



Setting the Standard for Great Teaching

Ontario College of Teachers | 2013 Annual Report

What the College Does

The College's mandate is to regulate and govern the teaching profession in Ontario in the best interests of the public. The College:

- sets standards of practice and ethical standards
- issues teaching certificates and may suspend or revoke them
- accredits teacher education programs and courses, and
- investigates and hears complaints about individual members.

The College is also mandated to communicate with the public on behalf of the profession, which it does primarily through its website at www.oct.ca and this annual report.

238,201
members in good standing

31% of all AQs awarded to members in 2013 were in Special Education

12% of new OCTs in 2013 were international applicants

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Chair's Message



It's been a year of milestones for the College, College Council and the teaching profession.

It's been a year of milestones for the College, College Council and the teaching profession.

News of the enhanced teacher education program that will significantly change how teachers are educated and the *Protecting Students Act* that reinforces the College's continuing efforts to streamline its investigation and discipline processes made headlines in 2013. These are defining moments to be sure.

But what stands out in my mind for the year was the collaboration and partnerships that occurred throughout 2013 and a significant, two-day meeting in early October with my colleagues.

For the first time in College history, College Council members and senior College staff met to establish a mission statement, a vision, values and strategic priorities for this organization. It was a meeting of minds of the people who set policy for the College and the senior staff involved in the operation of the organization.

The work we accomplished will set the course for the College for the next three years. It demonstrated the power of participation of Council and staff to work together to create a framework for the College's future.

It's a new direction for the College and it's positive. We're embarking on a path to better governance to strengthen the teaching profession's privilege to self-regulate.

Self-regulation recognizes the maturity of our profession and honours the special skills, knowledge and experience that Ontario teachers possess.

We focused on governance, accountability, strategic thinking, action planning, and communication and transparency. We received input from our partners in education. Details are shared in the June 2014 issue of our magazine *Professionally Speaking*.

Part of the College's framework for the future includes our new public awareness initiative "Setting the Standard for Great Teaching." The initiative is designed to make the public aware that the College exists and to explain what we do. We're telling people who we are and what we do, that we're here to protect the public interest and, most importantly, how highly qualified Ontario's teachers are.

Our communication initiative is more than just ad buys – it's about creating a voice for the College in the crowded education sector. Our mandate actually requires us "to communicate with the public on behalf of the members of the College" and Council has made this a priority.

This initiative expands the outreach we already do and contains a comprehensive print, radio and online communications program.

Meanwhile, I don't recall a time when so many changes were happening in so many different areas

of the teaching profession. Plans are ramping up for the new enhanced teacher education program. The College has been a lead partner in this new program that will better prepare teachers for their classrooms. In fact, the program is based on recommendations Council made to the government.

Starting in 2015, the teacher education program will double from two to four semesters and increase the practice teaching time from a minimum of 40 to 80 days. The program will include a sharper focus on equity and diversity, meeting the needs of students with special needs, students' mental health and well-being, and teaching with technology among other core elements. Council's Accreditation Committee will play a critical role in ensuring the enhanced programs are properly accredited.

In September 2013, Education Minister Liz Sandals introduced Bill 103, the *Protecting Students Act*, to the Ontario legislature. The bill contains the most significant amendments to the *Ontario College of Teachers Act* since the College was formed in 1997.

We've already made great strides to improve transparency and efficiency, and the proposed legislation reinforces these efforts. For teachers, the improved efficiencies mean that matters will be dealt with in a timelier manner. More and more these days, society is demanding transparency, communication and accountability from organizations.

It's important to note that the proposed Act is consistent with advice College Council provided to the government in response to an independent review by former Ontario Chief Justice Patrick LeSage. Since the report was released in June 2012, Council has moved forward to implement the recommendations.

These are a few ways the College and its Council are working to strengthen self-regulation.

Strengthened by the work we accomplished in 2013, the College continues to move forward to build public trust in our profession.



Registrar's Message



2013 was a productive year in self-regulation for Ontario's teaching profession.

2013 was a productive year in self-regulation for Ontario's teaching profession.

Some changes – implemented or envisioned – were profound new directions that will enhance the public's confidence in the profession in Ontario for the next decade and beyond.

The Minister of Education, for example, announced plans to create an enhanced program in initial teacher education at Ontario's faculties of education with significant leadership and support from the Ontario College of Teachers. The promised changes reflect the College's advice and that of practitioners. New teachers have been asking for years for more time to practice teach during their initial teacher education. Beginning in September 2015, they'll have it. The new program will expand to four, full-time semesters from two and include a minimum of 80 days practice teaching (increased from 40). As well, they will have enriched learning opportunities to link theory and practice in areas such as diversity, teaching in the Ontario context, the use of technology in teaching, mental health, special education and well-being among other core elements including mathematics and literacy.

The College has revised regulations, developed an accreditation resource guide and amended the requirements for certification to align with the enhanced teacher education program. We are advising the public and College members about the changes and will review the revisions to the programs as part of our accreditation process. It's an important initiative and we're pleased to

demonstrate leadership that reflects our commitment to serve the public interest by ensuring that beginning teachers continue to have meaningful opportunities to develop their skills and knowledge. Once implemented, the enhanced program will contribute significantly to the quality of teaching in Ontario for years to come.

Students benefit from great teaching that begins with excellent preparation and continues with ongoing professional learning.

As Registrar, it is my privilege to determine which Additional Qualification (AQ) courses and programs satisfy the requirements for accreditation. In 2013, we accredited 490 AQ courses that are offered across Ontario by 38 providers. To assist providers, we enhanced and added tools to our Accreditation Information Management System to make it easy to report substantial changes to their AQ programs, for example.

In 2013, Regis College became a new provider of Schedule D Religious Education AOs. We continue to work with several First Nations communities who are interested in becoming providers of AOs in specialized areas related to First Nation, Métis and Inuit education. We are also working with district school boards interested in supporting professional development for teachers.

Continually striving for greater effectiveness, efficiency and transparency is our goal.

Effectiveness, efficiency and transparency were the underpinnings of the spring 2013 launch of the College's fourth professional advisory. *Safety in Learning Environments: A Shared Responsibility* was introduced to emphasize for College members their responsibilities as professionals and to inform their judgment and actions. Recognizing that our members are bound by provincial legislation, regulation and employer policies to safeguard students, the College provided practical counsel that encouraged members to recognize safety issues wherever learning occurs, respond appropriately to incidents, report fully, and reflect to learn, grow and continue to keep students safe.

As well in 2013, the College continued to make changes to its discipline process to improve efficiency and transparency. Council endorsed the recommendations in an independent report written by former Ontario Chief Justice Patrick LeSage following his review of our discipline processes and practices.

We changed what we were able to such as providing faster, easier access to disciplinary decisions and hearing notices, increasing the number of hearings and improving reporting timelines.

At the same time, the provincial government introduced the *Protecting Students Act*, which included or modified recommendations requiring legislative change. When enacted, the legislation will enable the College to fast-track complaints directly to the Discipline Committee, immediately revoke certificates of members found guilty of sexual abuse, make reinstatement hearings public, and implement new timelines to dispose of complaints. The bill was in second reading by year's end. All of these measures are designed to protect the public interest and keep students safe.

The review of our disciplinary process and extensive focus group testing revealed a need to provide more information to the public about who

we are and what we do. Consequently, Council supported a plan for a comprehensive public awareness initiative combining the use of media and a comprehensive, community-based engagement strategy to increase awareness and support.

Developed around a new tagline, *Setting the Standard for Great Teaching*, new materials have been designed to bolster public awareness and enhance our transparency with parents, College members and education stakeholders. We will launch the strategy in earnest in 2014.

I offer my sincere thanks to members of College Council and to our staff for the care, expertise and dedication they continually demonstrate in their collective work to regulate teaching in Ontario.

We were fortunate to have one new member appointed to Council during 2013 and five others reappointed to continue their good work.

In March, Susan Robertson was extended for one year to March 19, 2014. Monique Lapalme Arseneault was appointed to Council for a two-year term from June 19, 2013 to June 18, 2015. In July, Monique Châteauvert was reappointed for two years ending on July 8, 2015. A three-year reappointment was granted to Marie-Louise Chartrand from October 20, 2013 to October 19, 2016. Robert Gagné was reappointed to Council for three years from November 3, 2013 to November 2, 2016. Shabnum Budhwani was also reappointed for three years ending on December 15, 2016.

Much has been accomplished in 2013 of which we can be proud. Seeds of significant change have been planted. The teaching profession continues to earn the privilege to self-regulate in the public interest and the Ontario College of Teachers is committed to maintaining the public's trust every step of the way.



Overview



The College at a Glance

The majority of College members are classroom teachers, but vice-principals, principals, supervisory officers and directors of education must also be certified teachers to hold the positions they do.

Our Mandate

The College's mandate is to regulate and govern the teaching profession in Ontario in the public interest. The College:

- sets standards of practice and ethical standards
- issues teaching certificates and may suspend or revoke them
- accredits teacher education programs and courses
- investigates and hears complaints about individual members.

The College is also mandated to communicate with the public on behalf of the profession. This annual report is one example. The College's website at www.oct.ca is another.

In the Public Interest

The College has a duty to serve and protect the public interest. College policies and initiatives are developed to maintain and improve excellence in teaching. The College is accountable for how it carries out its responsibilities. Standards of practice and ethical standards highlight the public interest.

In the interest of transparency, the public can view a register of all College members on our website. The register includes their qualifications and credentials. Disciplinary hearings are open to the public. A summary of each disciplinary hearing and its outcome is published in the College magazine and on our website.

How We Are Governed

The College is governed by a 37-member Council:

- 23 College members are elected by their peers for three-year terms. Elected members represent the English, French, Catholic, public, elementary and secondary school systems in all regions of the province as well as independent schools, Supervisory Officers, Principals and Vice-Principals, and Faculties of Education.
- 14 members of Council are appointed by the provincial government for terms of up to three years.

The Council meets a minimum of four times a year to develop and approve policies and procedures.

Our Members

Who are our members? Classroom teachers. Vice-principals. Principals. Supervisory officers. Directors of education. All must be certified by the College to work in Ontario's publicly funded schools and school systems. Our members work in faculties of education, the Ministry of Education, teachers' federations, the College and independent schools. They also work in many other institutions that provide educational opportunities for teachers and their students in Ontario, other parts of Canada and around the world. The College membership reached 238,201 in 2013.

Our Services

The College offers its members and the public a wide range of resources about teaching and education on its website, through the Margaret Wilson Library and in our quarterly magazine, *Professionally Speaking/Pour parler profession*. Government agencies, consulates, international organizations and advocacy groups, as well as other Canadian provinces, increasingly draw on College expertise on teacher certification, international credentials and assessment and the status of teacher education.

Our Education Partners

The strength of Ontario's education system is the breadth and depth of the expertise contributed by individuals and organizations who work together to support student achievement. Parent groups, trustees and government agencies work with teachers and administrators, faculties of education, teachers' federations and professional associations to identify issues and develop solutions. Whether developing standards of practice for our members or a response to government policy initiatives, we consult with education partners as an integral part of addressing issues that challenge the teaching profession.

College Mandate

- To regulate the profession of teaching and to govern its members.
- To develop, establish and maintain qualifications for membership in the College.
- To accredit professional teacher education programs offered by postsecondary educational institutions.
- To accredit ongoing education programs for teachers offered by postsecondary educational institutions and other bodies.
- To issue, renew, amend, suspend, cancel, revoke and reinstate certificates of qualification and registration.
- To provide for the ongoing education of members of the College.
- To establish and enforce professional and ethical standards applicable to members of the College.
- To receive and investigate complaints against members of the College and to deal with discipline and fitness to practise issues.
- To develop, provide and accredit educational programs leading to certificates of qualification additional to the certificate required for membership, including but not limited to certificates of qualification as a supervisory officer, and to issue, renew, amend, suspend, cancel, revoke and reinstate such additional certificates.
- To communicate with the public on behalf of the members of the College.
- To perform such additional functions as are prescribed by the regulations.

Council of the Ontario College of Teachers

Elected Members



ABOVE: Stephanie Achkewich, OCT, Alexander (Sandy) Bass, OCT, Christine Bellini, OCT, Ahmed Bouragba, OCT, Maria Bouwmeester, OCT, Angela De Palma, OCT, Irene Dembek, OCT, Gale Dores, OCT, Marc Dubois, OCT, Monika Ferenczy, OCT, Jacqueline Gray, OCT, Allyn Janicki, OCT, Matthew Kavanagh, OCT, Shanlee Linton, OCT, Myreille Loubert, OCT, Mary Lou Mackie, OCT, Liz Papadopoulos, OCT, Terry Price, OCT,

Vicky Shannon, OCT, Louis Sloan, OCT, Kara Smith, OCT, Demetri Vacratsis, OCT, Wes Vickers, OCT
BELOW: Danny Anckle, Jean-Luc Bernard, OCT, Shabnum Budhwani, Marie-Louise Chartrand, Monique Châteauvert, Dobi-Dawn Frenette, Robert Gagné, E. Clyde Glasgow, Mel Greif, Bill Kirkwood, Monique Lapalme Arseneault, Susan Robertson, Pauline Smart, John Tucker,

Appointed Members



CEO and Registrar
Michael Salvatori, OCT

Professionalism & Transparency

The College is accountable to the public and committed to transparency in the regulation of the teaching profession.

In 2013, the College was at the forefront of a number of initiatives and milestones that improve transparency for students, teachers and parents.

Setting the Standard for Great Teaching

What does the College do exactly and how does it support teaching excellence? You'll soon find out more about us.

The College is launching a public awareness initiative to make the public aware that the College exists and to explain what we do.

Our communications initiative “Setting the Standard for Great Teaching” tells people who we are, how we regulate teaching in Ontario in the public interest and, most importantly, how highly qualified Ontario teachers are.

Helping you understand what the College does is an important part of our mandate. One of our responsibilities is “to communicate with the public on behalf of the members of the College.”

College Council has made this a priority. Council adopted a set of principles to guide the initiative at a special meeting on April 29, 2013.

The College is developing materials to inform the public and engage parents. We believe in open communication and this strategy aims to increase transparency at the College.

Our research told us we need to communicate more. Many people are unaware of the Ontario College of Teachers. A 2013 survey of the public showed that only a small minority know about the College.

To remedy that, we will be reaching out to the public through magazines, online and radio. We plan to take part in conferences, trade shows and exhibitions targeted toward parents. We've created a College Speakers Bureau and we'll offer presentations to Parent Involvement Committees, school trustees and other community groups.

The initiative's ongoing communications and engagement with the public will reflect the ethical standards to which all Ontario Certified Teachers aspire – care, trust, respect and integrity.

Streamlining Investigation, Disciplinary and Reporting Processes

The introduction of the *Protecting Students Act* in September 2013 ushered in an era of improved transparency and efficiency for students, teachers and parents.

The proposed legislation, Bill 103, contains the most significant changes to the *Ontario College of Teachers Act* since the College was formed in 1997. The amendments reinforce the College's continuing efforts to streamline its investigation and discipline processes.

The College will be allowed to fast-track complaints against teachers directly to the Discipline Committee and automatically revoke the teaching licence of a member found guilty of sexual abuse. It will open reinstatement hearings to the public and implement new timelines to help dispose of complaints.

These are just some of the major changes in Bill 103. It was in second reading at year's end.

The changes are consistent with advice provided to the province by College Council in response to an independent review by former Ontario Chief Justice Patrick LeSage. His report made 49 recommendations, many calling on the College, the government and district school boards to improve reporting and information sharing.

