



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 second quarter of 2026 (April to June 2026).

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

Introduction

I am delighted to share the College's Q2 Registrar's report highlighting College work undertaken during the second 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.

Reducing Barriers and Certifying More Teachers

Since the inception of the College's current strategic plan in 2024, Membership Services has been dedicated to advancing Goal One while receiving higher application volumes and implementing a series of regulatory and policy changes related to processing times and labour mobility. By the end of Q2 2026, the College reached an unprecedented milestone – we certified 1,140 internationally educated teachers between January 1 and June 30. That represents a 78 percent increase in internationally educated teacher certifications when compared to the first six months of 2023. Average timelines to render a decision after receiving a complete application from an internationally educated teacher dropped from 146 calendar days to 36 calendar days — a 75 percent reduction since 2023. These achievements are made possible by considerable investments in staffing and resources, and anchored by three key process improvements:

- Optimized credential assessment workflows
- Increased recognition of successful teaching experience
- Expanded options to satisfy language proficiency requirements

The broader benefit is a smoother application process and quicker certification decisions for all applicants.

Information Sessions for Internationally Educated Teachers

The ratio of Internationally Educated Teachers (IETs) to all applicants has increased significantly in recent years and now represents one third of all applicants. The College developed [Information Sessions for Internationally Educated Teachers](#) to facilitate the application process, by providing applicants with vital information at three key points in the application process: before, during and after becoming an Ontario Certified Teacher. Since transitioning to online delivery in January 2023, over a thousand applicants and members have

benefitted from these sessions. The final session of the current iteration concluded at the end of Q2. The series has been temporarily removed from the website and is being updated to address changes to certification requirements and processes related to recent amendments to [O. Reg. 347/02 ACCREDITATION OF TEACHER EDUCATION PROGRAMS](#) and [O. Reg. 176/10 TEACHERS' QUALIFICATIONS](#). The new information sessions will also include accessibility enhancements in support of the College's Equity, Diversity, Inclusion and Accessibility (EDIA) strategy.

Membership Services Staff Professional Learning to Reduce Access Barriers

In June, Membership Services staff engaged in learning sessions to build capacity to identify and reduce access barriers for applicants and members. The sessions were grounded in shared reflection on what inclusion means to staff as individuals and as professionals working in regulation. The sessions concluded with implementation planning. This dual approach aligns with work the College is doing with respect to developing a College-wide EDIA strategy, which addresses the advancement of EDIA principles as an employer and as a regulator.

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.

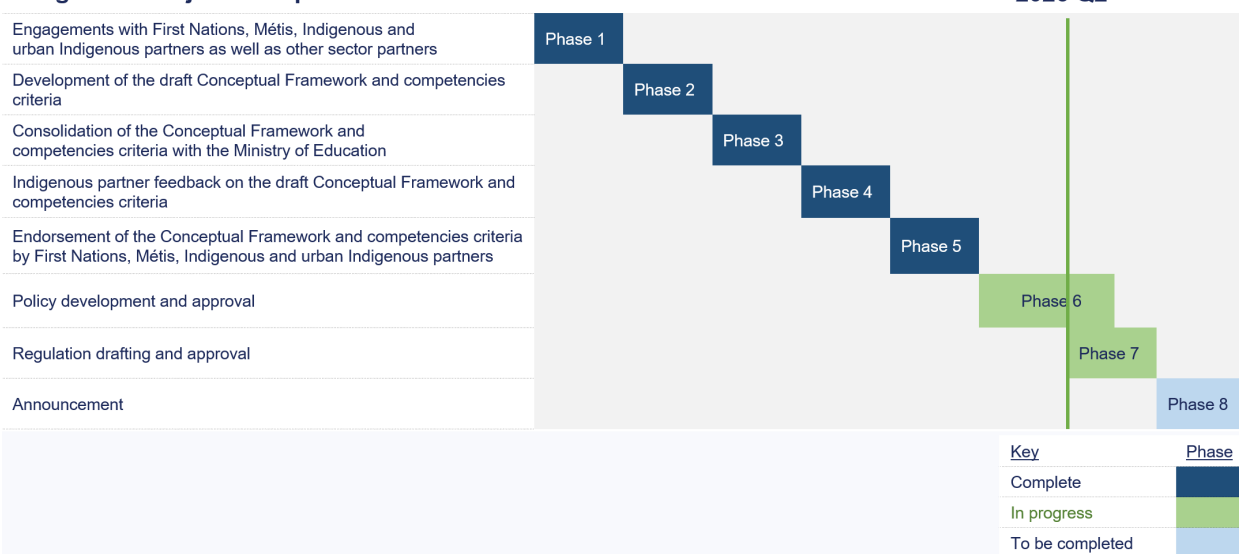
Following the successful launch in Q1, the College continued to receive applications for As-of-Right (AOR)/Deemed Certification. Between April 1 and June 30, a total of 98 teachers received deemed certification allowing them to

teach in Ontario's publicly funded classrooms for up to six months while completing the full application process.

Indigenous Languages Certification Pathway

At its June 2026 meeting, after receiving a briefing on the proposed Indigenous Languages conceptual regulatory framework, Council directed College staff to begin work on regulation development in support of the Indigenous Languages Certification Pathway. College staff have been working with the Ministry on the development of regulations supporting the new pathway and anticipate bringing the proposed regulations to Council in the late Fall 2026. The College also anticipates continuing to collaborate with the Ministry and engaging with partners through Q3 and Q4.

Indigenous Project Workplan



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.

