

- **Q4 2025 – Q1 2026:** total received messages decreased by 12 (21%) to 43

Emails

Quarterly open rates continue to fluctuate.

***Your College and You* (monthly distribution)**

English:

- o **Q4 2025 – Q1 2026**

- Open rate decreased by 5% from 43% to 38%
- most read stories:
 1. New College website is now live
 2. Reminder: The annual membership fee is due
 3. Reminder to pay your 2026 annual membership fee

French:

- o **Q4 2025 – Q1 2026**

- Open rate decreased by 3% from 36% to 33%
- most read stories:
 1. Notre nouveau site web est maintenant en ligne!
 2. La période de demande de bourses pour 2026 est maintenant ouverte
 3. N'oubliez pas de payer votre cotisation annuelle

The Standard (quarterly distribution)

English:

- o **Q4 2025 – Q1 2026**

- Open rate maintained at 29%
- most read stories:
 1. Visit the College's new website today
 2. Expanding leadership opportunities for Ontario Certified Teachers
 3. Elevating practice through collaborative professionalism

French:

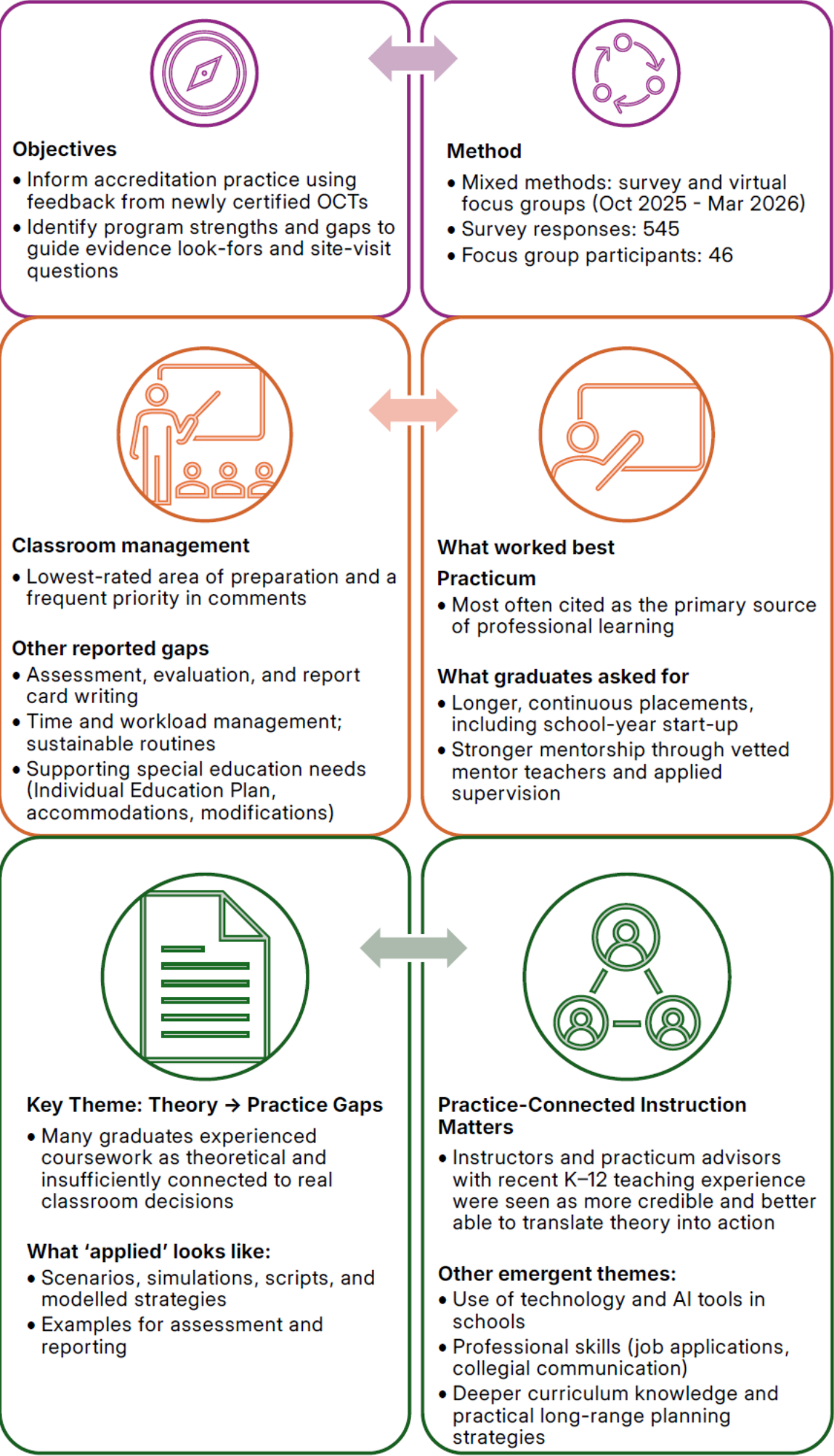
- o **Q4 2025 – Q1 2026**

- Open rate increased by 4% from 36% to 40%

- most read stories:
 1. Visitez le nouveau site web de l'Ordre dès aujourd'hui!
 2. Élargir les possibilités de leadership pour les enseignants agréés de l'Ontario
 3. Mise à jour sur la réunion du conseil