The College has acted on many of the recommendations since the report. Significant strides have been made in how the College investigates complaints and shares information. For example, the College made 600 full decisions of the Discipline Committee available online in January 2012. All discipline decisions are now posted on the College website.

Accessing Disciplinary Decisions

You could see 779 full discipline decisions involving College members over the last 17 years on our website by the end of 2013.

The College also continues to provide public access to disciplinary decisions in other ways:

- Copies of Discipline Committee decisions are available in the College's Margaret Wilson Library. Members of the public can also request electronic versions of the decisions.

- The College provides full decisions to Quicklaw, one of several professional Canadian legal research services available to service subscribers.
- Summaries of Discipline Committee decisions appear in the College's official publication *Professionally Speaking*, as well as on the College's website.
- The College's public register, Find a Teacher, also plays an important role in communicating the decisions of our Discipline Committee.

Enhancing Teacher Education

The College is proud of its leadership role in developing the enhanced teacher education program that will change how teachers are educated in this province. The new program will better prepare new teachers for their chosen profession.

Starting in 2015, the teacher education program will double from two to four semesters and increase the practice teaching from a minimum of 40 to 80 days.

The program will include:

- a sharper focus on equity and diversity
- meeting the needs of students with special needs
- child, youth and parental mental health issues related to teaching
- the use of technology as a teaching tool among other core program elements.

The new program equips new teachers for the challenges of the contemporary classroom and helps address the shrinking job market. The surplus of teachers has been growing steadily since 2005. Plus, the College's annual *Transition to Teaching* survey shows that new teachers want more practical experience in the classroom.

The College is a lead partner in developing the program requirements. We are also working with the faculties to help implement the program and with the province to make necessary legislative changes.

The College plans to dedicate an area on the home page of the College website to the enhanced program to keep people informed.

Reviewing Our Registration Practices

Our ongoing review of registration practices initiated in 2007 ensures that our procedures, information and guidelines are clear and transparent.

To learn more on the College's commitment to fair registration practices, see the [full report](#) on our website.

Find a Teacher

[Find a Teacher](#) was the most-viewed feature on the College website, with 3.4 million page views in 2013. You can view a register of all College members, including their qualifications, credentials and a notation of every revocation, cancellation and suspension of a certificate of qualification.

Follow us on Twitter

The College launched a [Twitter account](#) in April 2013 to expand communication with members and the public. Follow us for College news, events, teaching resources, new discounts and more.

Access us on Facebook

Visit the [College's Facebook page](#) and you can:

- participate in polls
- learn about visiting delegations
- read the latest College news
- learn of College job openings

- get the scoop on events, awards and contests.

View us on YouTube

Visit the [College's YouTube channel](#) and watch stories on:

- what happens during a disciplinary hearing
- how to register with the College
- our advice to teachers on the use of social media, professional misconduct and student safety
- First Nations' education.

Sign up for College news

Sign up to receive our [public e-newsletter](#), *The Standard*, and learn more about:

- teacher qualifications
- high standards in education
- College reports on trends in education
- education legislation.

College members can [subscribe](#) online to the electronic newsletter *Your College and You* to get the inside edge on College news. It provides early access to new developments in the activities of the College and the teaching profession.

Discover the Data in Annual Reports

The College's past [annual reports](#) are available on our website and are loaded with information. You can delve into the wide range of statistical information available about Ontario Certified Teachers.

Public Interest Committee

Public Interest Committee (PIC) members advise Council regarding its duty to serve and protect the public interest in carrying out the College's objects, or purposes. PIC members – who are appointed by the Ministry of Education – are representatives of the public and are not members of the College Council.

The committee meets at least four times a year, and as requested by the Chair, Council or the Executive Committee. The committee is also expected to report annually to Council prior to the College's annual meeting of members.

Under the *Ontario College of Teachers Act*, the committee is required to develop a work plan identifying its priorities, proposed projects and activities through the term of Council. The committee may request information from Council to develop, modify or implement its work plan or to provide advice to Council.

The committee's work during 2013 focused on the three priorities of its work plan:

- reviewing the practice of assigning teachers to positions that do not match their qualifications
- identifying key performance indicators to ensure that the College is meeting its mandate as a regulator of the teaching profession in Ontario in the public interest
- reviewing membership requirements for publicly appointed Council members.

Public Interest Committee

- Gail Lilley (Chair)
(until July 22, 2013)
- Brian Evoy
- Jacques Lupien

Committees at Work



Accreditation Committee

The College's Accreditation Committee ensures the quality of teacher education programs in Ontario through the regular review and accreditation of these programs.

The accreditation process assures the profession and the public that teacher education programs meet the requirements established under regulation. The programs integrate theory and practice so that graduates are prepared and qualified for today's classrooms.

The Accreditation Committee appoints an accreditation panel to review each pre-service teacher education program. Each panel has a minimum of six members, including one person nominated by the institution administering the program under review. Existing programs are reviewed cyclically, usually every seven years, to confirm that the program continues to meet regulatory requirements.

Panel members normally visit the campus after examining all documents submitted by the faculty. They conduct on-site interviews with faculty members and various stakeholders, examine artifacts, and review facilities and resources. Members of the public are always provided with an opportunity to offer feedback about the programs under review.

The panel then develops its report, setting out its recommendations and detailing its supporting evidence. The Accreditation Committee considers the information in the panel's report and issues a decision.

Accreditation

- Jean-Luc Bernard, OCT
- Angela De Palma, OCT (Vice-Chair)
- Gale Dores, OCT
- Clyde Glasgow
- Mel Greif
- Allyn Janicki, OCT
- Matthew Kavanagh, OCT
- Bill Kirkwood (Chair)
- Kara Smith, OCT

Enhanced Teacher Education Program

Beginning on September 1, 2015, the initial teacher education program at Ontario's faculties of education will expand to four semesters and include twice the amount of practice teaching time (80 days, up from 40). The enhanced program includes greater attention to students' mental health and well-being, how to teach with technology, and diversity among other core elements.

The Accreditation Regulation was amended in October 2013 to describe the requirements for the enhanced teacher education program and the transition process for accredited programs. The Accreditation Committee will play a critical role in the accreditation of enhanced programs at all Ontario faculties of education.

Accreditation Reviews

The College reviewed the accreditation of 14 teacher education programs at Ontario faculties of education in 2013. All programs were renewals of currently accredited programs except for the following two programs:

- The committee granted initial accreditation with conditions to a new concurrent program at the Université d'Ottawa, Faculté d'éducation for the Primary/Junior and Junior/Intermediate divisions. The coursework will be offered by distance education with a face-to-face practicum experience.
- The Faculty of Education at York University received accreditation for a new area of study in the part-time consecutive program focusing on teaching Technological Education at the secondary level. This program leads to a Bachelor of Education degree (BEd).

The Accreditation Committee renewed the accreditation of the following programs of professional education:

- Faculty of Education at the University of Ottawa (English-language programs)
 - Consecutive BEd program (Primary/Junior, Primary/Junior with a focus on teaching French as a Second Language, Junior/Intermediate and Intermediate/Senior divisions)
 - Consecutive program for persons of First Nation, Métis or Inuit ancestry (Primary/Junior divisions). The Aboriginal Teacher Education Program leads to a BEd or a Certificate in Aboriginal Teacher Education.

These programs were granted general accreditation with conditions.

- Faculté d'éducation at the Université d'Ottawa (French-language programs):
 - Multi-session consecutive program (Technological Education subjects at the Grades 9/10 and Grades 11/12 level). This program leads to a BEd or a Certificate in Education.

This program was granted general accreditation.
 - Consecutive BEd program (Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions)
 - Multi-session BEd consecutive program in an alternative delivery format (Primary/Junior and Junior/Intermediate divisions)
 - Concurrent BEd program (Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions)

These programs received general accreditation with conditions.
- Faculty of Education at Queen's University
 - Consecutive BEd program (Primary/Junior and Intermediate/Senior divisions)
 - Part-time consecutive program for persons of First Nation, Métis or Inuit ancestry (Primary/Junior divisions). The Aboriginal Teacher Education Community-Based program leads to a BEd or Diploma in Education.
 - Full-time consecutive program (Technological Education subjects at the Grades 9/10 and Grades 11/12 levels). This program leads to a BEd or a Diploma in Education.
 - Multi-session consecutive program (Technological Education subjects at the Grades 9/10 and Grades 11/12 levels). This internship format program leads to a BEd or a Diploma in Education.

- Concurrent BEd program (Primary/Junior and Intermediate/Senior divisions). This program includes Queen's Concurrent, and Queen's-Trent Concurrent for Primary/Junior and Intermediate/Senior divisions and Queen's-Waterloo Joint Program for Intermediate/Senior divisions.

All programs were granted general accreditation.

- Schulich School of Education at Nipissing University
 - Multi-session consecutive program (Native Languages). The Teacher of Anishnaabemwin as a Second Language program leads to a Diploma in Education.

The program was granted general accreditation with conditions.

In late 2013, an accreditation panel reviewed a renewal application for accreditation of the pre-service programs at the Faculty of Education at Trent University. This decision will be available in the next annual report.

Monitoring Programs with Conditions

A faculty of education is required to provide an annual report when a teacher education program is accredited with conditions. This report details the faculty's progress in satisfying the conditions of their program's accreditation. Faculties may also request that the committee remove conditions from accredited programs.

The Accreditation Committee reviewed and received annual reports for the following programs:

- Faculté d'éducation at the Université d'Ottawa (French-language program)
 - Multi-session, consecutive BEd program (Primary/Junior and Junior/Intermediate divisions) offered in an alternative mode.
- L'école des sciences de l'éducation at Université Laurentienne (French-language program)
 - Multi-session consecutive BEd program (Primary/Junior and Junior/Intermediate divisions) offered in an alternative delivery mode.
- Faculty of Education at Lakehead University
 - Consecutive BEd program (Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions)
 - Concurrent BEd program (Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions), including a concurrent Native Teacher Education Program
 - Single-degree consecutive program (Primary/Junior divisions), leading to a four-year Honours Bachelor of Education (Aboriginal) degree
 - Multi-session consecutive program (Native Languages), leading to a Diploma in Education.

The committee removed all conditions from the Lakehead single-degree Honours Bachelor of Education (Aboriginal) consecutive program (Primary/Junior). Some conditions were removed from its consecutive and concurrent Bachelor of Education programs. Conditions were retained for its multi-session

consecutive program for teaching Native Languages (Native Language Teacher's Certification Program).

The committee also granted extensions of accreditation to several faculties. [Accreditation Committee decisions](#) for professional teacher education programs, including extensions, are posted on the College website.

Public Input

The College welcomes public input about the teacher education programs it reviews.

An email notification tool on the College website allows members of the public to learn about upcoming accreditation reviews and offer input on the quality of the programs for the panel's consideration. The College also welcomes presentations made directly to the panel. Open forum meetings are held during accreditation site visits to provide the public with opportunities to offer input to the panel.

Visit our website to learn about our upcoming [accreditation reviews](#).

Follow the College on Facebook and Twitter for information about accreditation reviews.

Resources

The *Pre-Service Accreditation Handbook* was updated in 2013 with new examples of supporting criteria for each of the accreditation requirements. Sample templates that faculties may wish to use when preparing their applications for accreditation were also included.

Accreditation Appeal Committee

The Accreditation Appeal Committee hears appeal applications from teacher education providers who have been denied accreditation or who have been awarded accreditation with conditions.

The appeal process ensures pre-service programs and in-service courses are accredited fairly by allowing those who appeal to present new information and request to have the decision reviewed.

In 2013, a committee panel considered an appeal for the denial of an initial program of professional education. The appeal panel considered three requirements in the Accreditation Committee decision that led to the denial of accreditation. Based on its review, the appeal panel recommended that the program be granted initial accreditation with conditions.

This was the first accreditation appeal in the College's history and the first use of the appeal section of the Accreditation of Teacher Education Programs Regulation. The committee noted several amendments to improve the appeal process and will consider any changes in 2014.

Accreditation Appeal

- Marie-Louise Chartrand (Chair)
- Monika Ferenczy, OCT
- Robert Gagné
- Myreille Loubert, OCT
- Demetri Vacratsis, OCT (Vice-Chair)

Editorial Board Committee

The College's quarterly award-winning magazine, *Professionally Speaking*, is delivered to more teachers than any other educational publication in Canada. It provides inspiring stories from our members across the province, reports trends in education, features in-depth articles and reviews relevant resources to the profession. The French edition, *Pour parler profession*, is available to all teachers working in Ontario French-language schools.

It also profiles remarkable teachers who have made a real impact on the lives of Canadian celebrities like *Suits* star Patrick J. Adams, Olympic gold medallist in trampolining Rosie MacLennan and *Canada AM* co-host Marci Ien.

The Editorial Board is responsible for setting editorial and advertising policy for the magazine. The board reviews and selects all submissions, looking for a balance of articles that will interest the College's diverse membership. Each issue highlights the achievements of teachers whose exemplary practice has earned them provincial or national acclaim, and provides these award winners with an opportunity to share their teaching philosophies and tips with their colleagues.

Feedback from College members about what features and resources they find most useful in their work helps the Editorial Board continually improve our official publication.

In 2013, the magazine continued to engage readers with exciting new departments, such as *By the Numbers*, a cheat sheet to intriguing facts in education. The popular last-page department, *Final Exam*, where a well-known personality with ties to education answers questions about their own school experiences,

Editorial Board

- Danny Anckle
(until February 28, 2013)
- Christine Bellini, OCT (Chair)
- Jean-Luc Bernard, OCT
- Monika Ferenczy, OCT
- Mel Greif
(from September 16, 2013)
- Pauline Smart (May 9, 2013 to September 15, 2013)
- Kara Smith, OCT

featured award-winning author Joseph Boyden, Stratford Festival's artistic director, Antoni Cimolino and *Arctic Air*'s star Adam Beach in 2013.

The New Face of Aboriginal Education (March 2013), Technology Dissected (June 2013) and Brainstorm: Supporting youth with mental health issues in the classroom (December 2013) were cover stories that were particularly well received by readers.

The College's commitment to transparency and accountability is reflected in the *Governing Ourselves* section of the magazine. Members and the public can read reports about Council and committee activities

— from news about the accreditation of teacher education programs to mandatory disciplinary hearing summaries that are part of professional self-regulation.

The College magazine enjoyed another impressive awards season in 2013. It is the seventh year in a row that *Professionally Speaking* emerged a winner at the prestigious Tabbie Awards.

The Tabbies, the editorial and design awards program run by Trade, Association and Business Publications International, awarded our magazine one gold, two silvers and three honourable mentions.

Tech Class, published in March 2012, won gold for Best How-To Article. Spotlight on LeSage picked up silver for Best Cover Photo in the September 2012 issue, while Food for Thought also took silver for Best Feature Design in the December 2012 issue.

Supplies in Demand for Best Opening Page or Spread (June 2012), Final Exam for Best Department and Forces for Change for Best Feature (December 2012) received honourable mentions.

Nearly 500 entries were submitted from Canada, the U.S., the U.K., Australia, New Zealand, the United Arab Emirates, Lebanon, Singapore and South Africa.

The College magazine also collected four Kenneth R. Wilson (KRW) awards in Canadian business journalism in 2013. *Professionally Speaking* took home silver and three honourable mention awards.

Supplies in Demand was once again recognized, picking up silver for Best Art Direction of an Opening Spread/Complete Feature. Food for Thought was another repeat

standout, receiving an honourable mention in this category.

Tech Class added an honourable mention for Best How-To Article while Financial Literacy, published in September 2012, was awarded an honourable mention for Best Illustration.