Refreshed Professional Standards

On May 21, 2026, the Standards of Practice and Education Committee approved the refreshed *Professional Standards*. The standards were then received by Council on June 11, 2026, together with a communications plan to support implementation and awareness activities.

The Professional Standards (2026)

1. Ontario Certified Teachers demonstrate care
2. Ontario Certified Teachers demonstrate respect
3. Ontario Certified Teachers act with integrity
4. Ontario Certified Teachers build trust
5. Ontario Certified Teachers uphold a commitment to Truth and Reconciliation
6. Ontario Certified Teachers are committed to students and student learning
7. Ontario Certified Teachers develop and demonstrate professional competencies
8. Ontario Certified Teachers exercise knowledge-informed professional practice
9. Ontario Certified Teachers foster collaborative professional relationships

The refreshed *Professional Standards* reorganize existing concepts into an integrated structure that better reflects the realities of professional practice.

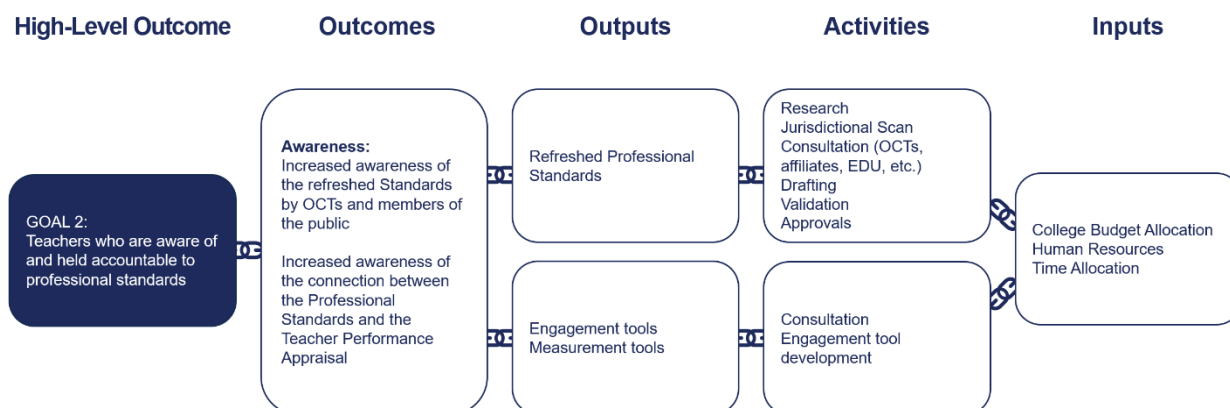
Professional judgement, ethical decision-making, competence, and reflective practice are recognized as interconnected dimensions of professionalism that are demonstrated through the day-to-day actions of Ontario Certified Teachers (OCTs). Concepts previously associated with a standalone professional practice standard are now embedded throughout the refreshed standards, reinforcing that professional practice is enacted across all aspects of teaching.

The nine *Professional Standards* are expressed in active language that emphasize the actions and responsibilities of OCTs. The standards articulate how members act with integrity, build trust, demonstrate care and respect, develop and demonstrate professional competencies, exercise knowledge-informed professional practice, and maintain a commitment to serving the best interests of students and student learning. This approach strengthens the connection between the standards and the day-to-day realities of professional practice for OCTs no matter the role they play in the education system.

The refreshed standards also strengthen accountability by making professional responsibilities more explicit and actionable. Leadership has been reframed to emphasize relationship-building and recognize OCTs as both contributors to, and leaders within collaborative professional communities. In addition, upholding a commitment to Truth and Reconciliation is identified as a distinct professional standard, reflecting its significance within the profession and affirming the responsibility of OCTs to advance reconciliation through education.

Collectively, the refreshed *Professional Standards* preserve the enduring principles that have guided the profession while introducing greater currency, responsiveness, relevance, and accountability.

The result is a refreshed set of standards that honours the essence of the original standards while providing a clearer articulation of professional responsibilities for Ontario Certified Teachers.



Professional Standards Review Project Milestones

Review of relevant research and jurisdictional scan

Internal and external consultations with OCTs and members of the public

Drafting of content to inform the professional standards and future engagement tools

Consolidation of writing team/SPE Committee* input and consultation data to draft professional standards

Writing of refreshed professional standards

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

SPE Committee* review and approval followed by receipt by Council

Launch and engagement

2023	2024				2025				2026		
Q1-4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Phase 1: Research and Consultation											
					Phase 2: Draft Development						
									Phase 3: Writing and Partner Engagement		
									Phase 4: Validation, Approval and Launch Preparation		
									Phase 5: Launch		

*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.

Timeline to Prepare Materials for the Adjudicative Body of Chairs (ABC) in High-Risk Investigations