2022-2025 Ontario Graduates Preparedness Inquiry At-a-Glance

Purpose: To determine the extent to which recent Ontario initial teacher education program graduates felt prepared to enter the teaching profession (an extension of the *Focus on Teaching Survey*)





Ontario's Teaching Regulator
L'organisme de réglementation
de l'enseignement en Ontario

Executive Summary

New Graduate Preparedness Inquiry

Purpose and context

Across late 2025 and early 2026, the Ontario College of Teachers (the "College") conducted a *New Graduate Preparedness Inquiry* (the "NGPI") to understand how recent graduates of Ontario initial teacher education programs experienced readiness for practice as they entered the teaching profession. The topline findings below summarize what recent graduates themselves identified as most influential to their preparedness.

Key messages from recent graduates

Across survey responses and focus group discussions, recent graduates consistently reported that:

- Supervised practicum was the most important contributor to their readiness for teaching.
- Coursework was often perceived as highly theoretical, with limited connection to daily classroom realities.
- Many graduates felt underprepared for classroom management, assessment and evaluation, report card writing, and managing workload demands.
- Instructors with recent and lived K–12 classroom experience significantly enhanced the relevance and credibility of programs.

- Preparation for supporting students with special education needs was uneven and frequently insufficient.
- Longer, more continuous practicum experiences were viewed as more valuable than shorter or fragmented placements.

These perspectives highlight the elements of initial teacher education programs that recent graduates most strongly associate with professional readiness.

Major themes emerging from the NGPI

Practicum as the foundation for readiness

Recent graduates consistently described practicum as the setting where theoretical learning became actionable, confidence developed, and professional judgement formed. Practicum was viewed as the most authentic and impactful component of their preparation.

Short or fragmented placements were seen as limiting opportunities to experience the full instructional cycle, including classroom routines – particularly those established at the beginning of the school year – assessment, and reporting. Longer, more continuous placements were perceived as allowing deeper immersion and more meaningful professional responsibility.

Theory–practice disconnect in coursework

Recent graduates frequently described faculty coursework as overly theoretical and insufficiently connected to classroom decision-making. While theory was valued, many graduates reported that it was not consistently integrated into

practical strategies they could apply during practicum or early teaching.

Participants also noted repetition of similar theoretical content across courses and expressed a desire for stronger integration between coursework and classroom practice.

Preparation for daily classroom realities

Recent graduates reported feeling least prepared for the day-to-day operational demands of teaching, particularly classroom management, assessment and evaluation, report card writing, and workload management.

Classroom management was associated with stress and safety concerns, with many NGPI participants expressing a need for practical strategies and scenario-based learning. In assessment, graduates called for more applied instruction related to collecting evidence of learning, using rubrics, and writing report card comments with confidence.

Instructor currency and expertise

Recent graduates placed high value on instructors and practicum advisors with recent K–12 classroom experience. Instructors with current practice experience were viewed as more credible and better able to translate theory into practical guidance aligned with current classroom realities.

Supporting students with special education needs

Experiences related to preparation for supporting students with special education needs varied widely. Many graduates reported feeling underprepared to address

Individual Education Plans, accommodations, modifications, and complex learning needs. Recent graduates emphasized the importance of applied learning and practicum exposure related to special education, given the complexity of contemporary classrooms.

Additional themes noted by some graduates

In addition to the major themes outlined above, some graduates identified additional factors influencing early career readiness, primarily through open text survey responses:

- Applied professional and operational skills, including use of digital tools and platforms, navigating employment processes, and managing workload, stress, and wellbeing.
- Depth of curriculum specific instructional preparation, particularly in literacy and mathematics.
- Realistic approaches to planning, including long range and integrated unit planning that reflects classroom timelines and constraints.

These themes were raised less consistently than the core findings but provide contextual insight into graduates' early career experiences.

Considerations arising from recent graduate perspectives

While not prescriptive, the perspectives shared by graduates suggest several considerations that may be useful as program length is reduced:

- Practicum structure and continuity appear central to graduates' sense of readiness, particularly for classroom management, assessment, and day-to-day teaching demands.
- Graduates emphasized the importance of balancing integrated, applied learning with theoretical content.
- Instructor currency was viewed as essential for relevance and credibility, especially within constrained program timelines.
- Preparation for classroom realities, including assessment practices, workload management, and special education, was closely linked to early-career confidence and sustainability.

The College is sharing these recent graduate perspectives to contribute constructively to system-level considerations related to initial teacher education program design.

The full report, including methods, response rate, and detailed findings, is accessible by request via email to Anna-Marie Nielsen, OCT, Director of Standards of Practice and Accreditation: anielsen@oct.ca.