The KRW Awards recognize the outstanding efforts of professional and business-to-business publications across Canada.

Professionally Speaking is an efficient and effective means of reaching our members in a highly cost effective manner. In 2013, the per-member annual cost for four issues — including postage — was about \$2.62.

The Editorial Board conducted a readers' survey in 2013 to obtain valuable members' feedback about the publication. The 2013 survey showed 84 per cent of readers were satisfied or very satisfied with the quality of the magazine and 96 per cent were satisfied or very satisfied with the quality of the design and photography.

The Editorial Board continues to focus on selecting quality articles about relevant education issues that appeal to readers. They encourage discussion and feedback from College members through content such as teacher tips, book reviews and letters to the editor. The committee looks forward to working with the College's new Manager of Communications, Bill Powell, in 2014.

Election Committee

The Election Committee is a special committee of Council that reviews the regulations and procedures governing Council elections.

In 2013, the Election Committee continued preparations for the next election of Council members. The teaching profession will elect 23 Council members in 2015. Members will be elected from six regions and seven school systems with special category positions for principals and vice-principals, supervisory officers, private schools and faculties of education.

The Election Committee approved a budget and detailed calendar of dates for the election. The 2015 election will be held on April 7, 2015.

The committee is focused on increasing candidate and voter awareness of the election to encourage greater voter participation in 2015. To that end, the committee has approved strategies to increase candidate and voter participation, including a personalized mailing to all eligible voters during the election period.

In April, Council approved the Election Committee's recommendation that the Minister of Education revise the election regulation to increase the nomination review period from five to 10 days.

The Election Committee also began to investigate a change to employment requirements for the faculty of education-elected Council position. The requirement to be in a tenure or tenure-track position has steadily decreased the number of eligible voters and possible candidates for this position over the past elections. The committee consulted with education stakeholders and will assess the feedback received in 2014.

Election

- Ahmed Bouragba, OCT
- Maria Bouwmeester, OCT
- Robert Gagné
- Mel Greif (Chair)
- Matthew Kavanagh, OCT (Vice-Chair)

Executive Committee

The Executive Committee conducts the business of the College between Council meetings.

The committee is composed of the Chair and Vice-Chair of Council, the chairs of the Accreditation, Discipline, Finance, Fitness to Practise, Investigation, Registration Appeals, and Standards of Practice and Education committees. It must include a minimum of two publicly appointed members of Council. The committee meets, at minimum, four times each year.

Based on recommendations of the Nomination Committee, the Executive Committee made several appointments to fill statutory, standing, regulatory and special committee vacancies as they occurred in 2013.

The Executive Committee administers the College's Scholarship Program. The committee established criteria to create two new scholarships or awards:

- the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship and
- the Ontario College of Teachers Intermediate/Senior Scholarship.

The Joseph W. Atkinson Scholarship for Excellence in Teacher Education, named in honour of the College's second registrar, is in its 11th year.

The College received 66 applications for the scholarships this year.

For 2013-2014, the committee selected:

Executive

- Marie-Louise Chartrand
- Gale Dores, OCT
- Marc Dubois, OCT (Vice-Chair)
- Robert Gagné
(from December 5, 2013)
- Bill Kirkwood
- Liz Papadopoulos, OCT (Chair)
- Terry Price, OCT
- Louis Sloan, OCT
- John Tucker
(until October 24, 2013)

- Jennifer Jacqueline Lauren Cook as the recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education
- Shyla Michele Pogany as the recipient of the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship
- Emma Caroline Dunn as the recipient of the Ontario College of Teachers Intermediate/Senior Scholarship.

Council presented these candidates with their awards at its December meeting.

The Executive Committee has the authority to make an interim order directing the Registrar to suspend a Certificate of Qualification and Registration if it is of the opinion that the actions or conduct of the member exposes – or is likely to expose – students to harm or injury. The committee may also direct the Discipline

or Fitness to Practise committees to hold a hearing and determine an allegation without involving the Investigation Committee. During 2013, the committee referred one case to the Fitness to Practise Committee where it requested that the matter be dealt with expeditiously.

The committee reviewed the provisions in College regulations for disqualifying members of Council from sitting on Council. It recommended additions to Regulation 72/97, General, which deals with the general workings of Council and the College under the *Ontario College of Teachers Act*, to address this issue. Council endorsed these recommendations.

The committee led a review of a harassment and discrimination policy for Council members and the Standard Procedures of Council and the Executive Committee, both of which were adopted by Council. The committee also reviewed the process for developing future professional advisories. Council adopted the process. The College has issued four professional advisories to its members.

In 2014, the Executive Committee will continue to explore the feasibility and logistics of enabling stakeholders and members of the public to address Council. The committee will report its findings to Council.

Finance Committee

The Finance Committee exercises its review and accountability roles throughout the year. The committee reviews short-term and long-term budget plans and reports on spending and revenue in relation to the approved budget.

Acting as the College's audit committee, the committee oversees the annual external audit. The audited financial statements use professional standards in not-for-profit financial reporting.

The committee adheres to financial principles that ensure that the College's mandated services are properly funded and that fees are maintained at levels appropriate to ensure the College's financial stability.

The College is financed primarily by members' fees. At the end of 2013, the College had 238,201 members in good standing, an increase of 952 over 2012.

For 2013, the College operating budget was set at \$36,858,000.

Using generally accepted accounting principles, the College recorded an operating deficit of one per cent of revenue or \$353,000 for 2013. The Finance Committee has recommended and Council has approved the operating deficit and the associated 2013 audited financial statements.

Finance

- Stefanie Achkewich, OCT
- Marie-Louise Chartrand (Chair)
- Terry Price, OCT (Vice-Chair)
- Vicki Shannon, OCT
- Pauline Smart

Investigation Committee, Discipline Committee, Fitness to Practise Committee

Three College committees manage complaints against members of the teaching profession and this report provides [detailed statistical information](#) on the committees' activities in 2013.

The Investigation Committee conducts reviews of information related to all complaints. The Discipline Committee holds hearings on complaints referred to it related to alleged professional misconduct or incompetence. The Fitness to Practise Committee holds hearings on complaints referred to it related to alleged incapacity.

Three-member panels make decisions by considering the information related to a complaint. The panels are made up of a combination of elected and appointed Council members and may include a member of the roster. The College maintains a roster of experienced panel members who may be called on to serve on a panel, even though they may no longer be members of Council.

The College was contacted about 1,000 times in 2013 by members of the public and the profession, who raised issues concerning College members. About half of these concerns were resolved appropriately at the school or the local school board. The remaining half was dealt with initially by a panel of the Investigation Committee.

Introduction of *The Protecting Students Act*

Minister of Education Liz Sandals introduced Bill 103, *The Protecting Students Act*, to the Ontario legislature on September 18, 2013.

Bill 103 reinforces the College's ongoing efforts to strengthen its investigation, disciplinary and reporting processes. It improves transparency and efficiency for students, teachers and parents.

The proposed legislation is consistent with advice provided to the government by the College in response to an independent review by former Ontario Chief Justice Patrick LeSage. Since the report's release in June 2012, College Council has moved to implement the recommendations that did not require legislative changes. For example, in 2013, the College continued to establish procedures to ensure tighter timelines to investigate complaints and schedule hearings. Committees received additional resources to provide timelier outcomes.

Investigation Committee

Under the direction of the Investigation Committee, College staff investigate complaints in a fair and impartial manner.

College investigators present the information gathered to an Investigation Committee panel. The panel has the authority to take one of the following actions in a complaint:

- refuse to investigate a complaint if it determines that the complaint does not relate to professional misconduct, incompetence or incapacity
- refuse to investigate a complaint if it determines that the complaint is frivolous, vexatious or an abuse of process
- not refer the complaint to either a Discipline or Fitness to Practise hearing
- caution or admonish the member in writing or in person
- remind or advise the member in writing
- ratify a memorandum of agreement reached through Complaint Resolution
- refer the matter to a Discipline or a Fitness to Practise hearing.

Investigation Committee

- Jean-Luc Bernard, OCT (March 20, 2013 to April 19, 2013)
- Maria Bouwmeester, OCT
- Monique Châteauvert
- Clyde Glasgow
- Jacqueline Gray, OCT (Vice-Chair)
- Myreille Loubert, OCT
- Mary Lou Mackie, OCT
- Liz Papadopoulos, OCT
- Terry Price, OCT (Chair)
- Susan Robertson (until March 19, 2013 and from June 3, 2013)

Discipline Committee

The Discipline Committee considers allegations of incompetence and professional misconduct that are referred to it by the Investigation Committee (and sometimes by the Executive Committee). If a panel of the Discipline Committee finds a member guilty of professional misconduct or incompetence it may do one or more of the following:

- direct the Registrar to revoke the member's teaching certificate
- direct the Registrar to suspend the certificate for up to two years
- direct the Registrar to impose terms, conditions or limitations on the member's teaching certificate
- postpone, reduce or cancel certain conditions if alternate conditions are fulfilled.

Following findings of professional misconduct only, the committee may also:

- require the member to be reprimanded, admonished or counseled by the committee
- impose a fine of up to \$5,000 payable to the Minister of Finance
- publish its order, in detail or in summary, with or without the member's name, in the College's magazine
- order costs to be paid by the member.

Since one panel member is definitely an appointed member of Council, the public is ensured a role in the hearings process. The panel is also comprised of at least one elected member of Council. The panel makes decisions by considering the evidence related to the allegations and submissions of the College and the member.

Discipline Committee

- Stefanie Achkewich, OCT
- Danny Anckle
(until February 28, 2013)
- Alexander (Sandy) Bass, OCT
- Christine Bellini, OCT
- Jean-Luc Bernard, OCT
(from June 10, 2013)
- Marie-Louise Chartrand
(February 4, 2013 to March 1, 2013)
- Irene Dembek, OCT
- Monika Ferenczy, OCT (Vice-Chair)
- Robert Gagné (until February 3, 2013 and from March 2, 2013)
(Chair from December 5, 2013)
- Mel Greif
(until March 6 and from April 4, 2013)
- Bill Kirkwood
(March 7, 2013 to April 3, 2013)
- Monique Lapalme Arseneault
(from November 14, 2013)
- Vicki Shannon, OCT
- Louis Sloan, OCT
- Pauline Smart
- John Tucker (Chair)
(until October 24, 2013)
- Wes Vickers, OCT

Discipline Committee hearings are open to the public, including those that have been dealt with through the Complaint Resolution Program. The decision of the Discipline Committee panel is final and binding.

Fitness to Practise Committee

The Fitness to Practise Committee hears matters and determines if a member's physical or mental condition makes them unfit to carry out professional responsibilities or if a member's teaching certificate should be made subject to terms, conditions or limitations. Fitness to Practise hearings are not open to the public in accordance with the *Ontario College of Teachers Act*. The panels make decisions by considering the evidence related to the allegations and submissions of the College and the member.

If a panel of the Fitness to Practise Committee finds a member to be incapacitated, it may direct the Registrar to revoke the member's teaching certificate, suspend the certificate for up to two years, impose terms, conditions or limitations on the certificate, and postpone, reduce or cancel certain conditions if alternate conditions are fulfilled.

Complaint Resolution

When a case is deemed suitable and the parties agree, the College uses voluntary complaint resolution to resolve complaints. The Complaint Resolution Program is available at all stages of the complaint process and may be an effective alternative to an extended investigation at the Investigation Committee level or to a contested hearing at the Discipline Committee level. Complaints are disposed of through the ratification of a Memorandum of Agreement (MOA) by either the Investigation Committee or the Discipline Committee.

Discussions and materials shared during complaint resolution are kept confidential. Participation in the program occurs without prejudice to the parties. No one who participates in complaint resolution may repeat or use the information they obtain during the process. When an MOA is considered by a

Fitness to Practise Committee

- Ahmed Bouragba, OCT
- Shabnum Budhwani (until May 8, 2013)
- Marie-Louise Chartrand
- Angela De Palma, OCT
- Bill Kirkwood
- Monique Lapalme Arseneault (from September 16, 2013)
- Shanlee Linton, OCT (Vice-Chair)
- Louis Sloan, OCT (Chair)
- Pauline Smart (May 9, 2013 to September 15, 2013)

panel of the Investigation Committee, the ratified MOA is provided to the member, the complainant and the member's employer. When an MOA is considered by a panel of the Discipline Committee, which is open to the public, the content of the agreement is public.

The member and the Registrar sign an MOA. Before the MOA is presented to the discipline hearing panel, the member acknowledges in the agreement that the discipline hearing and the information presented at the hearing are public. The panel at the investigation or hearing stage may, in the public interest, request changes to the MOA. If the MOA is not ratified by the panel, the individuals serving on the panel will not take part in subsequent considerations of the complaint or matter.

Nomination Committee

The Nomination Committee is a special committee of Council. It identifies and nominates individuals to serve as members of all Council committees.

On three occasions during 2013, the Nomination Committee reviewed committee membership positions as vacancies occurred and made recommendations to the Executive Committee.

In 2013, the Nomination Committee also investigated the rationale and process for creating a Governance Committee of Council to focus on risk management and overall corporate governance.

Nomination

- Danny Anckle (Chair)
(until February 28, 2013)
- Alexander (Sandy) Bass, OCT
- Ahmed Bouragba, OCT
(Vice-Chair from April 26, 2013)
- Monique Châteauvert
- Irene Dembek, OCT (Vice-Chair
until April 26, 2013 and Chair from
June 6, 2013)
- Marc Dubois, OCT
- Mel Greif (May 9, 2013 to
September 15, 2013)
- Monique Lapalme Arseneault
(from November 14, 2013)
- Susan Robertson
(from September 16, 2013)
- John Tucker
(until October 24, 2013)

Quality Assurance Committee

Council's Quality Assurance Committee assesses the College's performance related to the objects or purposes established in the *Ontario College of Teachers Act*. The committee reviews each of these objects and identifies opportunities to further support the achievement of them. It reports, at least, annually to Council.

During 2013, the committee reviewed the College's objects related to College membership, College members' ongoing education and the professional standards and ethical standards.

At Council's request, the committee reviewed a recommendation arising from an independent review of the College's investigations and discipline practices by former Ontario Chief Justice Patrick LeSage. Recommendation 49 states that members of the Investigation, Discipline and Fitness to Practise committees should be prohibited from holding any elected or appointed union/association positions during their tenure on those committees.

The committee provided its report to Council at its April 4-5, 2013, meeting. It recommended that, effective July 1, 2015, concurrent with the term of the 7th Council, all Council members would be prohibited from holding any elected or appointed union/association positions directly related to the protection of the profession, other than at the school level.

Quality Assurance

- Clyde Glasgow (Chair)
- Bill Kirkwood (Vice-Chair)
- Liz Papadopoulos, OCT
- Terry Price, OCT
- Louis Sloan, OCT

Registration Appeals Committee

The College provides a fair and transparent appeal process for denied applicants through its Registration Appeals Committee. Unsuccessful applicants may appeal a College decision to deny registration as an Ontario Certified Teacher.

The committee hears appeals from applicants who were not granted membership in the College or who had conditions placed on their teaching licence. The committee's work ensures applicants are treated fairly and maintains public confidence in the decisions the College Registrar makes on behalf of the teaching profession.

In 2013, the Registration Appeals Committee considered 25 appeals. Seventeen appellants made oral presentations to the committee to support their case. Two cases were withdrawn because information submitted during the appeal process provided evidence for certification.

Committee members participated in training sessions to keep current about issues affecting the registration appeals process. The training included sessions on appellant documentation related to judicial matters and the certification process in various international jurisdictions.