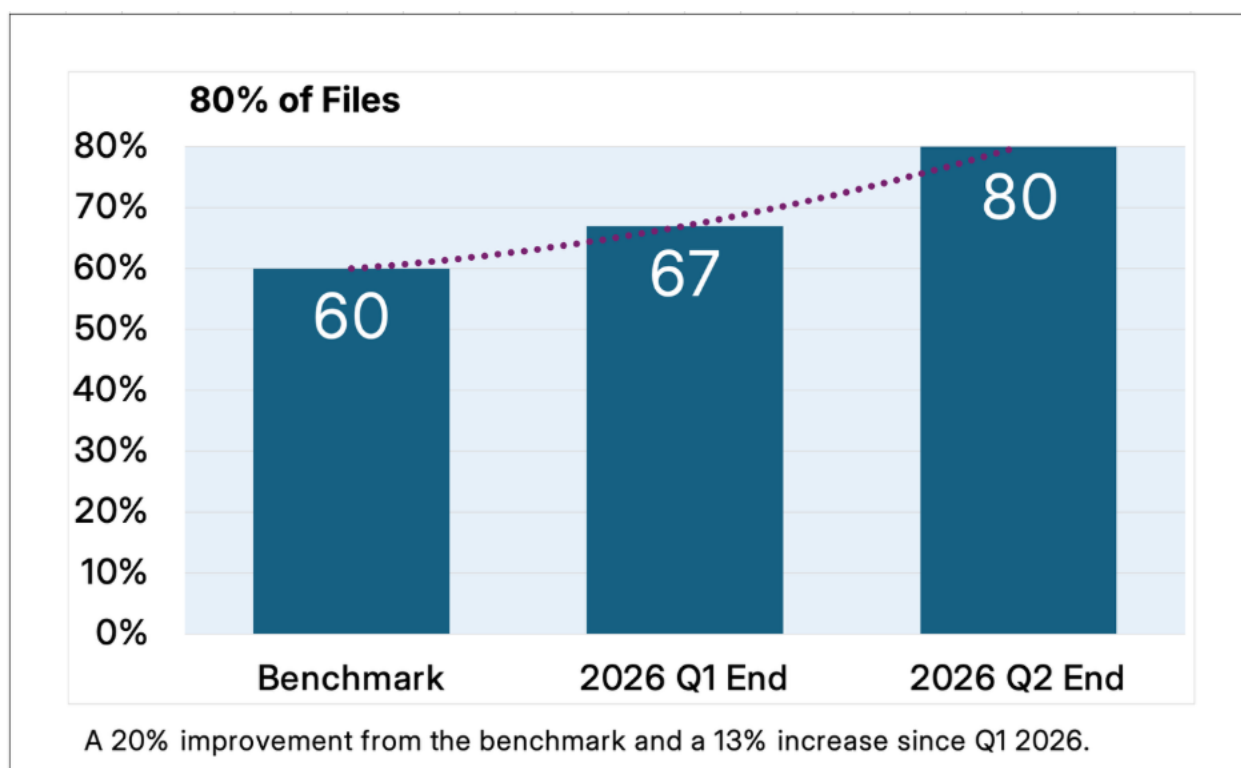
The College has set a goal of meeting the 90-day service standard for 80 percent of files that are identified as high-risk for student harm.¹ For the 15 most recent files ending in Q2 of 2026, the service standard was met 80 percent of the time.

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.

This is a 20 percent improvement from the baseline and is a 13 percent improvement since Q1 of 2026.

Recent process improvements have been implemented to identify high-risk files quicker and to ensure that units are communicating efficiently and effectively so that these files are processed expeditiously. This appears to have had a positive impact. However, timelines may vary from case to case depending on the circumstances of a given file. For example, when the complainant is a survivor of sexual abuse, investigators apply trauma-informed principles to minimize harm to the complainant while gathering necessary information. This may lead to delays beyond the College's control.



Trauma-Informed Training for IPC Staff

On June 4, 2026, staff from the Investigations and Professional Conduct Department (IPC) attended an Advanced Trauma-Informed Investigations workshop to build knowledge around the neurobiology of trauma, review principles of trauma-informed investigations, further develop trauma-informed interviewing skills, and apply the learning to practical scenarios that arise in the department’s core work relating to the handling of complaints, investigations and prosecutions. This training helps ensure that College processes align with best practices in the regulatory sector, particularly with respect to minimizing harm for those involved in the College’s processes.

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.



Key	Impact
Limited	
Somewhat	
Thoroughly	

NITEP: New Initial Teacher Education Program
PATH: Pathways for Indigenous Language Teacher Certification
AOR: As of Right

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 chart. For this quarter, all projects meet this target. New Initial Teacher Education Program (NITEP) and As of Right (AOR) legislation are government-initiated requirements that reflect the nuance of our legislated role within the education system.

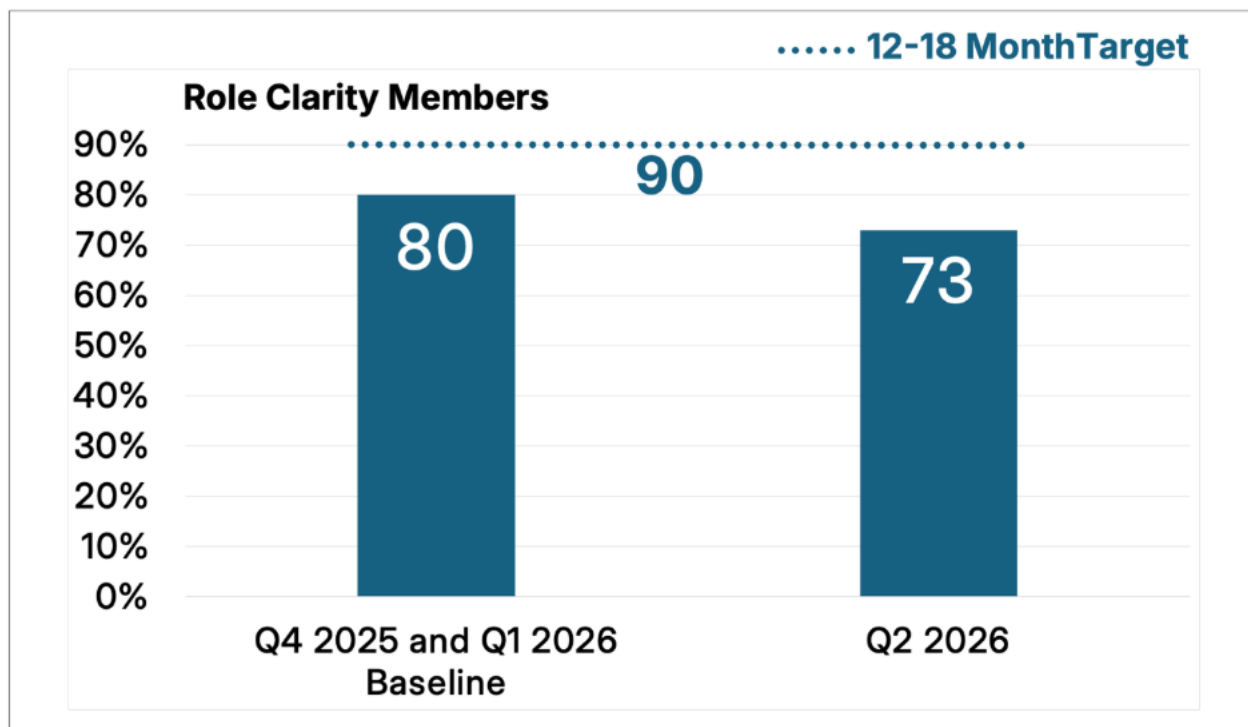
Understanding of the College's Independent Regulatory Role