Registration Appeals

- Alexander (Sandy) Bass, OCT (Vice-Chair)
- Jean-Luc Bernard, OCT
- Monique Châteauvert
- Marc Dubois, OCT (Chair)
- Kara Smith, OCT

Reasons for Denial of Certification Resulting in Appeals Reviewed by the Registration Appeals Committee

Reason	Total
Teacher education program not acceptable	13 ¹
Degree not acceptable under the Teachers' Qualifications Regulation	10
Professional Suitability	2
Total	25 ²

¹ In one case, the appellant failed to meet both the academic and professional requirements.

² No appeals of a condition on a certificate or appeals for reinstatement of a certificate were received.

In addition to the primary reasons for denial listed above, six appellants failed to satisfy the College's language proficiency requirements.

Appeal Outcomes	
Original Decision Upheld	19
Original Decision Overturned	6
Original Decision Modified	0
Total	25

Standards of Practice and Education Committee

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* represent a vision that guides the daily practice of College members. The standards describe the knowledge, skills and values inherent in Ontario's teaching profession.

It's been an exceptionally busy year for the Standards of Practice and Education Committee. The committee advises College Council on the development, implementation and review of the ethical and practice standards and the professional learning framework that helps to maintain the standards. In 2013, the committee reviewed more than one hundred Additional Qualification (AQ) course guidelines and helped develop new partnerships in the technology, science and First Nation, Métis and Inuit communities. It has also supported innovative consulting methods using technology such as Adobe Connect and SharePoint to encourage additional participation across the province.

The Committee:

- integrates the standards within teacher education and professional practice
- communicates and educates about teacher professionalism and the standards
- develops and distributes standards-based research and resources
- develops policy related to Additional Qualification course guidelines
- develops and implements policy related to the standards and teacher education
- researches ethical leadership and professional practices.

Standards of Practice and Education

- Shabnum Budhwani
- Gale Dores, OCT (Chair)
- Marie-Louise Chartrand (May 9, 2013 to June 2, 2013)
- Dobi-Dawn Frenette
- Clyde Glasgow
- Jacqueline Gray, OCT
- Allyn Janicki, OCT
- Shanlee Linton, OCT
- Susan Robertson (Vice-Chair) (until March 19, 2013 and from June 3, 2013)
- Demetri Vacratsis, OCT

Teacher Education: AQ Course Guidelines

Each year, thousands of Ontario teachers engage in a wide range of learning activities to expand their professional knowledge, increase their skills and prepare for career changes. Many valuable courses and opportunities are offered by universities, colleges, teacher federations, principals' organizations, school boards, subject organizations and community organizations.

Additional qualification courses are offered by providers across Ontario. The content is based on policy guidelines developed by the College which establish learning expectations, instructional strategies and forms of assessment. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* are the foundation for these guidelines that help enhance educators' professional knowledge and practice in Ontario.

In 2013, the College held 54 sessions to develop 223 AQ course guidelines – a record number. The guidelines were in subjects such as English as a Second Language, music, dance and the visual arts. These guidelines were developed through collaborative writing sessions and many groups used Web-based technology to easily connect and share documents across Ontario.

In addition, the committee reviewed 121 AQ draft and revised course guidelines with the help of several thousand members of the profession and the public.

Special Education

The review of the three-session Special Education AQ course guidelines involved consultation through the College's Facebook discussion forum, an online survey, a popular Open Space Technology session and focus groups. More than 3,500 members of the public, educational partners and the profession provided extensive feedback regarding the content and expectations of these important qualifications for teachers.

Aboriginal Teacher Education

Provincial sessions were planned and co-facilitated with members of the Aboriginal Teacher Education Program at Nipissing University, Queen's University and Lakehead

University, the Métis Nation of Ontario and the Tungasuvvingat Inuit Community Centre in Ottawa to develop Aboriginal teacher education AQs.

Elders, educators and students participated in discussions to inform the development of AQ course guidelines related to Native studies. Aboriginal education institutes partnered with the College to develop AQ course guidelines related to various Native languages. Writing sessions for the following AQ course guidelines related to Aboriginal teacher education also occurred in 2013:

- Teaching First Nation, Métis and Inuit Children (Schedule C)
- First Nation, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures (Schedule C)
- Native Languages (Schedule A, D and E)
- Native Studies (Schedules A, D and E)
- Schedule C: (One Session)
 - Teaching Cayuga
 - Teaching Cree
 - Teaching Delaware (Lenape)
 - Teaching Mohawk
 - Teaching Ojibwe
 - Teaching Oji-Cree
 - Teaching Oneida.

Technological Education

The College worked with the Ontario Council for Technological Education to develop draft guidelines for additional qualifications listed in Schedule F of the Teachers' Qualifications Regulation.

There are 64 additional qualification courses designed to help teachers further develop technical proficiency within their broad-based technology subject area as determined by Ontario's secondary school curriculum.

The following 59 draft guidelines were developed in 2013 (the other five were drafted in 2012):

Teaching Construction Technology (7 courses)	Construction Management and Science
	Civil Engineering
	Carpentry
	Electrical/Network Cabling
	Heating and Cooling
	Masonry
	Plumbing
Teaching Manufacturing Technology (9 courses)	Mechanical Engineering
	Robotics and Control Systems
	Computer Aided Manufacturing
	Industrial Maintenance
	Precision Machining
	Robotics and Control Technician
	Machine Operator
	Sheet Metal
	Welding
Teaching Transportation Technology (6 courses)	Auto Service
	Auto Body
	Heavy Duty and Agricultural Equipment
	Light Aircraft
	Small Engine and Recreational Equipment
	Truck and Coach

Teaching Hairstyling and Aesthetics (4 courses)	Advanced Shaping and Styling
	Chemical Hair Services
	Fashion and Theatrical Make-up
	Spa Services
Teaching Health Care (7 courses)	Child Development
	Dental Services
	Laboratory Services
	Nursing/Medical Services
	Pharmacy Services
	Therapy Services
	Gerontology
Teaching Hospitality and Tourism (6 courses)	Applied Nutrition
	Baking
	Cooking
	Culinary Arts and Management
	Event Planning
	Tourism and Travel Planning
Teaching Computer Technology (7 courses)	Computer Repair
	Electronics
	Information Technology Support
	Interfacing
	Network Support
	Networking
	Robotics and Control System

Teaching Technological Design (5 courses)	Apparel and Textile Design
	Architectural Design
	Interior Design
	Mechanical and Industrial Design
	Robotics and Control System Design
Teaching Green Industries (8 courses)	Agribusiness
	Agriculture
	Floristry
	Forestry
	Horticulture
	Horticulture Management and Science
	Landscaping Architecture
	Landscaping Construction and Maintenance

Religious Education

The review of the Religious Education AQ course guidelines in Schedule D was conducted with the English-language Catholic community and the French-language Catholic community.

The writing team for these AQ course guidelines included representatives from the Ontario English Catholic Teachers Association, the Institute for Catholic Education, l’Office provincial de l’éducation de la foi catholique de l’Ontario and le Centre franco-ontarien de ressources pédagogiques. The College provided various opportunities to all Catholic district school boards, faculties of education and educational partners to shape these AQ course guidelines.

The review produced seven core course components that provide a conceptual framework for these guidelines:

- The Bible as Sacred Scriptures
- Spiritual, Sacramental and Liturgical Life
- The Church: Past, Present and Future
- Ethics and Morality
- Faith in Action
- Pedagogical Practices within Catholic Education
- The Faith Journey.

This framework for Religious Education supports and informs professional knowledge, judgment and practices within the additional qualification course.

Teaching Students who are Blind/ Low Vision

The College reviewed the AQ related to Teaching Students Who Are Blind with the public, education partners and the teaching profession. Consequently, the College is developing a new draft guideline for this complex additional teaching qualification.

Teaching Students Who Are Deaf-Blind

The College consulted with the public, the teaching profession and course providers about the Teaching Students Who Are Deaf-Blind AQ. These consultations revealed the depth and complexity of professional knowledge and skill required of teachers to support learners with this profile.

Standards Education

Standards resources continue to influence and support teacher education and leadership development nationally and internationally.

In 2013, staff made 44 standards-based presentations to 729 participants, including teacher candidates, new teachers, teacher educators and leaders, principals and internationally educated teachers.

Standards Educative Resources and Research

A number of research-based standards resources have been developed in 2013 to support the teaching profession. These include:

- Inquiring into the Ethical Dimensions of Professional Practice
- Exploring Ethical Professional Relationships
- Knowledge Keepers Visual Narrative – a nine-minute, two-part video that shares the story of Debbie Debassige, a member of the M'Chigeeng First Nation who pursued her dream of becoming a teacher. The story reveals educational challenges often encountered by First Nations' students and teachers.

Steering Committee

The committee – which consists of the Vice-Chair of Council and one appointed member – facilitates the movement of materials and motions during a College Council meeting.

Steering Committee

- Marc Dubois, OCT
(Vice-Chair of Council)
- Bill Kirkwood



Transition to Teaching

It's tough out there for newcomers to the teaching profession in Ontario. Teacher unemployment and underemployment rates rose yet again in 2013.

Every year, more of Ontario's teacher education graduates look beyond Ontario's borders for work in the profession. Many work in non-teaching jobs to meet financial needs and few, regardless of geographical region or division of qualifications, escape the challenging job market.

The College's *Transition to Teaching* survey looks at the early careers of new Ontario teachers. This annual study began in 2001. At that time, Ontario was in the midst of a retirement-driven teacher shortage that started in 1998 and lasted about five years.

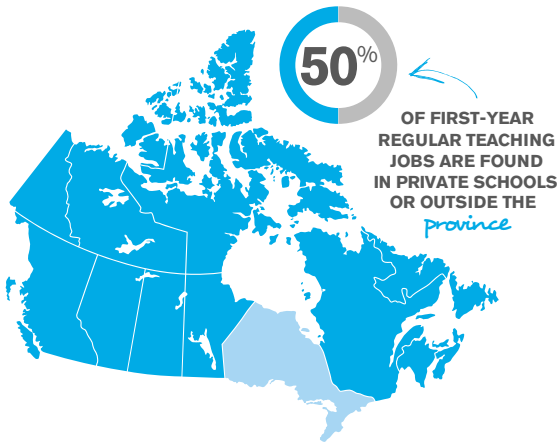
How times have changed.

It became clear nine years ago that a surplus of teachers relative to available jobs was emerging. This surplus has grown steadily since 2005.

The *Transition to Teaching 2013* study of new teachers, in the 2012-2013 school year, examines:

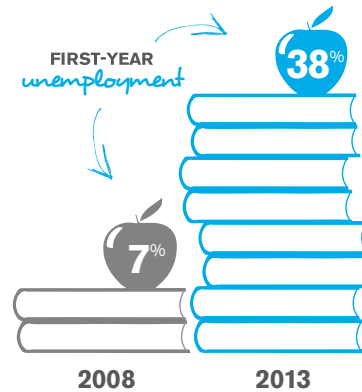
- the job-entry success and professional experience of teacher education graduates of 2002 through 2012 and
- new-to-Ontario teachers educated elsewhere and certified in 2011 and 2012.

What was it like to be a new teacher in 2013? Read our [exclusive survey](#) to find out.



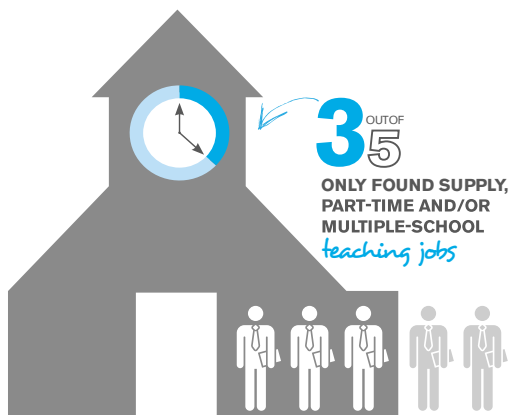
Almost one in three graduates who manage to find any teaching employment in their first year teach outside of Ontario's publicly funded system.

THE RATE OF TEACHER UNEMPLOYMENT IN THE GREATER TORONTO REGION IS MORE THAN 50 PER CENT.



The market in Ontario is almost impossible to get into. *I realized that I would need to look outside of Ontario to obtain a teaching position with a regular and reliable salary.*

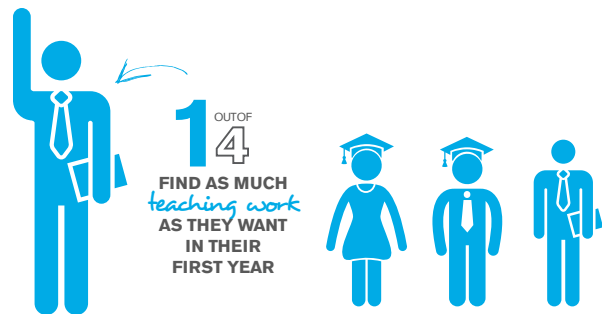
INTERMEDIATE-SENIOR MATH AND HISTORY
2012 GRADUATE TEACHING IN EGYPT



It has been such a frustrating experience. I still have not had an interview with any board. I have been eligible and actively looking to teach for four years and cannot even get onto the supply list.

I volunteer, but how long can you volunteer when you need to make an income to pay bills?

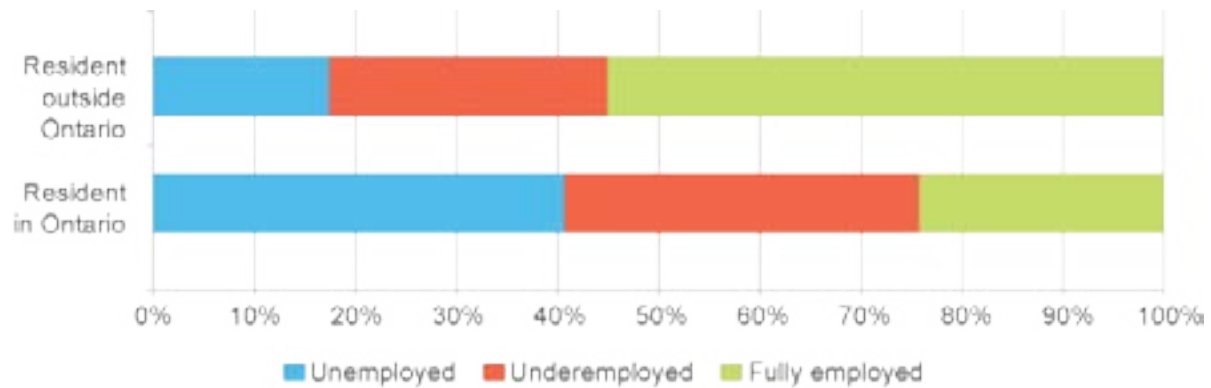
UNEMPLOYED PRIMARY-JUNIOR GRADUATE OF 2009
WORKING IN DAYCARE



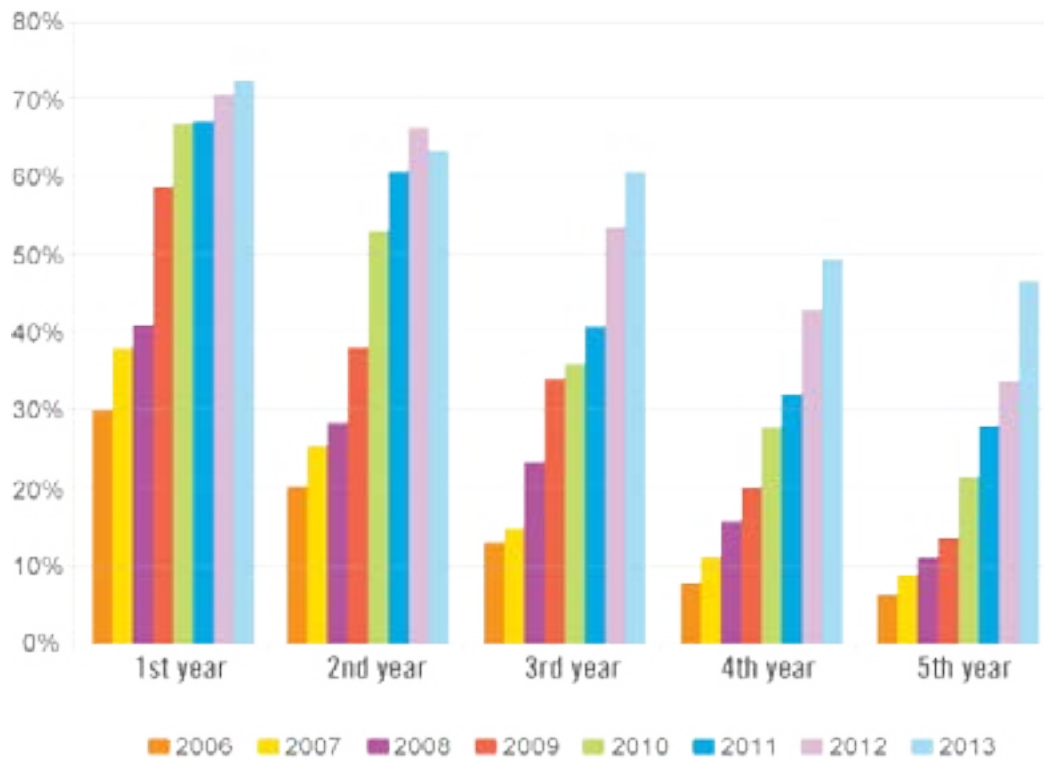
Searching for a teaching job in Ontario is a very hard experience. *I am always told I lack Canadian experience. How could I have Canadian experience when I am a newcomer?* I have solid professional experience having worked so many years as a teacher. I can't volunteer because my financial situation does not allow me to.

FRENCH AND FSL TEACHER WITH 10 YEARS OF TEACHING
EXPERIENCE IN MAURITIUS

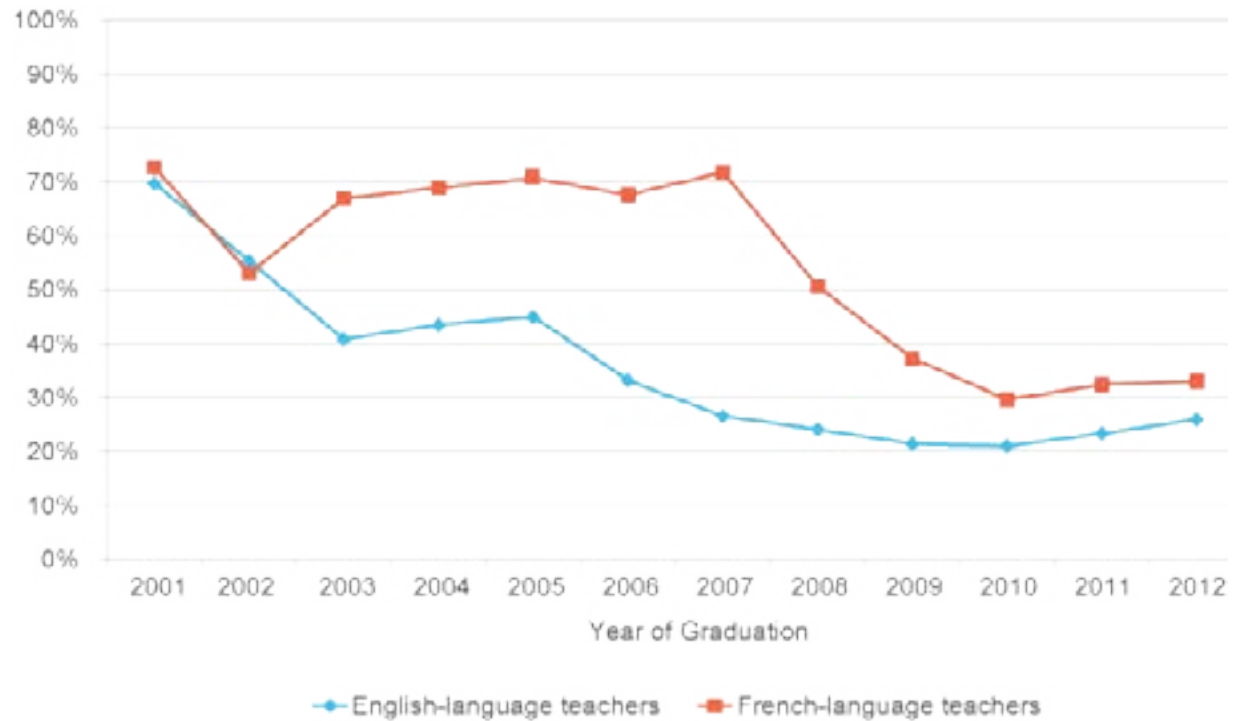
First-year teacher job outcomes in Ontario and outside Ontario



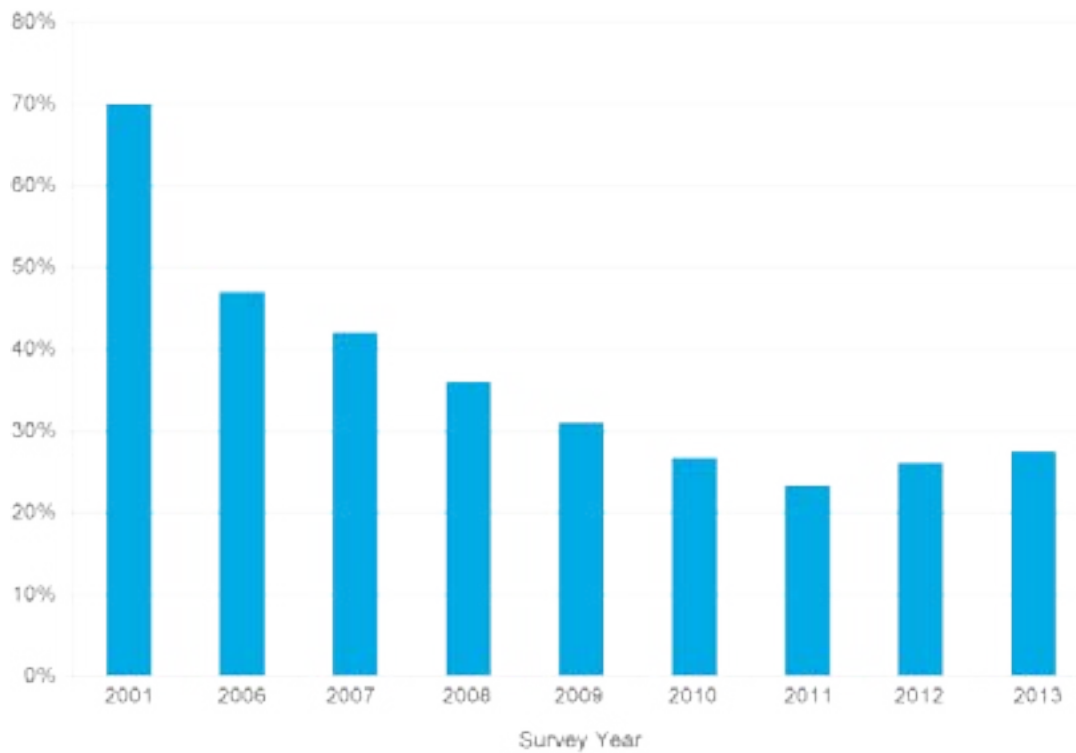
Underemployed and unemployed by year of survey French-language program graduates



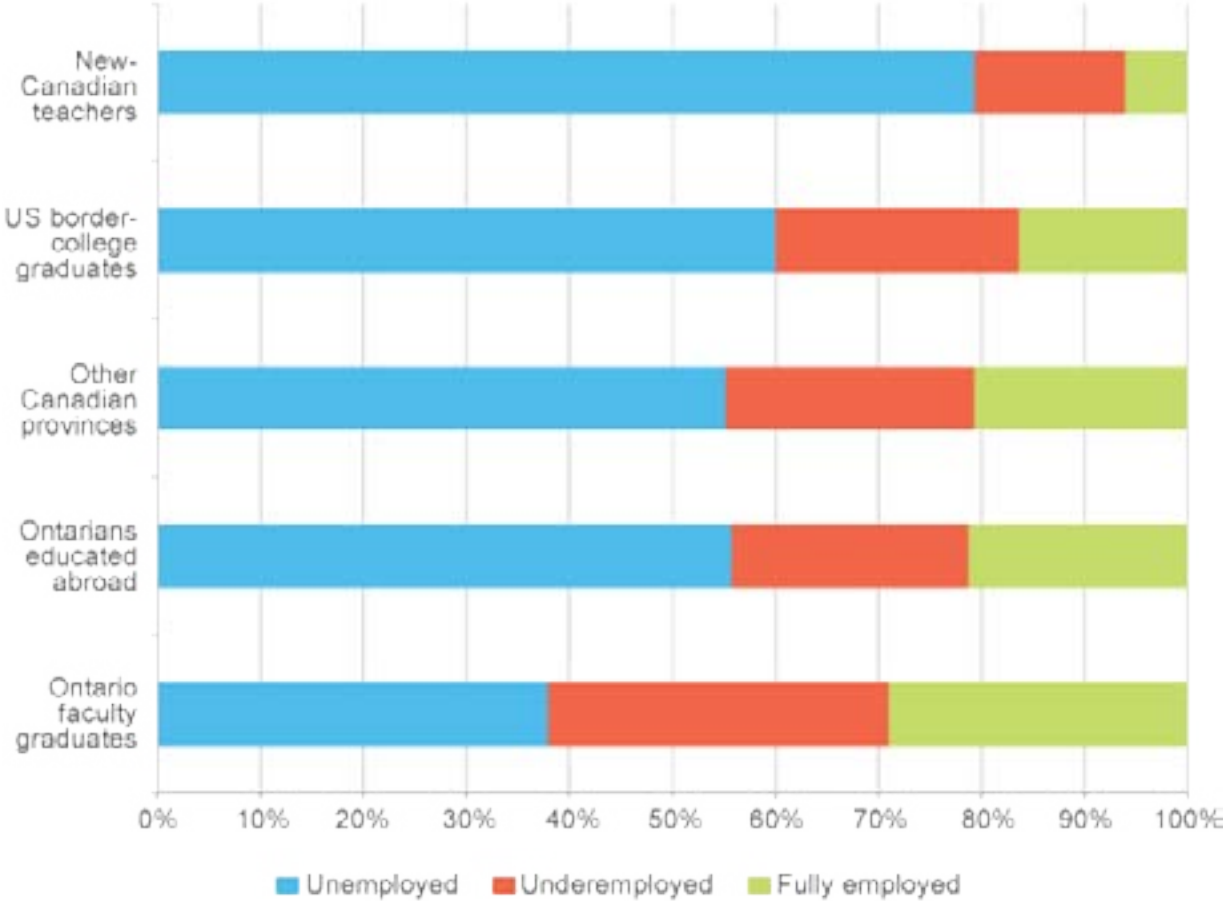
First-year teachers with regular teaching jobs by year of graduation and language