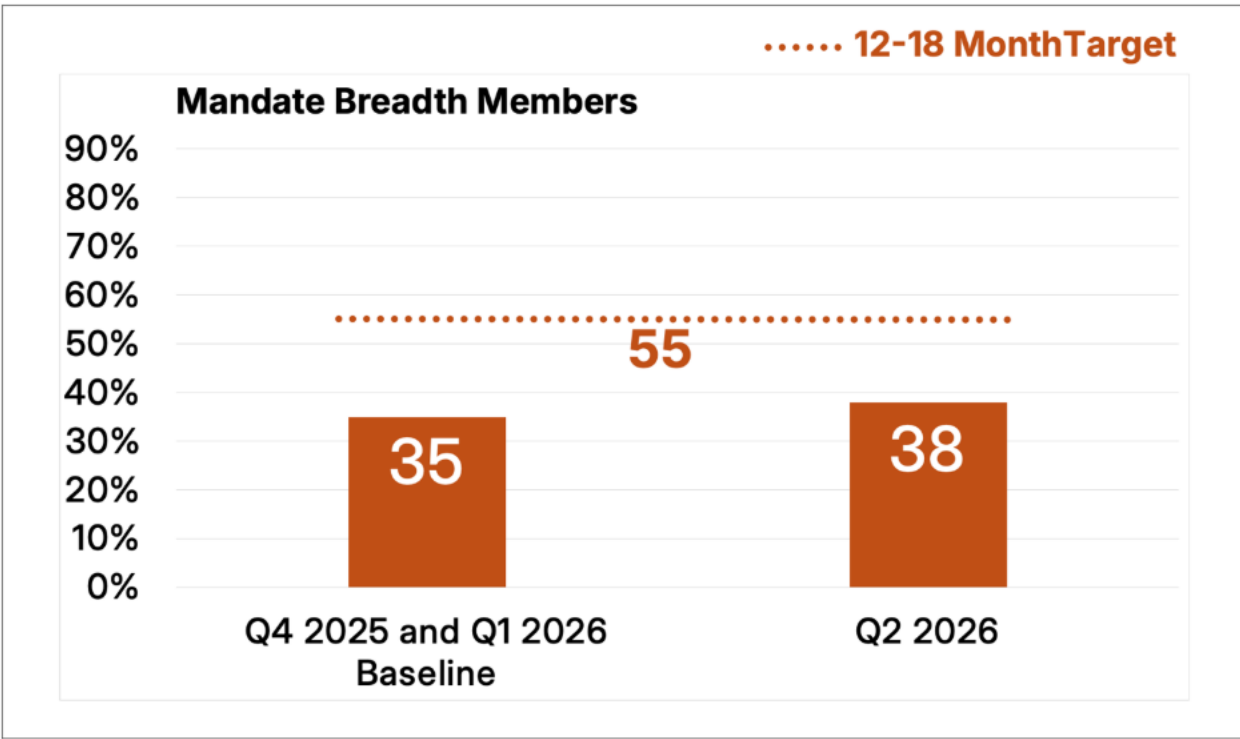
Q2 represents the first reporting period following establishment of the KPI baseline, which was developed using data collected through standardized post-presentation surveys across Q4 2025 and Q1 2026. More than 3,600 respondents informed the fixed KPI baseline, including those who hold the OCT designation (members) as well as those who do not (non-members, for example teacher candidates, College applicants, education interest holders, the general public, etc.).

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.