Percentage of first-year teachers with regular teaching jobs

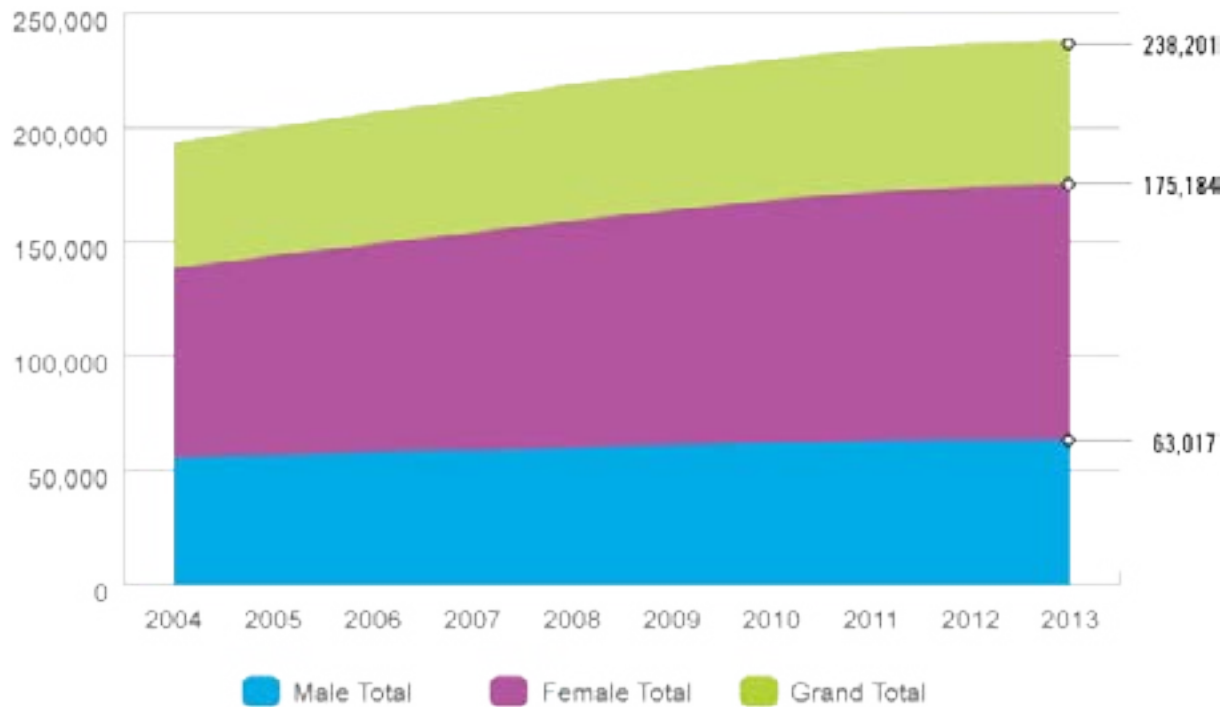


Employment outcomes for different first year new-teacher groups

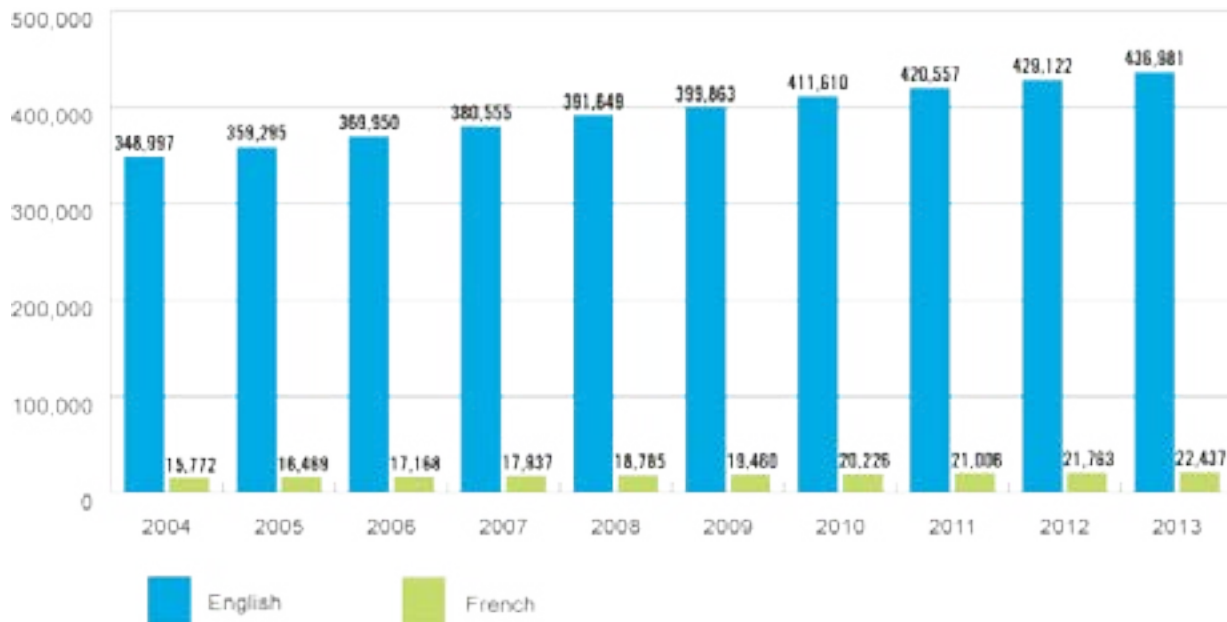


Membership in the College

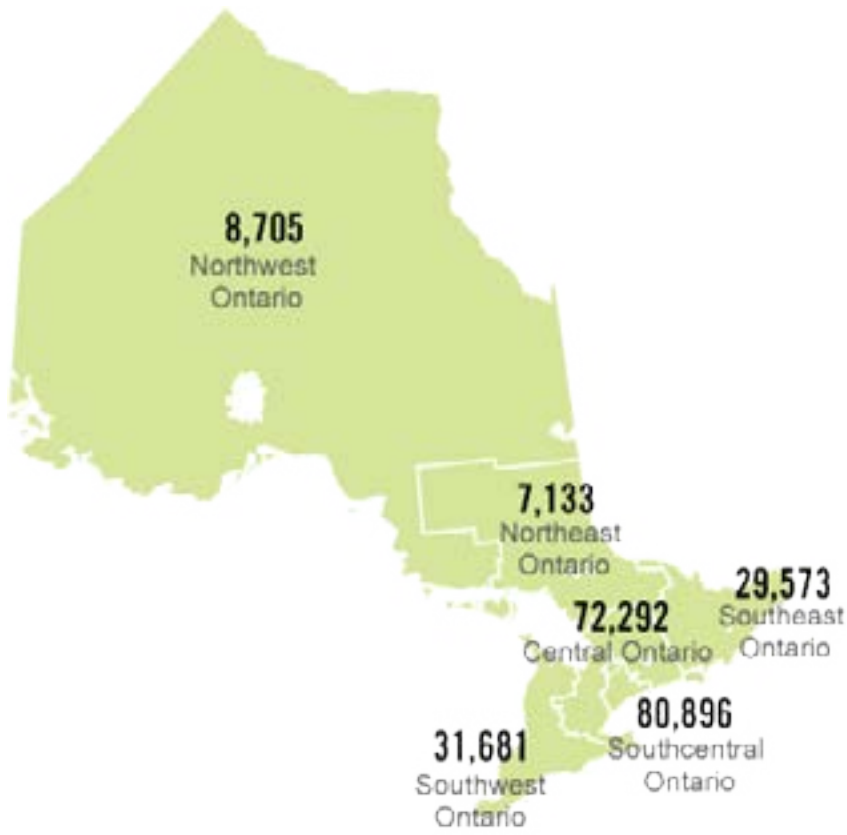
Total Number of Members in Good Standing



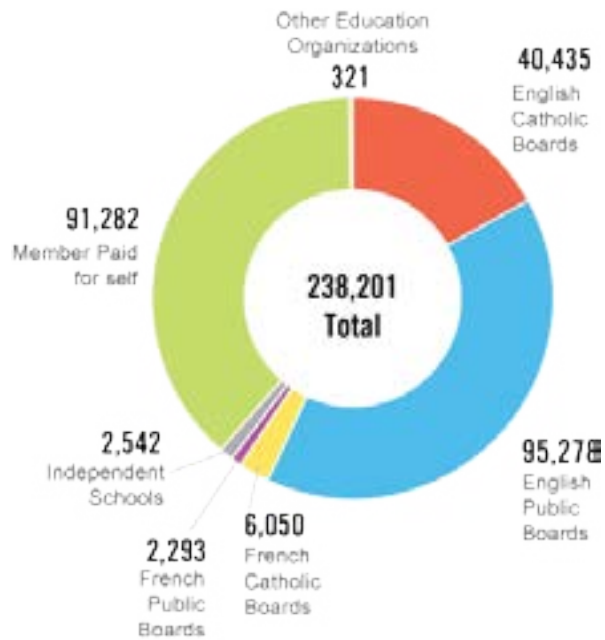
Individuals Appearing on the Public Register



Geographic Distribution of Members

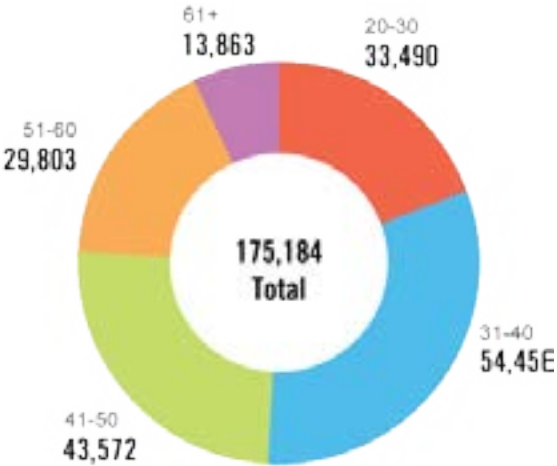


Where Members are Employed (Based on Fee Payment Information) (2013)