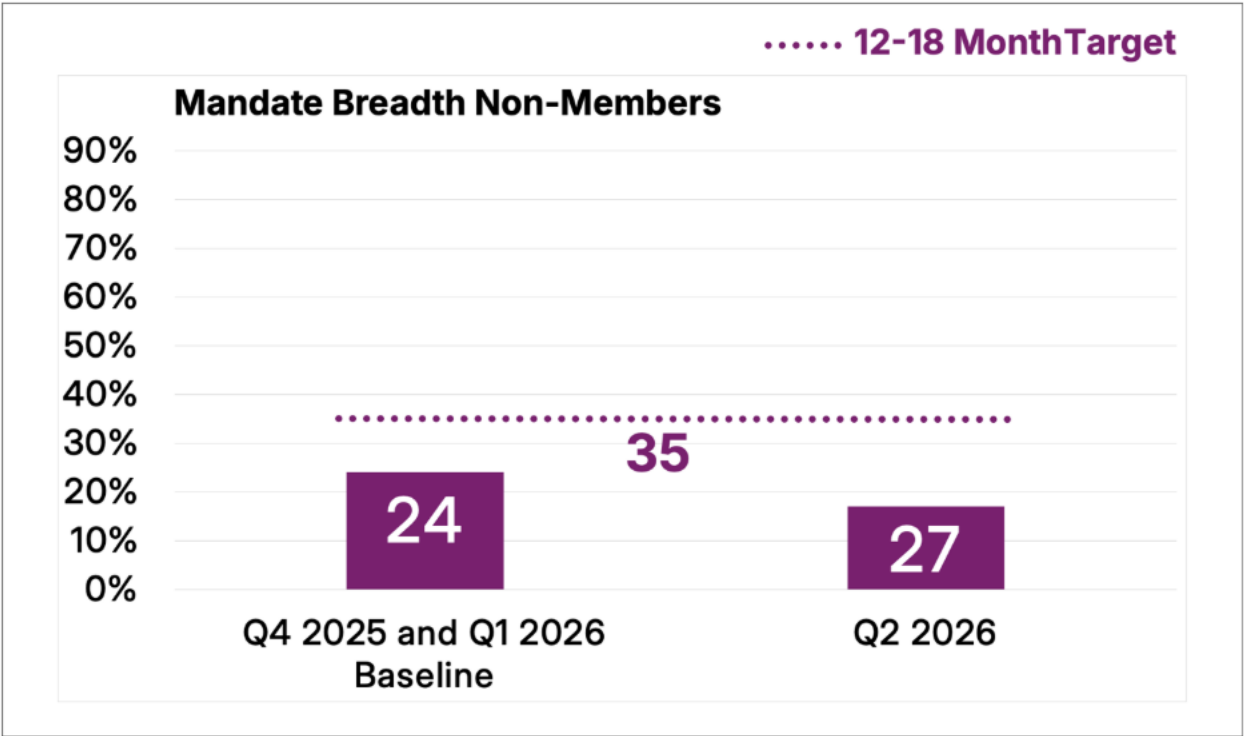
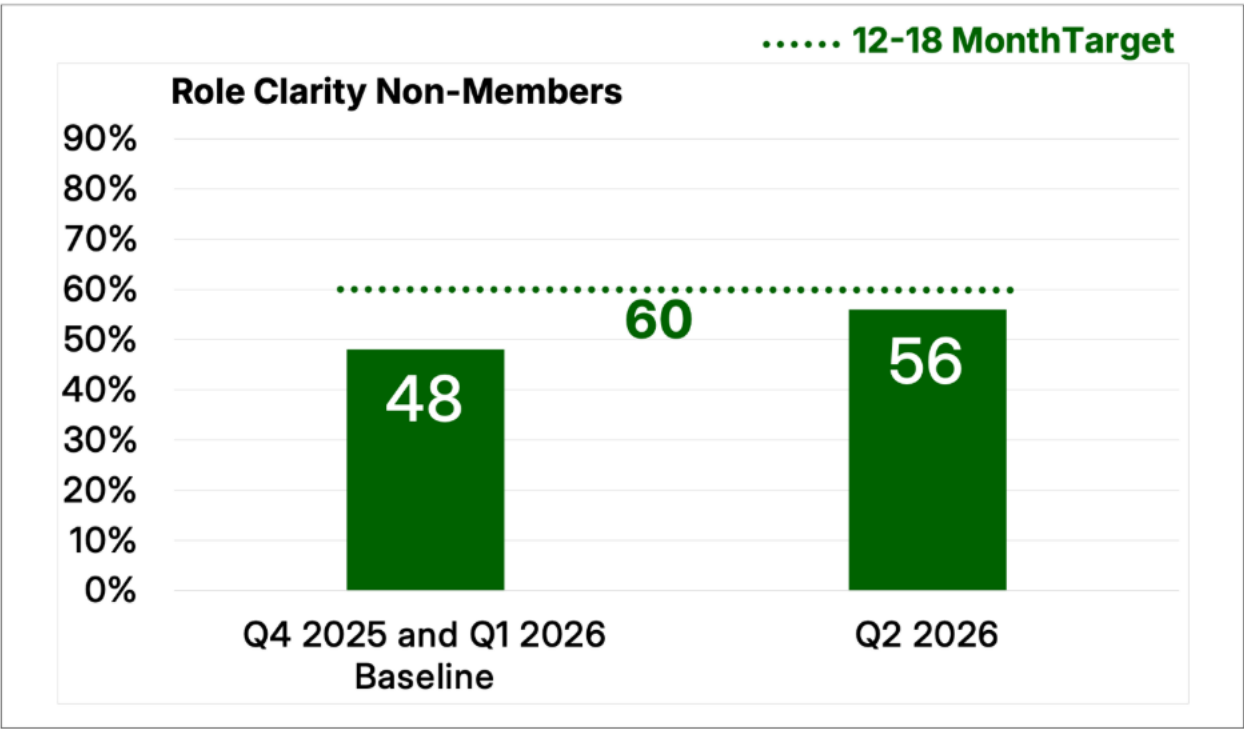
Results for Q2 are based on responses from 326 individuals and should therefore be interpreted as directional when compared to the substantially larger benchmark sample. Additional reporting periods will provide greater confidence in identifying meaningful trends and assessing progress toward the established 12 to 18-month targets.





Among members, 73 percent correctly identified the College's role as the regulator of the teaching profession, compared to the baseline of 80 percent³. Understanding of mandate breadth was 38 per cent, exceeding the benchmark of 35 percent and indicating modest improvement in awareness of the College's broader regulatory responsibilities.

³ Following validation of the benchmark dataset, the members' Role Clarity baseline has been corrected from 83% to 80%. This adjustment does not affect the KPI methodology or target and has been incorporated into all current reporting.



Among non-members, 56 per cent correctly identified the College's role, exceeding the benchmark of 48 percent and approaching the long-term target of 60 percent. Understanding of mandate breadth was 17 percent, below the benchmark of 24 percent, suggesting continued opportunity to build awareness of the full scope of the College's mandate among audiences with less direct interaction with the organization.

As this KPI is intended to measure understanding over time, quarter-to-quarter fluctuations are expected. Factors such as respondent composition, sample size, and differing engagement contexts can influence individual reporting periods. Future results will provide a stronger indication of whether awareness levels are trending toward the established targets through the College's ongoing communications, engagement, and public awareness efforts.

EDIA as a Regulator

In May 2026, the College initiated an EDIA (Equity, Diversity, Inclusion and Accessibility) regulatory strategy project to design a comprehensive strategy embedding equity, diversity, inclusion, and accessibility across its regulatory functions. A consultant with expertise in this space is leading this work on behalf of the organization with the goal of bringing a proposed strategy to Council in Spring 2027.

As a regulatory body serving a diverse public and profession, the College recognizes both the responsibility and the opportunity to strengthen regulatory effectiveness and public confidence by ensuring its practices are equitable, inclusive, accessible, and free from systemic bias and barriers.

As part of the gap analysis phase, the consultant is conducting a comprehensive assessment of the College's existing regulatory functions and governance framework to identify systemic barriers and opportunities for improvement. In support of this work, consultation sessions with Council, statutory and regulatory committees and College staff began in June 2026.

College Landscape

Accreditation Regulation Amendments

In April, the Ontario government announced that initial teacher education programs would transition to a one-year model effective May 1, 2027. Bill 101, *Putting Student Achievement First Act, 2026*, received Royal Assent on May 7, 2026 and makes amendments to the *Ontario College of Teachers Act, 1996*. Supporting amendments approved by Council on May 28, 2026 to Ontario Regulation 347/02, Accreditation of Teacher Education Programs were filed on June 19, 2026 and include transitional provisions to support continuity of accredited programs and establish a verification process for program adjustments in response to the change in program duration. In addition, historic, housekeeping and streamlining amendments previously approved by past Councils related to accreditation processes were also enacted.

Changes to the accreditation requirements include introducing a three-semester program structure comprising a minimum of 45 post-secondary credits and 80 days of practical experience. For consecutive programs, the three semesters must be delivered consecutively and completed within a maximum of 12 months. In addition to the duration change, the amendments also update program content

expectations so that teacher candidates are prepared to use current practices for report card writing as part of student observation, assessment and evaluation.

Providers will be required to demonstrate alignment with these amended accreditation requirements through written attestation and verification reports. Full accreditation reviews will resume according to the expiry date of the existing decision listed on the College website [Accreditation Decisions | Ontario College of Teachers](#).

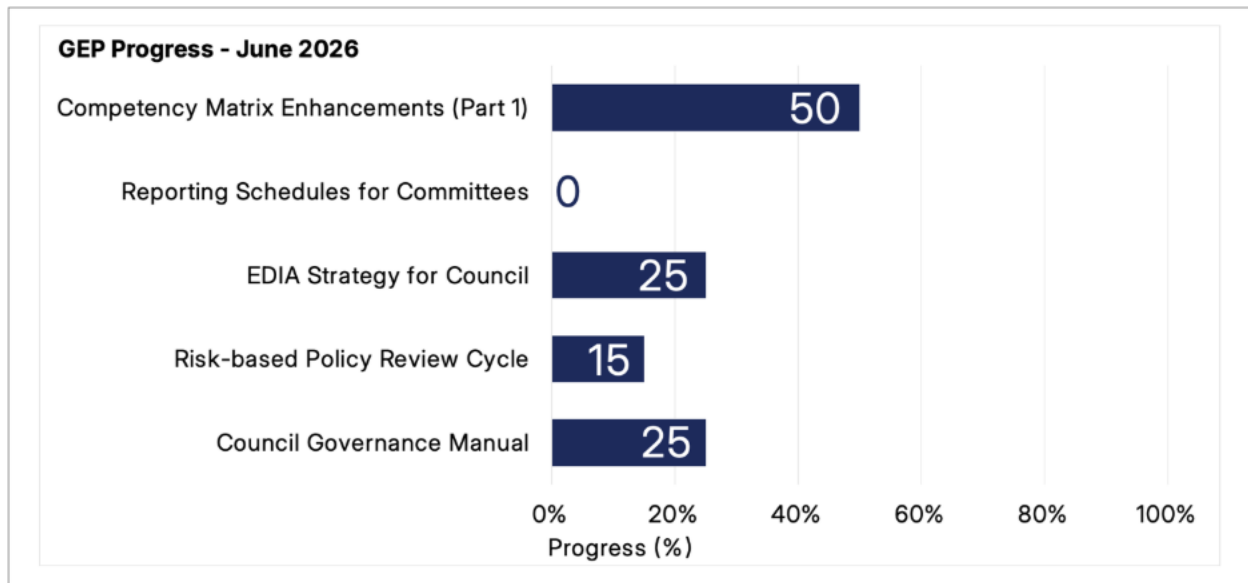
Risk Management

Risk management is a key component of financial responsibility, organizational resilience and the strategic plan's commitment to responsible data sharing that supports better decision-making. Senior leaders have undertaken a robust process to identify emerging risks to the College, establish risk tolerance levels and develop mitigation strategies and reporting metrics. To strengthen existing monitoring tools, a risk register outlining key risks, accountabilities and supports for Council's oversight role is in the final stages of development. We look forward to bringing the proposed risk register to Council for feedback at the December meeting, ahead of the introduction of quarterly risk reporting in 2027.

Governance Enhancement Plan

In Q2, the College moved ahead with implementing the Governance Enhancement Plan (GEP) work plan approved by Council at the March meeting for bucket 1 initiatives.

The following graphic was introduced at Council's June meeting to demonstrate progress on the various work plan initiatives.



A table of contents for a Council Governance Manual was presented to Council at their June meeting and approved. Work is underway to develop and revise materials to bring forward for approvals in various tranches into 2027.

Initial work on the risk-based policy review cycle moved forward internally. Updates on the EDIA strategy as a regulator – an initiative moving forward under the GEP umbrella – are included elsewhere in this report.

Lastly, the report of the Selection and Nominating Subcommittee (SNS) on their review of the use of the competency matrix went forward to June Council. SNS will continue to reflect on their use of the matrix to the end of year as they review committee/roster appointments and chair/vice-chair selections and gather possible updates to the content of the matrix itself.

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 six initial metrics. These metrics have been updated for the new quarter.

The six 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 "warrants attention" (red).

Function	Indicator	Risk Threshold	Q2 2026	Q1 2026
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 the 12-month range crosses two fiscal years	Benchmark data from employers in Canada and globally for 2025, 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).	Q3 2025 to Q2 2026 5.5%	Q2 2025 to Q1 2026 6.0%
	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 (red).	Q2 2026 1.1	Q1 2026 1.2

Function	Indicator	Risk Threshold	Q2 2026	Q1 2026
	Observation/Action Values are within acceptable range, no further comments.			
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, attention is warranted (red), unless prior corrective action was taken, in which case the values will be monitored for 12 months ending September 30, 2026, with the expectation of downward trending.	Q3 2025 to Q2 2026 1.4	Q2 2025 to Q1 2026 1.5
	Observation/Action As noted in the two prior reports, 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			

Function	Indicator	Risk Threshold	Q2 2026	Q1 2026
	efficiently. Early results are positive, evidenced by quarter-end values improving incrementally from Q4 2025 to Q2 2026.			
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).	Q3 2025 to Q2 2026	Q2 2025 to Q1 2026
		International	1.0	1.0
		Labour Mobility	0.8	0.7
		Ontario	0.9	0.9
	Observation/Action			
Values are within acceptable range, no further comments.				

Function	Indicator	Risk Threshold	Q2 2026	Q1 2026
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 1.51 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.	Q3 2025 – Q2 2026	Q2 2025 – Q1 2026
	Observation/Action Values are within acceptable range, no further comments.			

⁴ Notice of Hearing (NOH) reporting figures have been adjusted to more accurately reflect the NOH issuance process (the previously reported value was 0.9). As documents may be served weeks or even months after being issued, some NOHs were previously excluded from the Q1 2026 *NOH Issue Date* report. These additional documents have now been included, therefore, the count of “files opened” was increased for Q1 2026, moving the quotient from 0.9 to 1.1. The new value of 1.1 remains within the acceptable threshold. To improve transparency and reporting accuracy, a new solution for better tracking the dates on proceeding to hearing is being developed. Once the method has been finalized, tested and approved, it will be implemented; this is expected to be ready in Q1 2027.

Function	Indicator	Risk Threshold	Q2 2026	Q1 2026
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.	Q1 2026 – Q2 2026 0.5	Q4 2025 – Q1 2026 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 No appeal resulted from these timeline delays. <i>*The impact of Q1 2026 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 – Q2 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.

Key changes for this September 2026 report on Q2 activity include:

- Accreditation pre-service reviews and decisions are removed from this Appendix and are available on the College's website here: [Accreditation Decisions | Ontario College of Teachers](#). During the transition period associated with the amendments to the accreditation regulation, accreditation renewal reviews are paused until December 1, 2027.
- Select Membership Services and Investigations and Professional Conduct data has been removed from this Appendix and is available in the Annual Reports found on the College's website here: [Annual Reports | Ontario College of Teachers](#)
- Select statistics related to Policy, Governance and Tribunals activities are removed from this Appendix and are available as Tracked Data or on the College's website in the Annual Reports here: [Annual Reports | Ontario College of Teachers](#)
- Communications and Media statistics are removed from this Appendix and reflected in the Goal 4 KPI around member and non-member understanding of the College's independent role. Previously reported statistics were used to create the baseline metrics for this member engagement initiative.

Membership Services

TOTAL BY CERTIFICATE TYPE		
Certificate Type	Language of Teaching Qualifications	April 1 to June 30, 2026
Certificate of Qualification and Registration	English	990
	French	140
Multi-Session Transitional Certificate of Qualification and Registration	English	77
	French	40
Transitional Certificate of Qualification and Registration	English	603
	French	127
TOTAL		1977

Average Certification Timeline by Applicant Type (Days) Q2			
Applicant Type	April 2026	May 2026	June 2026
Labour Mobility – Deemed Certificate	7 calendar 4 business	5 calendar 3 business	6 calendar 4 business
Labour Mobility	10 calendar 7 business	10 calendar 7 business	11 calendar 8 business
International	31 calendar 21 business	39 calendar 27 business	36 calendar 25 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 second 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 second 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, 91% of the evaluations completed in Q2 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 second quarter of 2026 as reported in 2025.

Average Number of Calendar Days to Approve	Q2 2026	Jan. - Dec. 2025	Jan. – Dec. 2024	Jan.– Dec. 2023
Labour Mobility	10	11	12	25
International	36	38	61	134

In Q2 of 2026, Client Services assisted 37,997 clients using various communication channels.

	Q2 - 2026
Total number of Phone calls	26,384
Emails processed	7,782
Callbacks	3,673
Reception	69
Social Media	9
Outreach Sessions	80

Membership Statistics

Membership statistics, including year over year comparisons, are available in the College's Annual Reports available on the public website: [Annual Reports | Ontario College of Teachers](#)

Standards of Practice and Accreditation

Accreditation Reviews and Program Changes

The transition period associated with the amendments to the accreditation regulation arising from Bill 101 commenced in May 2026. As part of the transitional provisions, accreditation renewal reviews are paused until December 1, 2027. During this period, the Accreditation Committee will continue to consider applications for initial accreditation and program changes.

Going forward, the College's public website will serve as the primary source for information regarding accreditation decisions: [Accreditation Decisions | Ontario College of Teachers](#)

Information related to in-service teacher education activities and statistics are available in the annual Report of the Standards of Practice and Education Committee to Council. The latest report is available here: [June 11, 2026 | Ontario College of Teachers](#)

Find an Additional Qualification (AQ) Feedback Analysis

Q2 2026: Total Inquiries Received: 97 (66 English, 31 French)

Nature of Find an AQ Inquiries

- Expression of Interest to take the course – 36
- General inquiries – 21
- When and where to take a specific course – 13
- Recommending a Tech Course be offered – 10
- Qualification requirements – 9

- Course registration process – 5
- Recommending a course be offered – 2
- Online availability of a course – 1

Top AQ Course Inquiries

- Mathematics, Primary and June – 4
- Hospitality and Tourism, Grades 11 and 12 – 4
- Special Education – 4
- Mathematics, Grades 7 and 8 – 3
- Mathematics – 3
- Health Care, Grades 11 and 12 – 3
- Reading – 3

Investigations and Professional Conduct

Statistics related to the Origin of Concerns for New Intake Files are available in the College's Annual Reports available on the public website: [Annual Reports | Ontario College of Teachers](#)

Data related to Total New Intake Files is a subset of the information now available in the Tracked Data section of this report and so is removed from the Appendix.

Description	Apr 1 to Jun 30, 2026	Apr 1 to Jun 30, 2025
Therapy and Counselling Funding Program		
• New applications	4	3

Description	Apr 1 to Jun 30, 2026	Apr 1 to Jun 30, 2025
• Applications approved ⁵	3	1
• Applications denied	0	0
• Applications being processed at end of reporting period	1	2

Investigations Statistics⁶

Disposition of Cases	Apr 1 to Jun 30, 2026	Apr 1 to Jun 30, 2025
Referred to Discipline Committee under subsections 26(5)(a) or 26(9)	15	13
Referred to Fitness to Practise Committee under subsection 26(5)(a)	0	3
Admonishment in person under subsection 26(5)(c)	6	11
Written admonishment under subsection 26(5)(d)	7	5

⁵ 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.

⁶ 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	Apr 1 to Jun 30, 2026	Apr 1 to Jun 30, 2025
Caution in person under 26(5)(c)	6	5
Written caution under subsection 26(5)(d)	10	16
Advice under subsection 26(5)(d)	7	3
Reminder under subsection 26(5)(d)	11	7
Not referred following an investigation and no further action taken under subsection 26(5)(b)	33	33
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)	14	6
Undertaking to Resign under subsection 26(5)(b)	4	2
Undertaking - Medical	0	1
Suspension (Medical) pursuant to subsections 26(4.7) and (4.10) ⁷	1	2
TPA Undertaking under subsection 26(5)(d)	0	0
Administrative Resignation under subsection 26(5)(d)	0	0
Complaint resolution under subsection 26.1	15	18
Coursework under subsection 26(5)(d)(ii)	3	0

⁷ This outcome was not previously reported. It will be included beginning in the June 11, 2026 report to Council.

Disposition of Cases	Apr 1 to Jun 30, 2026	Apr 1 to Jun 30, 2025
Total	132	125

The total number of files considered by the Investigation Committee does not include files that were abandoned or withdrawn. In Q2 of 2026, 24 files were abandoned or withdrawn.

Policy, Governance and Tribunals

Registration Appeals

Statistics related to panels of the Registration Appeals Committee are available in the College's Annual Reports available on the public website: [Annual Reports | Ontario College of Teachers](#)

Tribunals

Hearings Schedule

The hearing schedule is available on the College's website here: [Hearing Schedule](#)

Discipline Committee Dispositions

Statistics related to dispositions of the Discipline Committee and Fitness to Practise Committees are available in the College's Annual Reports available on the public website: [Annual Reports | Ontario College of Teachers](#)

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

This data is a subset of the information now available in the Tracked Data section of this report and so is removed from the Appendix.

Communications and Media

This data is a subset of the KPI for Understanding of the College's Independent Regulatory Role and so is removed from the Appendix.