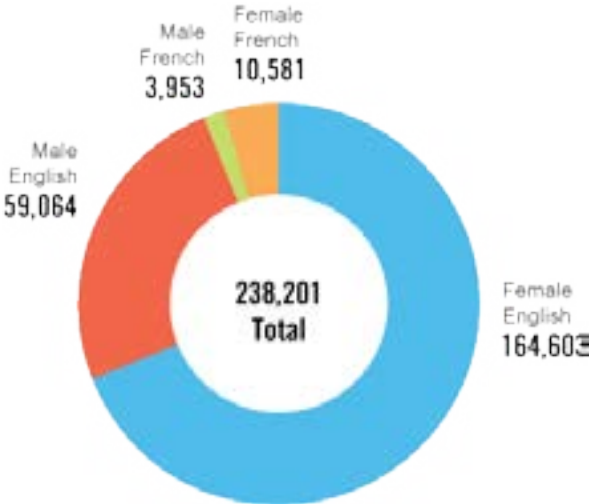


Membership Demographics

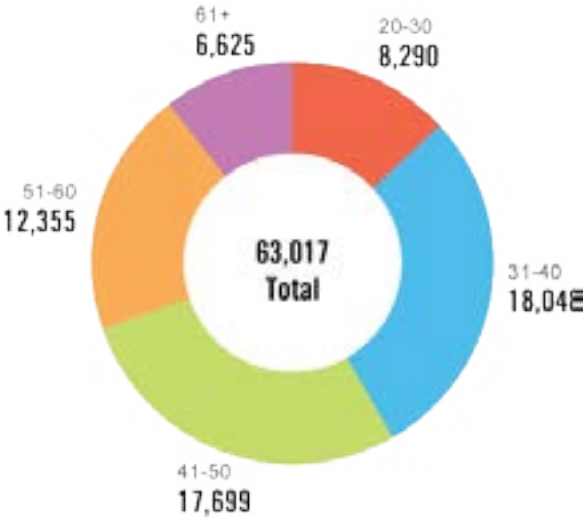
Age of Female Members



Gender and Language Distribution

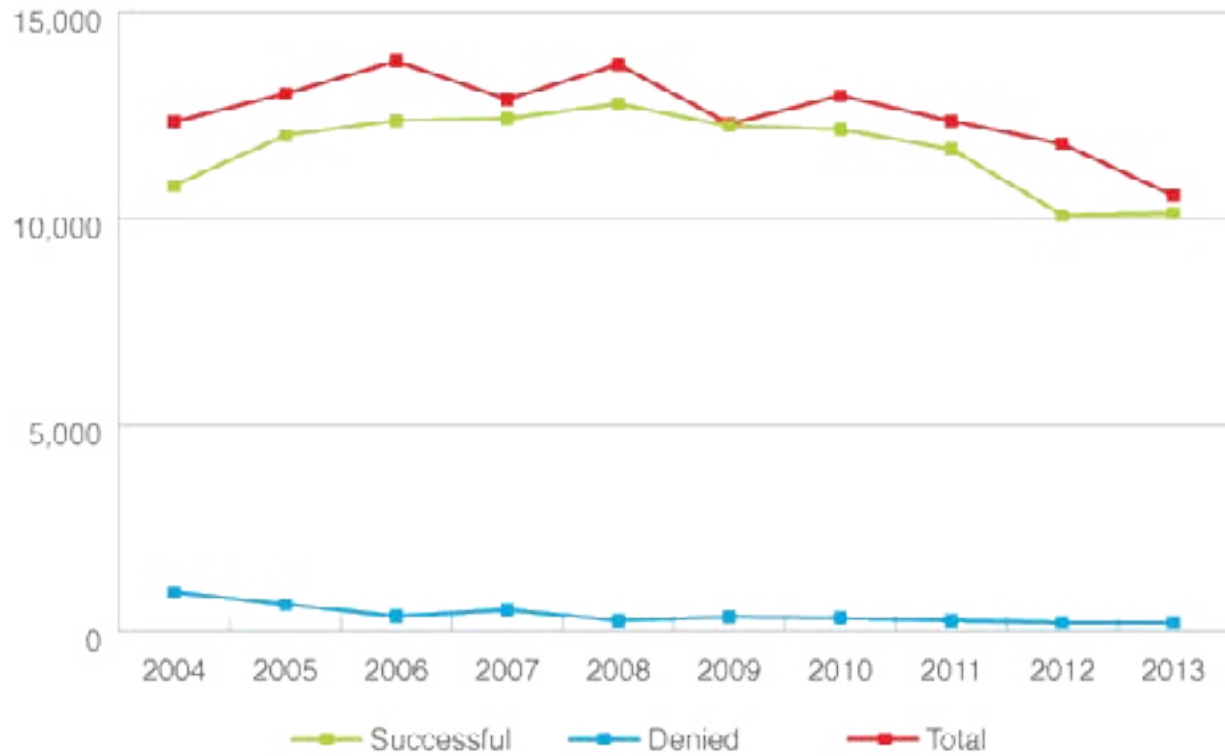


Age of Male Members



Applications for Membership

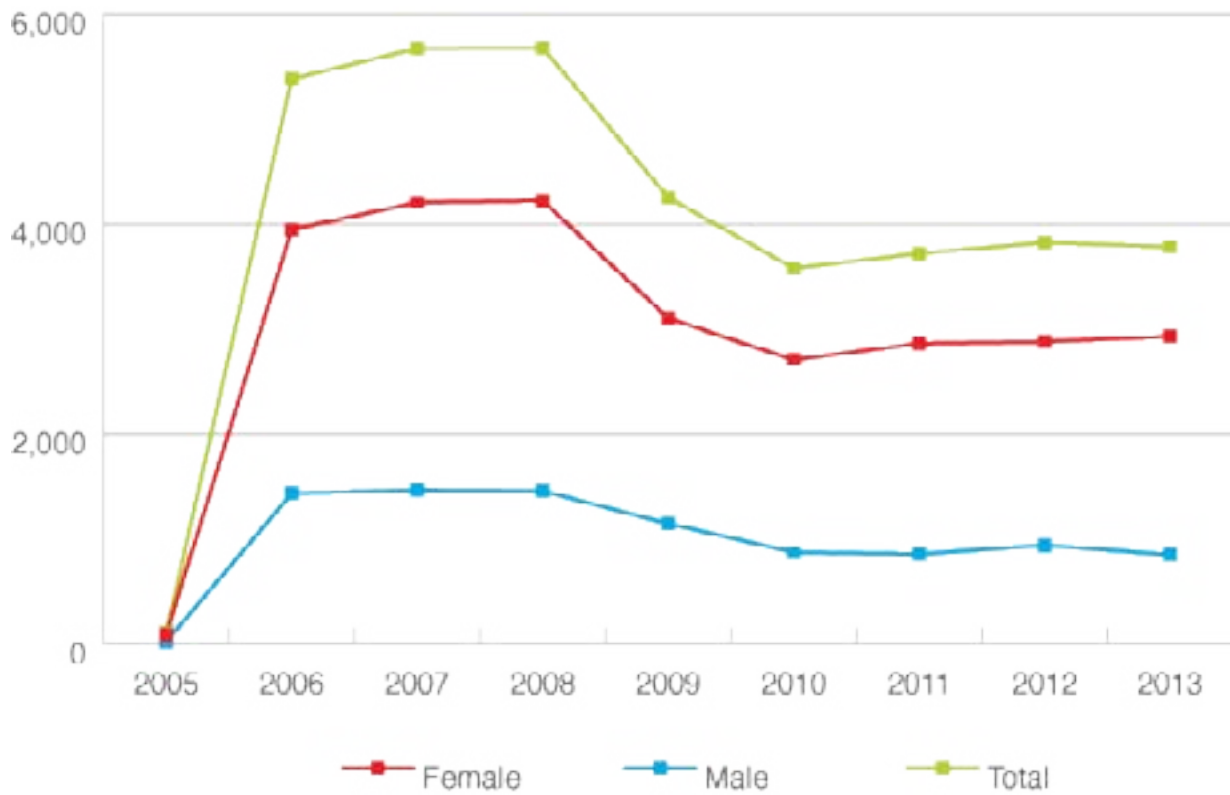
Application Results



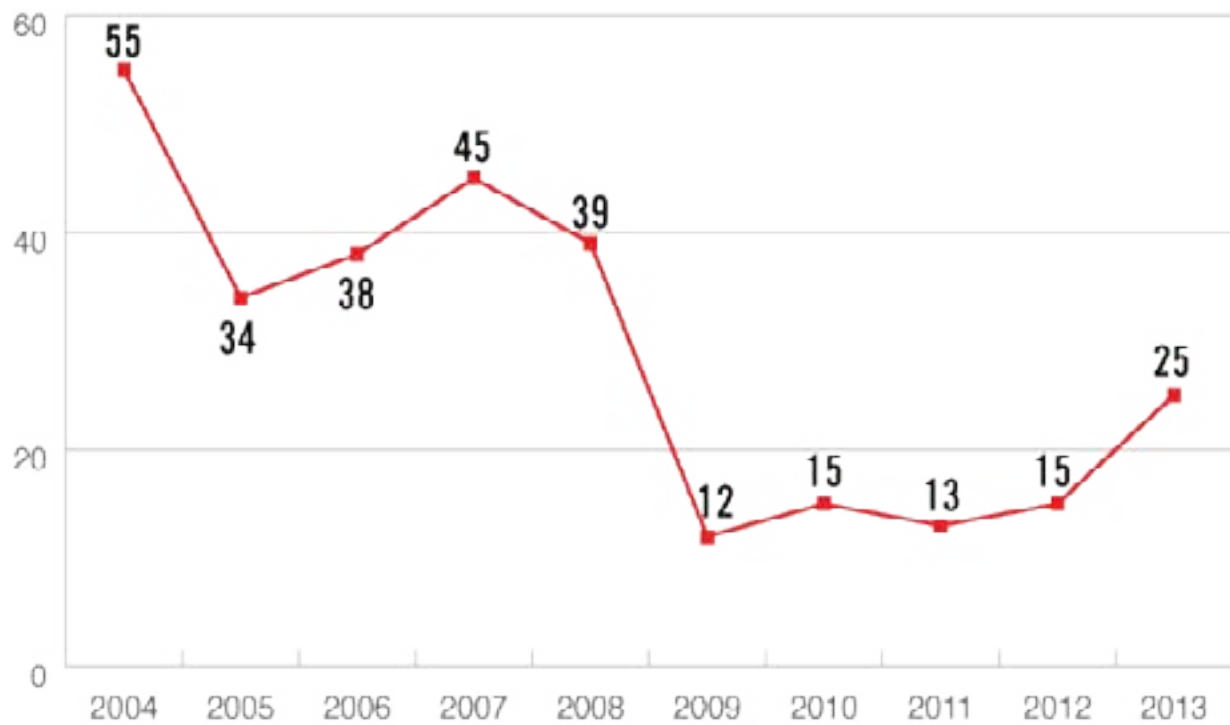
Successful Applications 2013



Total Number of New Teacher Induction Program Completions Annually



Total Number of Registration Appeals Annually



Volume and Sources of Teacher Education

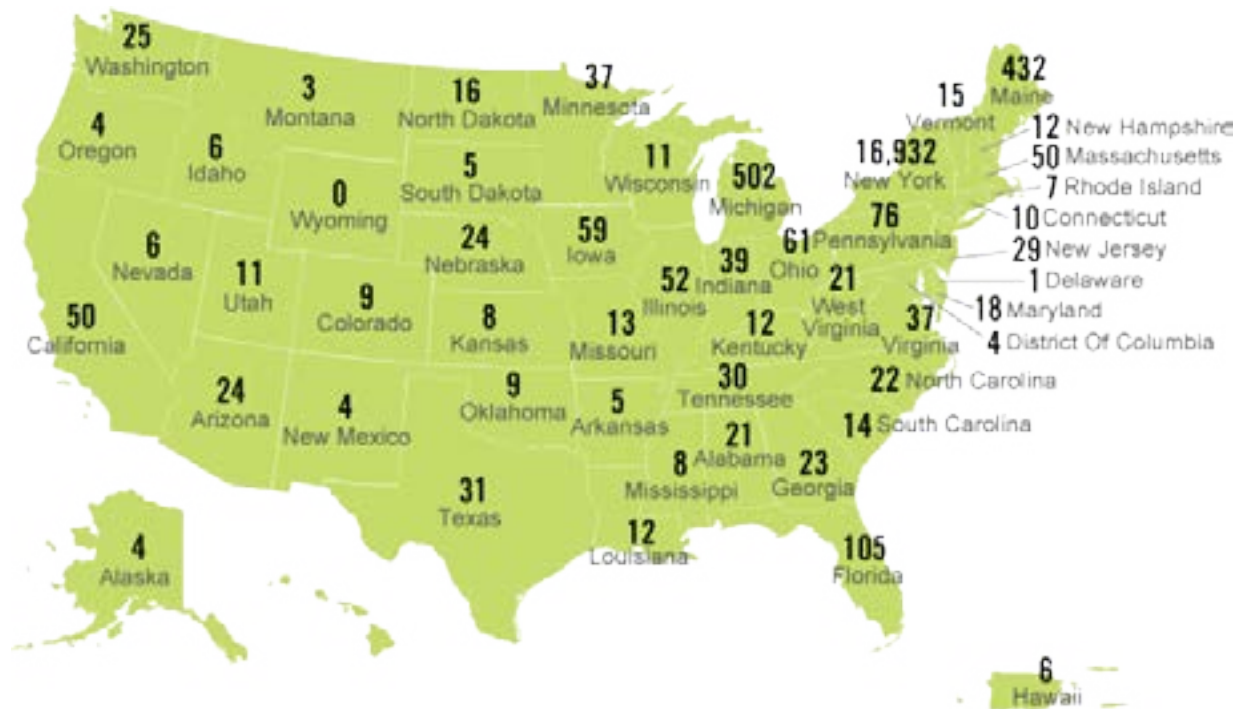
Total Number of New Members by Province of Initial Certification



Top 20 Countries where Members were Initially Trained (excluding US and Canada)



Total Number of Members by US State of Initial Certification



Total Number of New Members by Ontario Faculty of Education Annually

Faculty of Education / Faculté d'éducation	2013
Althouse College of Education, London, Ontario	
Brock University, Ontario	
Charles Sturt University, Ontario	147
College of Education, Niagara University, Ontario	199
École des sciences de l'éducation, Université Laurentienne, Ontario	178
Faculté d'éducation, Université d'Ottawa, Ontario	543
Faculty of Education, Brock University, Ontario	593
Faculty of Education, Lakehead University, Ontario	760
Schulich School of Education, Nipissing University, Ontario	889
Faculty of Education, Queen's University, Ontario	605
Faculty of Education, The University of Western Ontario, Ontario	670
Faculty of Education, University of Ottawa, Ontario	692
Faculty of Education, University of Windsor, Ontario	542
Faculty of Education, Wilfrid Laurier University, Ontario	129
Faculty of Education, York University, Toronto, Ontario	845

Faculty of Education / Faculté d'éducation	2013
Hamilton Teachers' College, Hamilton, Ontario	
Institute of Child Study, University of Toronto, Ontario	
Lakehead Teachers' College, Port Arthur	
Lakeshore Teachers' College, Toronto	
London Teachers' College, Ontario	
McArthur College of Education, Kingston	
North Bay Teachers' College, Ontario	
Ontario Institute for Studies in Education of the University of Toronto	1124
Ontario Ministry of Education	
Ontario Teacher Education College	
Ontario Teacher Education College, Hamilton, Ontario	
Ontario Teacher Education College, Toronto, Ontario	
Ottawa Teachers' College, Ontario	
Peterborough Teachers' College, Ontario	
Redeemer University College, Ontario	62
School of Education, Laurentian University, Ontario	84
St. Catharines Teachers' College, Ontario	
Stratford Teachers' College, Ontario	
Sudbury Teachers' College, Ontario	
Toronto Teachers' College, Ontario	
Trent University, Ontario	249
Tyndale University College & Seminary, Ontario, Canada	49
Université d'Ottawa, Ontario	
University of Ontario Institute of Technology, Ontario	210
University of Toronto, Ontario	

Qualifications of College Members

Basic Qualification of New Members by Teaching Subject Annually (JI and IS)

Top 5 Basic Qualification Teaching Subjects of New Teachers			
Junior-Intermediate Divisions		Intermediate-Senior Divisions	
Basic Qualification Subject	2013	Basic Qualification Subject	2013
English	331	English	859
History	285	History	806
Science - General	199	Science - Biology	546
French as a Second Language	168	Mathematics	506
Geography	163	Geography	397

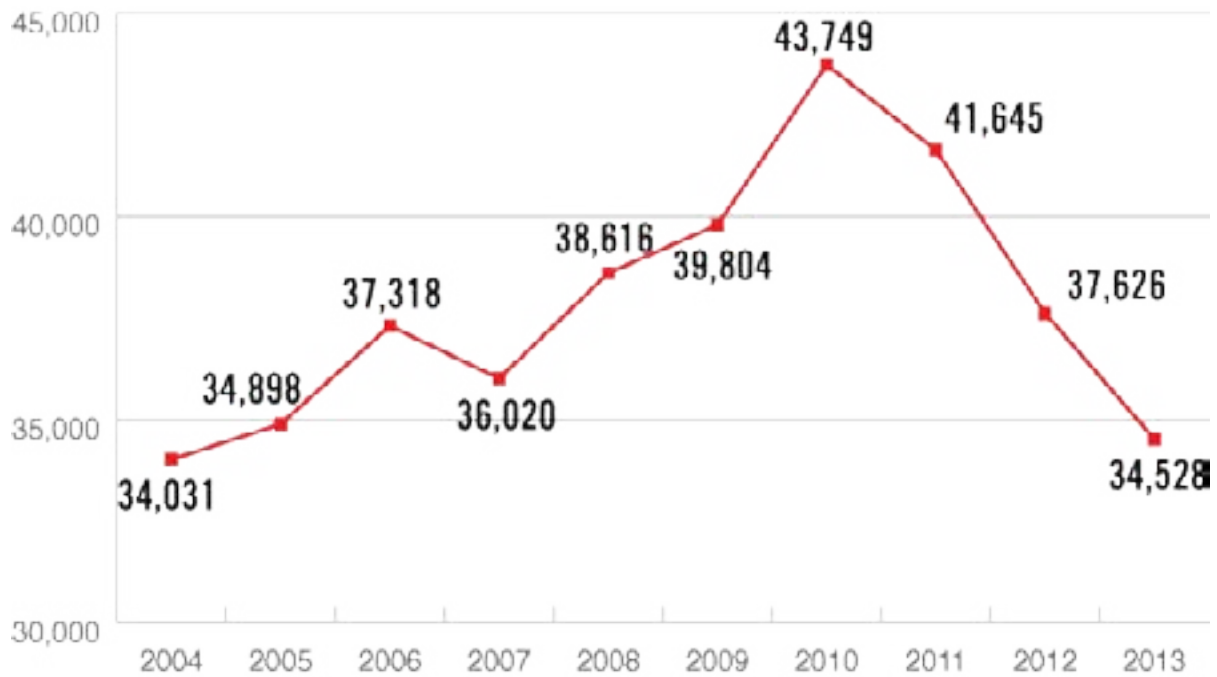
History

top qualification that members have when entering the College in the Junior-Intermediate level

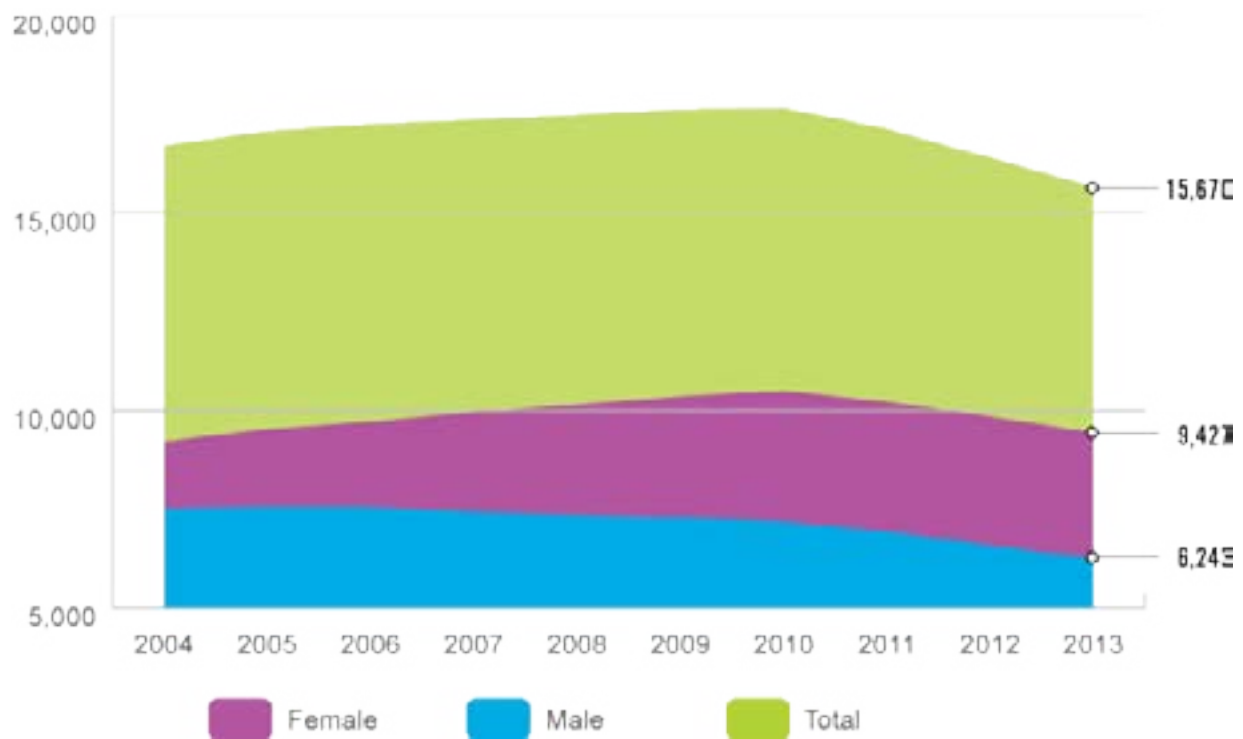
English

top qualification that members have when entering the College in the Intermediate-Senior level

Total Number of Additional Qualifications Awarded Annually



Members with Principal Qualifications (by Gender)



Members with Supervisory Officer Qualifications (by Gender)



Most Popular Additional Qualification Courses In 2013*

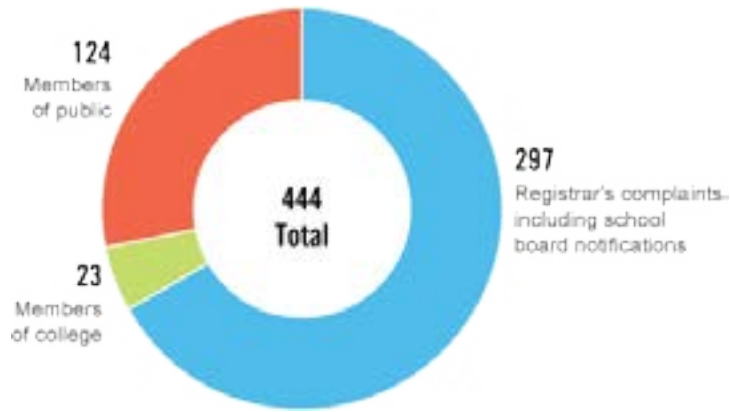
Special Education, Part 1	6,663
English as a Second Language, Part 1	2,042
Special Education, Part 2	1,974
Kindergarten, Part I	1,831
Reading, Part 1	1,600
Religious Education, Part 1	1,548
Special Education, Specialist	1,356
French as a Second Language, Part 1	1,140
Guidance and Career Education, Part 1	1,023
Honour Specialist	943

*Ranking based on Additional Qualifications awarded in 2013

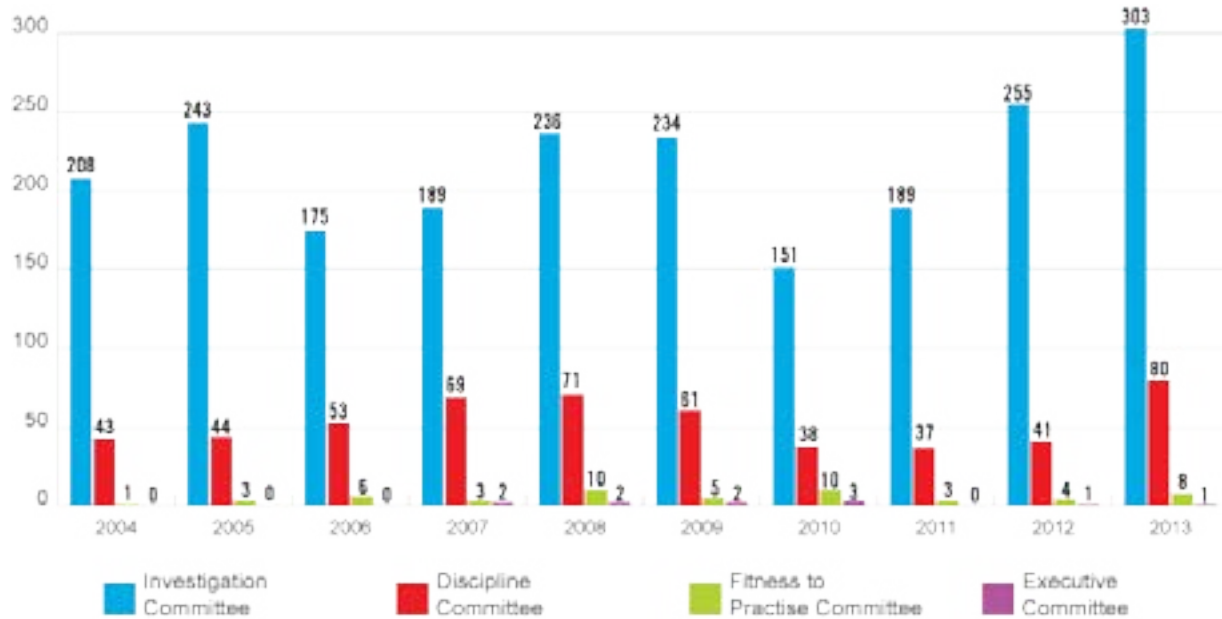
Accredited Courses by Provider	
Brock University	21
Charles Sturt University in Ontario	7
Elementary Teachers' Federation of Ontario (ETFO)	27
Indigenous Education Coalition (IEC)	1
Lakehead District School Board	2
Lakehead University	12
Laurentian University	3
Niagara University	21
Nipissing University	37
Ontario English Catholic Teachers Association (OECTA)	21
Ontario Institute for Studies in Education (OISE) at the University of Toronto	94
Ontario Principals' Council (OPC)	2
Ontario School Counsellors' Association	1
Queen's University	8
Redeemer University College	3
Regis College	3
The University of Western Ontario	2
Toronto District School Board	1
Trent University	3
Université d'Ottawa	38
Université Laurentienne	17
University of Ontario Institute of Technology	15
University of Ottawa	28
University of Windsor	61
Wilfrid Laurier University	17
York Catholic District School Board	5
York Region District School Board	7
York University	33

Complaints, Investigations and Discipline

Origin of Complaints



Disposition of Complaints



Historical Statistics

The following statistics - which provide historical data - are available in Microsoft Excel format (save files to computer before opening them).

To view historical statistics please visit:

www.oct.ca/about-the-college/annual-reports

Membership in the College

Total Number of Members in Good Standing
Individuals Appearing on the Public Register
Geographic Distribution of Members
Where Members are Employed (Based on Fee Payment Information)

Membership Demographics

Average Age of Members
Median Age of Male Members
Median Age of Female Members

Applications for Membership

Number of Members Certified by Year
Total Number of Applications for Membership
Total Number of Applications for Membership Denied
Total Number of Successful Applications for Membership
Total Number of Applicants Currently within the Registration Process (Active and inactive)
Total Number of Applicants who met College Requirements but did not become Members
Total Number of Registration Appeals Annually
Total Number of New Teacher Induction Program Completions Annually

Teacher Education of College Members

Total Number of New Members by Ontario Faculty of Education Annually
Total Number of Members by Ontario Faculty of Education
Total Number of New Members by Province of Initial Certification Annually
Total Number of Members by Province of Initial Certification

Total Number of New Members by Country of Initial Certification Annually (excluding US)
Total Number of Members by Country of Initial Certification (excluding US)
Total Number of New Members by US State of Initial Certification (Border Colleges in Maine and New York are also divided by Faculty)
Total Number of Members by US State of Initial Certification (Border Colleges in Maine and New York are also divided by Faculty)

Qualifications of College Members

Basic Qualification Division Level of New Members Annually
Basic Qualification of New Members by Teaching Subject Annually (JI and IS)
Basic Qualification of All Members by Teaching Subject Annually (JI and IS)
Total Number of Additional Qualifications Awarded Annually
Total Number of Members who hold Additional Qualifications by Subject Annually
Total Number of Additional Qualifications Awarded Annually by Subject
Total Number of Members with Principal Qualifications Annually
Total Number of Members with Supervisory Officer Qualifications Annually
Accredited Courses by Provider

Complaints, Investigation and Discipline Statistics

Origin and Disposition of Complaints
Nature of Complaints
Total Number of Requests for Certification Reinstatement Annually



Financial Reporting Responsibilities

The financial statements have been prepared by College officials who are responsible for the statements' integrity and objectivity. To fulfill this responsibility, the College maintains policies, procedures and systems of internal control to ensure that its reporting practices and accounting and administrative procedures are appropriate.

The policies and procedures are designed to provide reasonable assurance that the College's financial information is relevant and reliable. These financial statements have been prepared in conformity with Canadian accounting standards for not-for-profit organizations and, where appropriate, reflect estimates based on the College's judgment.

The financial statements have been examined by the Finance Committee, which meets regularly with the auditors and College officials to review their activities and to report to Council. The auditors have direct and full access to the Finance Committee and meet with the committee both with and without

College officials present. The Council, through its Finance Committee, oversees management's financial reporting responsibilities and is responsible for reviewing and approving the financial statements.

PricewaterhouseCoopers LLP, the independent auditing firm appointed by Council, has examined the financial statements of the College in accordance with generally accepted auditing standards and has expressed its opinion on the financial statements. Its report follows.

Independent Auditor's Report

June 12, 2014

To the Members of Ontario College of Teachers

We have audited the accompanying financial statements of the Ontario College of Teachers, which comprise the balance sheet as at December 31, 2013, and the statement of operations and cash flows for the year then ended, and the related notes, which comprise a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's

judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained in our audit is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Ontario College of Teachers as at December 31, 2013, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.



**Chartered Professional Accountants,
Licensed Public Accountants**

Balance Sheet

As at December 31, 2013

(in thousands of dollars)

	2013	2012
	\$	\$
Assets		
Current assets		
Cash (Note 10)	1,257	1,995
Investments (Note 6)	3,670	2,020
Accounts receivable	373	585
Deposits and prepaid expenses	143	155
	5,443	4,755
Capital assets (Note 3)	34,147	35,225
	39,590	39,980
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities (Note 4)	3,796	3,917
Deferred revenue	914	381
Mortgage payable (Note 5)	475	449
	5,185	4,747
Mortgage payable (Note 5)	19,125	19,600
	24,310	24,347
Members' Equity		
Members' Equity	15,280	15,633
	39,590	39,980
Commitments and contingencies (Notes 7 and 8)		

Approved On Behalf of the Members



Liz Papadopoulos, OCT, Council Chair



Michael Salvatori, OCT, Chief Executive Officer and Registrar

Statement of Operations

For the year ended December 31, 2013

(in thousands of dollars)

	2013	2012
	\$	\$
Revenue		
Annual membership fees	32,922	32,854
Other fees	2,232	2,477
Advertising	1,181	1,152
Special projects	51	76
Interest and other	325	266
	<hr/> 36,711	<hr/> 36,825
Expenses		
Employee compensation	19,494	18,775
Council and committees	687	748
Services to members and applicants	3,744	3,207
Professional practice	520	670
Investigations and hearings	4,352	3,469
Operating support (note 5)	6,083	7,159
Amortization	2,184	2,097
Council elections	-	280
	<hr/> 37,064	<hr/> 36,405
Excess (deficiency) of revenue over expenses for the year	(353)	420
Members' equity – Beginning of year	15,633	15,213
Members' equity – End of year	<hr/> 15,280	<hr/> 15,633

The accompanying notes are an integral part of these financial statements.

Statement of Cash Flows

For the year ended December 31, 2013

(in thousands of dollars)

	2013	2012
	\$	\$
Cash provided by (used in)		
Operating activities		
Excess (deficiency) of revenue over expenses for the year	(353)	420
Add (deduct): Non-cash item reflected in operations		
Amortization of capital assets	2,184	2,097
Changes in non-cash working capital items		
Accounts receivable	212	14
Deposits and prepaid expenses	12	208
Accounts payable and accrued liabilities	(121)	(328)
Deferred revenue	533	(321)
	<u>2,467</u>	<u>2,090</u>
Investing activities		
Purchases of investments	(24,650)	(33,970)
Proceeds from redemption of investments	23,000	35,377
Purchase of capital assets	(1,106)	(1,629)
	<u>(2,756)</u>	<u>(222)</u>
Financing activities		
Repayment of mortgage	(449)	(211)
Increase (decrease) in cash during the year	<u>(738)</u>	<u>1,657</u>
Cash - Beginning of year	<u>1,995</u>	<u>338</u>
Cash - End of year	<u>1,257</u>	<u>1,995</u>

The accompanying notes are an integral part of these financial statements.

Notes to Financial Statements

December 31, 2013

(in thousands of dollars)

1 Ontario College of Teachers' mandate

The Ontario College of Teachers (the College) was established by an Act of the Ontario Legislature proclaimed on July 5, 1996.

The College is an independent, self-regulating professional body with authority to license and regulate the practice of teaching in Ontario.

The affairs of the College are administered by a Council comprised of 37 members of whom 23 are elected by the membership and 14 are appointed by the Lieutenant-Governor-in-Council.

As a not-for-profit professional membership organization, the College is not liable for income taxes.

2 Summary of significant accounting policies

The financial statements of the College have been prepared in accordance with Accounting Standards for Not-for-Profit Organizations (ASNPO). The significant accounting policies followed by the College are outlined below:

Revenue recognition

The College follows the deferral method of accounting for revenues.

Membership fees received are deferred and recognized as revenue in the year to which the fee relates.

All other unrestricted revenues are recognized as revenue when received or receivable, if the amounts to be received can be reasonably estimated and collection is reasonably assured.

Investments

Investments include cash and short-term, highly liquid investments that are held for investment purposes rather than to meet short-term cash commitments.

3 Capital assets

Capital assets are recorded at cost and are amortized on a straight-line basis over their estimated useful lives, as follows:

Furniture	10 years
Office equipment	10 years
Computer equipment	3 years
Building improvements	15 years
Building	30 years

Financial instruments

Financial liabilities are initially recognized at fair value less any financing fees or transaction costs. The financial liabilities are subsequently measured at amortized cost.

Financial assets are initially recognized at fair value plus any financing fees or transaction costs. The financial investments are recorded at amortized cost and include accrued interest. An impairment is recognized if there is an indication of impairment and a significant adverse change has occurred during the period in the expected timing or amount of future cash flows from the financial asset or group of assets. The impairment loss is measured as the difference between the carrying amount of the asset or group of assets and the highest of the present value of the discounted cash flows of the asset or group of assets. Impairments are recognized through the use of an allowance account, with a corresponding charge to the statement of operations.

Unless otherwise noted, it is management's opinion that the College is not exposed to significant interest, currency or credit risk arising from components of these financial statements.

Use of estimates

The preparation of financial statements in conformity with ASNPO requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Capital assets

			2013
	Cost	Accumulated amortization	Net
	\$	\$	\$
Furniture	5,280	3,909	1,371
Office equipment	2,446	1,057	1,389
Computer equipment	2,143	1,253	890
Building improvements	14,377	2,877	11,500
Building (note 5)	12,834	1,497	11,337
Land (note 5)	7,660	-	7,660
	44,740	10,593	34,147

			2012
	Cost	Accumulated amortization	Net
	\$	\$	\$
Furniture	5,122	3,680	1,442
Office equipment	2,415	837	1,578
Computer equipment	7,675	7,235	440
Building improvements	14,263	1,923	12,340
Building (note 5)	12,835	1,070	11,765
Land (note 5)	7,660	-	7,660
	49,970	14,745	35,225

During the year, the College wrote off fully amortized computer equipment of \$6,331 (2012 - \$nil).

4 Accounts payable and accrued liabilities

Included in accounts payable and accrued liabilities are government remittances owing of \$129 (2012 - \$121).

5 Mortgage payable

On June 23, 2010, the College purchased eight floors of a 15-floor commercial condominium building at 101 Bloor Street West. The vendor retained the bottom six floors, including the valuable ground floor retail space. Total cost of the property purchased was \$20.5 million, which was recorded in capital assets.

The College received a \$14.12 million mortgage from its bank to finance the purchase. The mortgage is amortized over 30 years and is secured by the property. Held as collateral for the mortgage are the property, a chattel mortgage and a general assignment of rents and leases.

The College also received a \$6.14 million construction mortgage from its bank to finance the building improvements. This mortgage bears the same terms as those of the building acquisition mortgage.

	2013	2012
	\$	\$
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$93, maturing June 30, 2020*	13,660	13,973
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$40, maturing June 30, 2020*	5,940	6,076
	19,600	20,049
Less: Current portion	475	449
	19,125	19,600

* Note: For the first two years, only interest payments were required. Blended payments of interest and principal began on July 31, 2012.

Principal payments are due as follows:

	\$
2014	475
2015	503
2016	533
2017	564
2018	598
Thereafter	16,927
	<u>19,600</u>

Interest expense of \$1,144 (2012 - \$1,166) relating to the mortgage is included in operating support in the statement of operations.

6 Investments

	2013	2012
	\$	\$
Toronto-Dominion Bank cashable 1.45% GIC, maturing April 22, 2013	-	2,020
Bank of Montreal High Interest Savings Account, variable rate	3,670	-
	<u>3,670</u>	<u>2,020</u>

Included in the investment balance is \$nil (2012 - \$20) of accrued interest.

7 Commitments

The College has entered into various operating lease commitments for office equipment. The estimated annual payments for these operating lease commitments are as follows:

	\$
2014	74
2015	2
2016	2
	<hr/>
	78

8 Contingencies

- In 2013, a claim of \$270 was made against the College relating to disagreements in the scope and nature of certain restoration work performed by the College at its previous office space. The College believes that it performed all restoration work according to accepted standards and is disputing the claim.
- The College is involved in claims that arise from time to time in the normal course of operations. Other than as noted above, management is unaware of any matters that will have a material adverse effect on the financial position of the College or its results of operations. No amount has been provided in the financial statements in respect of these claims. Consistent with the above-noted claim, gains or losses, if any, sustained upon the ultimate resolution of these claims will be accounted for prospectively in the period of settlement in the statement of operations.

9 Pension plans

Employees who are certified teachers are required to participate in the Ontario Teachers' Pension Plan (OTPP), a defined benefit pension plan. All but seven non-teacher employees are members of the Ontario Municipal Employees Retirement System (OMERS), a defined benefit pension plan with similar characteristics to the OTPP. Both OTPP and OMERS are multi-employer pension plans. The College matches the contributions made by the employees. Contributions are based on a statement from the respective plan for each fiscal year.

The College had a legacy defined contribution pension plan for the seven non-teacher employees who chose not to participate in OMERS. No contributions were made to the plan in 2013. This plan was wound up in 2013.

The College's total annual pension expense for the two plans was \$1,460 (2012 - \$1,281), which is included in the employee compensation expense in the statement of operations.

10 Credit facility

The College has an unsecured operating line of credit of \$5,000, which bears interest at the bank prime plus 0.5%. As at December 31, 2013 (2012 - \$nil), no amounts had been drawn against this facility.

11 Liquidity risk

Liquidity risk is the risk the College will not be able to meet its financial obligations when they come due. The College manages its liquidity risk by forecasting cash flows from operations and maintaining a credit facility to ensure it has sufficient available funds to meet current and foreseeable financial requirements. The College has sufficient funds to meet its current obligations.

Ontario Certified Teachers belong to a community of highly educated and caring professionals who are committed to helping Ontario students develop and succeed. Our practice is guided and informed by the profession's standards of practice and ethical standards.



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario