

2015 Annual Report

Ontario
College of
Teachers
Ordre des
enseignantes et
des enseignants
de l'Ontario

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.

243,204

Members in Good Standing.

28%

of all AQs awarded to members in 2015 were in Special Education.

11%

of new OCTs in 2015 were international applicants.

Chair's Message



The election of the College's seventh Council took place in 2015. My colleagues on Council elected me as Chair, and I am honoured for the confidence they have in me to represent our profession.

I look forward to the continued opportunity to work with returning elected as well as appointed members whose terms were extended. Thank you to all appointed members, whose terms expired over the year, for their valued input and collaboration on Council and committees.

We have newly elected and appointed members who have joined us, and I know that this new Council will continue to inspire public confidence in the teaching profession's ability to regulate itself in the public interest.

As a means of reinforcing Council's governance role, the College established a new committee. The Governance Committee is a special committee that provides guidance on issues of governance and risk management. It ensures that the Council and the College collectively function in accordance with the relevant legislation, regulations and bylaws. Its role is also to ensure that Council fulfils its fiduciary responsibilities.

Succession Planning

The transition from the sixth to seventh Council introduced seven new members of Council. Confident they would bring new perspectives and rich backgrounds to Council, but recognizing the value in honouring the experience of returning members, we introduced a mentorship program.

The optional program pairs new Council members with those who have experience in the role. Designed to have mentors and mentees seated together at Council meetings, the program promotes a professional relationship that is mutually beneficial. New and returning Council members can learn from one another.

It's no surprise that the program has proven personally and professionally rewarding for both mentors and mentees alike.

Research shows that organizational cultures that support learning recognize the activity as an ongoing process, not a one-time event. At the College, opportunities to develop professionally are made available for everyone in the organization, including members of Council and College staff.

In order for Council to respond effectively to its governing role, several training

activities were developed and offered to Council throughout the year, including: Committee Chair training hosted by Deanna Williams, director of Dundee Consulting Group Limited and former Registrar of the Ontario College of Pharmacists; a financial literacy training session; and a parliamentary procedures session led by Lori Lukinuk, a certified professional parliamentarian, and Douglas McCarthy, a qualified mediator.

Honouring Future Teachers

In December 2015, I was delighted to recognize three talented and dedicated recipients of our annual scholarships. They are overwhelmingly deserving of this formal recognition through the Ontario College of Teachers Scholarship Program. The program supports excellence in teacher education through the awarding of scholarships to assist in the education of future teachers.

Emily Runstedler is this year's recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education. She is a teacher candidate in the concurrent education program at Nipissing University's Brantford campus, which is offered in partnership with Laurier Brantford.

Emily's experiences include working with elementary school students who are struggling with reading, teaching English to newcomers to Canada and helping university students with their homework.

Alexis de la Torre is this year's recipient of the Ontario College of Teachers Scholarship – Primary/Junior or Junior/Intermediate level. She is a teacher candidate in the concurrent education program at Brock University.

Alexis was a volunteer and part-time employee at the York Centre for Children, Youth and Families and was instrumental in working with students between 6 and 18 years of age with complex demands and diagnoses.

This year's recipient of the Ontario College of Teachers Scholarship – Intermediate/Senior level is Nadine Wyczolkowski, a teacher candidate in the concurrent education program at York University.

Nadine's part-time employment as a teaching assistant at Kumon Math and Reading Centre allowed her to work with students with various learning exceptionalities.

I offer my sincere thanks to those Council members who served on the scholarship subcommittee for their diligence in reading scores of applications and offering their recommendations – likely one of the most challenging yet rewarding short lists to develop. They have commented that serving on this committee has been a highlight of their contributions to Council.

Council members and College staff have shown themselves to be strongly committed to the profession every day through the expertise and care they bring to their work. Council members generously give of their time to attend Council and committee meetings. College staff members work diligently to ensure our members get the best service possible.

To all of them, I offer my admiration and thanks for the many ways in which they have contributed to the public interest, and I look forward to continued successes in 2016.

Angela De Palma, OCT

Registrar's Message



Ontarians can be particularly proud of the College's work in 2015. Highlighted by our leadership in helping to launch the Enhanced Teacher Education Program (ETEP), to issuing professional advice on the duty to report, the Ontario College of Teachers continued to support teachers as lifelong learners and to assure the public that teachers as professionals continue to grow, develop and learn.

ETEP has resulted in fundamental changes in teacher preparation. It's now a four-semester, BEd program that includes twice as much practising-teaching time. Moreover, the curriculum reflects the challenges and realities of today's classrooms. In addition to increased depth in core subjects such as mathematics, there's greater focus on wellness and mental health, building relationships with students, parents and communities, and integrating technology into learning.

Working closely with Ontario's faculties of education, the College created an accreditation resource guide to support an understanding of new elements in the enhanced program. The guide complements requirements in the Accreditation of Teacher Education Programs Regulation.

Accordingly, Council amended the Teachers' Qualifications Regulation to reflect changes required by ETEP's implementation, including permitting applicants who had completed a one-year program prior to September 1, 2015, to use the College's Schedule Additional Qualifications to satisfy a condition relating to insufficient program duration.

Consultation and communication also played a significant role in the development and launch of our professional advisory about a member's duty to report when they suspect that a child is the victim of abuse or neglect. The advice enhances members' professional judgment across the province. As a College, it is our legal and ethical duty to provide such advice to our members.

Developed with input from College Council, College members and staff, education stakeholders, child protection services and police services, the advice addresses the who, what, when and how of reporting. The information, mailed directly, enables our 243,204 members to recognize the signs of abuse and neglect, report suspicions immediately, and reflect to ensure that they have done all they can to protect children. Council approved the advisory in June. The rollout for the advisory included

stakeholder briefings and media events in Ottawa, Sudbury, Thunder Bay, Windsor and St. Catharines. We were joined in the sessions by representatives from local children's aid societies and police services to examine possible barriers to reporting child abuse and neglect.

Teachers know that understanding precedes action. The Enhanced Teacher Education Program and the professional advisory exemplify our efforts to enhance member knowledge, understanding and judgment. But they are not the only examples.

In 2015, we made gains in public awareness with an initiative that included radio and online advertising along with blogs, visits to half of Ontario's 72 district school boards, and connections at community events. Based on our participation at these events, subscriptions for our quarterly electronic newsletter, *The Standard*, increased 100 per cent in the first nine months of the year. As well, over 40 early learning centres requested more than 13,500 of our English and French brochures to hand out.

We also streamlined processes and procedures. Our smartphone app for members was updated to provide, among other features, greater ease and ability to exercise professional judgment by using it to vote in the 2015 Council election.

Providers can now update Additional Qualifications offerings in real time for the benefit of members seeking additional learning opportunities. There are over 370 courses to choose from and they are available online and at 37 locations across the province. Each year, our members take more than 37,000 such courses to respond to student needs, better connect with students, develop a new skill or explore another area of learning entirely.

We also improved our online application process to make it easier for applicants to

track the progress of their application by looking at the application status page.

To ensure that they stay abreast of new developments, we began work on a tablet application for members in the fall and, throughout the year, increased our use of social media to communicate with members and the public via electronic newsletters, Twitter and Facebook.

We continued our work on a multi-year plan to improve accessibility in compliance with the *Accessibility for Ontarians with Disabilities Act*. This included creating and updating video information to add closed captions and subtitles for those who can see but cannot hear, and audio descriptions for those who can hear but cannot see.

Internally, we enhanced technology to improve workflows and to complement changes to the online application process.

In its ongoing review of operations, Council's Quality Assurance Committee found that the College put the new processes and streamlined procedures to good effect to help meet its mandate effectively and efficiently.

Significant to our work within the College and in its ongoing governance was the election of our seventh Council. Voting for the 23 Council seats began on March 2 and ended on April 7. To further assist members, the College developed an online form to help them self-assess their eligibility to seek office. As well, the College created an application to enable members to vote on their mobile devices, for the first time in our history.

Exemplary Service

Thanks to the election, we had a number of people who ended and began their Council service in 2015.

Those who served on Council until June 30, but departed following the election included: Stefanie Achkewich, OCT; Alexander (Sandy) Bass, OCT; Evie Baszyk-Benishek, OCT; Christine Bellini, OCT; Merzak Damou, OCT; Irene Dembek, OCT; Gale Dores, OCT; Marc Dubois, OCT; Jacqueline Gray, OCT; Allyn Janicki, OCT; Mary Lou Mackie, OCT; Adannaya Nwaogu, OCT; Liz Papadopoulos, OCT; Louis Sloan, OCT; Kara Smith, OCT; and Demetri Vacratsis, OCT. E. Clyde Glasgow, OCT, saw his term of appointment end as of June 24, 2015, and Monique Lapalme Arseneault's term expired on June 18.

Following the election, we were pleased to welcome: Brian Beal, OCT; Irene Cheung, OCT; Ann Ciaschini, OCT; Susan Elliott-Johns, OCT; Tim Gernstein, OCT; Shannon Marcus, OCT; Richard Michaud, OCT; William Ngassam, OCT; Sara Nouini, OCT; Rob Ryan, OCT; Anthony Samchek, OCT; Jennifer Stewart, OCT; Stéphane Vallée, OCT; and Nicole van Woudenberg, OCT.

In addition, we welcomed three new appointed members: Tom Potter (as of July 22), Jane Ishibashi (as of August 25), and Marie-Thérèse Hokayem (as of September 8). We also welcomed two elected members as of October 15: Brigitte (Bidal) Piquette, OCT, and Ravi Vethamany, OCT.

Several Council members' service straddled the sixth and seventh Councils. These include: Jean-Luc Bernard, OCT; Shabnum Budhwani; Marie-Louise Chartrand; Monique Châteauvert (until July 8); Angela De Palma, OCT; Elizabeth Edgar-Webkamigad, OCT; Dobi-Dawn Frenette (until December 18); Robert Gagné; Godwin Ifedi; Matthew Kavanagh, OCT; Shanlee Linton, OCT; Myreille Loubert, OCT; Bill Petrie; Terry Price, OCT; Vicki Shannon, OCT; Wes Vickers, OCT; Ronna Warsh; and Marie-Claude Yaacov.

The inaugural meeting of the new Council was held on July 6 with 14 newly elected members. There were two vacancies for the Northeast Region during the election. Brigitte (Bidal) Piquette, OCT, and Ravi Vethamany, OCT, subsequently filled those positions. Seven elected members were returned to Council.

Finance

Council approved guidelines to help its members identify potential and actual conflicts of interest, bias and perceived bias. Further, it amended College bylaws to specify the Finance Committee's role to serve as the College's Audit Committee to review the annual audit scope, fees and findings.

Through prudent management and a late-year surge in new member fee payments, the College had an operating surplus of \$1,137,174 on a 2015 operating budget of \$40,741,300. Council kept the annual member fee fixed at \$150. Just over 4,800 members applied to the College before the Enhanced Teacher Education Program came into effect, bringing the total membership to 243,204 for the year.

A Year of Achievement

In March, Ontario Minister of Education Liz Sandals addressed Council. She praised the College for championing the teaching profession and for supporting recommendations of the Jeffrey Baldwin inquest with respect to members' duty to report suspicions of child abuse and neglect.

Council continued to receive reports from its Public Interest Committee touching on topics such as professional development and currency, Temporary Letters of Approval, Letters of Permission, the development of professional advisories and the accreditation process.

In June, Council officially extended a pilot to continue to welcome public presentations at its quarterly meetings. The Executive Committee was directed to review and make recommendations about the initiative in June 2017.

To ensure that Council members remain current in matters related to educational and other legislation that affects their roles, Council approved creating a process for ongoing professional development. As well, it was decided that, where feasible, Council use software to record, tabulate and report every vote at a Council meeting in its minutes. The College adopted eSCRIBE as the standard software to facilitate meeting document access and voting. Consequently, Council members were able to access the software regardless of their location.

Council recommended to the Minister of Education that she amend the Election of Council Members Regulation to reflect the creation of a Governance Committee to replace Council's Nomination and Election committees.

Council also approved a corporate donation policy for the College's scholarship program. We were pleased to present Emily Runstedler with the Joseph W. Atkinson Scholarship for Excellence in Teacher Education, Alexis de la Torre with the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship, and Nadine Wyczolkowski with the Ontario College of Teachers Intermediate/Senior Scholarship.

The College identified the removal of Social Insurance Numbers (SIN) from its business

practice as an organizational priority. Looking forward, we will continue our work with other stakeholders to stop all use of SIN as a unique identifier in data transfers.

Finally, we revised and renewed our presentation to Ontario's faculties of education using a cloud-based software and storytelling tool. The resulting eye-catching presentation focuses on five areas: professionalism and what it means, regulation and self-regulation, where the College fits in education, the College's role, and services and support for College members.

The College's work to set the standard for great teaching continues to grow and evolve. Our priorities are clear:

- facilitate the ongoing professional learning of members
- broaden member engagement in the College
- enhance Council and committee effectiveness
- develop a long-term communications plan to inform the public, improve transparency and work with other regulators to develop a public appreciation of the value of self-regulation.

This cannot happen without the visionary direction and leadership of our Council, the commitment, drive and creativity of our staff, and the generous assistance of our many partners. To one and all, I am grateful.

Michael Salvatori, OCT

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.

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.

Our Mandate

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
- 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.

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.
- 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.

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

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 243,204 in 2015.

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 post-secondary educational institutions.
- To accredit ongoing education programs for teachers offered by post-secondary 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 membership before June 30, 2015

Elected Members



Stefanie Achkewich, OCT



Alexander (Sandy) Bass, OCT



Evie Baszyk-Benishek, OCT



Christine Bellini, OCT



Merzak Damou, OCT



Irene Dembek, OCT



Angela De Palma, OCT



Gale Dores, OCT



Marc Dubois, OCT



Jacqueline Gray, OCT



Allyn Janicki, OCT



Matthew Kavanagh, OCT



Shanlee Linton, OCT



Myreille Loubert, OCT



MaryLou Mackie, OCT



Adannaya Nwaogu, OCT



Liz Papadopoulos, OCT,
Council Chair



Bill Petrie



Terry Price, OCT



Vicki Shannon, OCT



Louis Sloan, OCT



Kara Smith, OCT



Demetri Vacratsis, OCT



Wes Vickers, OCT

Appointed Members



Jean-Luc Bernard, OCT



Shabnum Budhwani



Marie-Louise Chartrand



Monique Châteauvert



Elizabeth Edgar-Webkamigad, OCT



Dobi-Dawn Frenette



Robert Gagné

CEO and Registrar



E. Clyde Glasgow



Godwin Ifedi



Monique Lapalme Arseneault



Ronna Warsh



Marie-Claude Yaacov



Michael Salvatori, OCT

Council membership after July 4, 2015

Elected Members



Brian Beal, OCT



Brigitte (Bidal) Piquette, OCT



Irene Cheung, OCT



Ann Ciaschini, OCT



Angela De Palma, OCT
Council Chair



Susan Elliot-Johns, OCT



Tim Gernstein, OCT



Matthew Kavanagh, OCT



Colleen Landers



Shanlee Linton, OCT



Myreille Loubert, OCT



Shannon Marcus, OCT



Richard Michaud, OCT



William Ngassam, OCT



Sara Nouini, OCT



Terry Price, OCT



Rob Ryan, OCT



Anthony Samcheck, OCT



Vicki Shannon, OCT



Jennifer Stewart, OCT



Stéphane Vallée, OCT



Ravi Vethamany, OCT



Wes Vickers, OCT



Nicole van Woudenberg, OCT

Appointed Members



Jean-Luc Bernard, OCT



Shabnum Budhwani



Marie-Louise Chartrand



Elizabeth Edgar-Webkamigad, OCT



Robert Gagné



Marie-Therese Hokayem



Godwin Ifedi

CEO and Registrar



Jane Ishibashi



Bill Petrie



Tom Potter



Ronna Warsh



Marie-Claude Yaacov



Michael Salvatori, OCT

Professionalism & Transparency

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

Professionalism and transparency are at the heart of building public trust and respect for the teaching profession.

The College is mandated to communicate with the public. Our work is open and accessible to students, parents and teachers. Helping people understand who we are and what we do is an important part of serving the public interest.

Raising Public Awareness

The College's public awareness initiative in 2015 built on the comprehensive communications and outreach activities launched in 2014. The campaign was informed by the success of previous earned and paid media strategies, as well as feedback from provincewide focus groups and a public survey.

Survey results were positive, showing a year-over-year increase in familiarity with the College from 2012 to 2015. These results also confirmed which of our efforts resonated most strongly with Ontarians. The radio ads once again proved very successful in reaching a broad public audience, while digital and cinema advertising targeted parents and families.

- An estimated four million Ontarians were exposed to the radio campaign, up by 35 per cent in 2015.
- The 30-second digital ad played

on 217 Cineplex screens, reaching over three million moviegoers.

- Subscriptions to the College's public e-newsletter, *The Standard*, increased by 100 per cent in the first nine months.

Using this information, we zeroed in on the College's most successful communications activities to date. As a result, our wide-ranging activities included outreach to school trustees and parent councils, participation at community events, a substantial blogger presence, and a comprehensive radio, cinema and digital media strategy.

Once again, the College leveraged its original, eye-catching artwork and tagline "Setting the Standard for Great Teaching" to help the public better understand who we are, our role in regulating public education, and why we can all take great pride in Ontario's highly qualified teaching professionals.

In 2015, the College provided information to Ontarians about the College and its role in the following ways:

- through an extensive bilingual media buy with comprehensive radio and digital communications, as well as cinema ads before popular, family-friendly movies;
- through influential parent and education bloggers, who wrote about the College's role and how Ontario's teachers make a difference every day;
- via interactive kiosks and vibrant displays at community events to

- engage the public and facilitate meaningful dialogue; and
- through extended outreach within the French-language community and with culturally diverse Ontarians.

While the College concluded its paid media buy in 2015, the public awareness initiative will continue to expand the outreach we already do with a greater focus on earned media and other community-based and educational areas.

Professional Advisory: *Duty to Report*

Professional advisories guide teachers in their day-to-day work and inform their professional judgment and practice. We have a legal duty and an ethical obligation to provide such advice to our members.

Abuse and neglect are realities for some children – children who are students in Ontario public schools. In June, Council approved the [Professional Advisory *Duty to Report*](#), which supports members' professional judgment to report to a children's aid society when they suspect a child is a victim of abuse or neglect.

Developed with input from College Council, College members and staff, education stakeholders, child protection services, and police services, the new advisory provides clear and consistent information for members about what to do when they suspect a child is in need of protection.

The advisory addresses important questions such as: what prompts a duty to report, to whom to report a suspected case of child abuse, and what are the consequences of not reporting. The answers allow teachers to recognize the signs of abuse

and neglect, report suspicions immediately, and reflect to ensure that they have done all they can to protect children.

Child protection and the duty to report is a relevant and essential subject for anyone working with children and youth. In order to raise awareness and encourage dialogue about breaking down barriers to reporting, the College hosted events in six Ontario communities that brought together representatives from local child protection organizations and police services, First Nations agencies, education stakeholders, parents and teaching professionals.

The [advisory](#) was mailed to all 243,889 members via the magazine *Professionally Speaking/Pour parler profession*, and is available on the College website.

Accessing Disciplinary Decisions

By the end of 2015, College members and members of the public will have had access on our website to more than 700 discipline decisions involving College members over the last 19 years.

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; and
- where members’ licences have been impacted by a disciplinary hearing, the College provides this information to educational authorities throughout the world.

Enhancing Teacher Education

In 2013, the College began working with the Ministry of Education and faculties of education to introduce the Enhanced Teacher Education Program. This new program came into effect on September 1, 2015, and consists of four academic semesters, a minimum of 80 days of practise teaching, and mandatory core content with greater attention to mental health, diversity, Special Education and technology in the classroom. This new program will help equip new teachers for the challenges of the contemporary classroom.

The introduction of the new program also necessitated changes to the College’s certification requirements. New applicants who meet the new program requirements are eligible for certification without conditions. Applicants who do not meet the new requirements, but completed a one-year teacher education program, may be eligible for certification with conditions. These conditions are “complementary course conditions” and allow the applicant to make up the duration gap with the new program.

In order to inform applicants, potential applicants and stakeholders about the impact of these changes, the College undertook a significant communications strategy, which included:

- communications via news items and FAQs on the College website, memorandums to stakeholders and faculties of education, notifications within standard College documentation and registration;
- a new tool embedded in the online application to help all applicants determine how the new certification requirements may apply to them;
- training for frontline staff to help them provide information and advice to phone, email and walk-in clients; and
- individualized and automatically timed correspondence to new applicants and recently denied applicants to advise and remind them of the impending changes and deadlines for certification.

Accreditation: Supporting Quality Teacher Education

The College’s Accreditation Committee ensures the quality of initial teacher education programs in Ontario through the regular review and accreditation of these programs. In addition to supporting the rollout of the Enhanced Teacher Education Program, the committee also implemented the following changes, improvements and decisions in 2015:

- updated the *Pre-Service Accreditation Handbook and the Accreditation Panel Member Guide* to reflect regulatory changes and enhancements made
- amended the Accreditation Regulation detailing changes to the size and composition of accreditation panels to improve the review process
- made enhancements to the Accreditation Regulation, which now enables a new program option that builds on existing Ontario models
- removed all conditions from the

- program at Nipissing University
- approved a change to the program at Brock University
- revoked accreditation of programs at Lakehead University and Ontario Institute for Studies in Education of the University of Toronto (as requested by the faculties of education)
- elected a new committee Chair and Vice-Chair
- trained 22 participants, including members of the Accreditation Committee, the profession and those with faculty of education or accreditation experience, to serve on accreditation panels over the next three years.

Reviewing College Registration Practices

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

The College continued its work on a multi-year accessibility plan to ensure that it complies with the *Accessibility for Ontarians with Disability Act*. The College set up a working group to implement the changes necessary to comply with the Act. In 2015, members of the working group met with representatives from the Accessibility Directorate of the Ministry of Economic Development, Trade and Employment to provide updates on their progress.

In late 2015, the College launched two new interactive, online tools to help internationally educated teachers better understand the requirements for certification in Ontario. The College's online Applicant Eligibility Assessment questionnaire and two new videos — *Applying to the College and Evaluating your Application* — provide

information on certification requirements, required documentation and language proficiency. These tools will help potential applicants from outside of Canada prepare to apply for College membership.

Learn more about the College's commitment to [fair registration practices](#).

Pilot Program: Public Presentations

Between June 2014 and March 2015, College Council approved a one-year program to allow for public presentations at Council meetings and the Annual Meeting of Members. Over the course of this first year, the College received seven requests for public presentations and approved four. Building on this momentum, Council extended the program for another two years until June 2017.

The College welcomes public feedback on topics related to the College's work or activities. To make a public presentation to Council, complete our [online form](#) to submit a request to the Chair of Council at least 15 days prior to a scheduled Council meeting.

Find a Teacher

[Find a Teacher](#) was the most viewed section on the College website, with 3.5 million page views in 2015. Our public register of all College members includes details about qualifications and credentials, and a notation of every revocation, cancellation and suspension of a Certificate of Qualification.

Download the App

The College's convenient mobile app is available for Apple, Android or Windows Phone, or BlackBerry 10 devices.

Follow Us on Twitter

Follow us on [@OCT_OEEO](#) for College news, events, teaching resources and more.

Access Us on Facebook

Visit the [College's Facebook page](#) to:

- participate in polls
- learn about visiting delegations
- read the latest College news
- learn of College job openings
- get the scoop on events, trends and happenings

View Us on YouTube

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

- award-winning teachers and how they inspire their students to greatness
- how to register with the College
- what happens during a disciplinary hearing
- our advice to teachers on the use of social media, professional misconduct and student safety
- First Nation, Métis and Inuit education

Sign Up for College News

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

- our mandate
- 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 scoop on College news. It provides early access to new developments in the activities of the College and the teaching profession.

Read Our Magazine in Print or Online

Professionally Speaking, Pour parler profession in French, our quarterly award-winning magazine for members, provides insight into education trends, best practices for teachers and the governance of the teaching profession. The magazine is available by subscription or free-of-charge online.

Professionally Speaking is one of public education's largest circulation magazines in North America.

Discover the Data in Annual Reports

The College's previous [annual reports](#) are available on our website and are loaded with information. Explore a 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 met five times in 2015, and reported on its activities at regularly scheduled meetings of Council in March, June and November.

Under the *Ontario College of Teachers Act*, the committee is required to develop a work plan identifying its priorities, proposed projects and activities during 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.

In 2015, the committee reported to Council on items reviewed during the term of the sixth Council. Recommendations based on its findings are currently being considered by Council and its committees. The committee also presented its work plan for the seventh Council in November 2015. Over the next three years, the committee will focus on College governance-related items such as the public appointment process, how reports to the College about incompetence are handled under the teacher performance appraisal process, and how the College will implement the accreditation process related to the enhanced teacher education program.

Public Interest Committee

- Brian Evoy
- Bill Kirkwood (Chair)
- Jacques Lupien

Committees at Work

Accreditation Committee

The College's Accreditation Committee ensures the quality of initial 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 quality assurance requirements established under regulation. The programs integrate theory and practice so that graduates acquire the appropriate knowledge and skills to teach in Ontario classrooms.

The Accreditation Committee appoints an accreditation panel to review each pre-service teacher education program. Existing programs are reviewed cyclically, usually every seven years, to confirm that the program continues to meet regulatory requirements.

Panel members examine all documents submitted by the faculty and conduct a site visit of programs applying for accreditation renewal. The panel interviews faculty members and various stakeholders, examines supporting evidence, and reviews 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.

Enhanced Teacher Education Program

As of September 1, 2015, the initial teacher education program at Ontario's faculties of education expanded to four semesters, including twice the amount of practised teaching time (80 days, an increase from 40). The enhanced program has a greater focus on students' mental health and well-being, parent engagement and communication, and Special Education among other core elements. Teacher candidates will also benefit from an increased emphasis on supporting students with special learning needs and those from diverse communities. The Accreditation Committee plays a critical role in the accreditation of enhanced programs at all Ontario faculties of education.

Accreditation Resources

Resources that support the accreditation of initial teacher education programs, including the Pre-Service Accreditation Handbook and the Accreditation Panel Member Guide, were updated to reflect regulatory changes and enhancements made in 2015. Accreditation staff also created resources that support providers in preparing verification reports and the Accreditation Committee in issuing decisions in order to streamline the process.

Accreditation Process Review

As part of its continuous improvement, the College initiated a review of its accreditation processes to identify efficiencies.

The consultative review resulted in an amendment to the Accreditation Regulation detailing changes to the size and composition of accreditation panels.

As of September 1, 2015, each panel now has a minimum of four members (down from six). They will continue to include one person nominated by the institution providing the program under review and a roster member with experience evaluating or teaching in a faculty of education program. Panels now include one appointed and one elected Council member from the Accreditation Committee. For programs in specialized areas, the panel will continue to include at least one member with appropriate expertise.

As a result of this review process, enhancements were also made to sections of the Accreditation Regulation governing substantial changes to teacher education programs, allowing for a more streamlined review of program changes. These regulatory enhancements also address additions to programs, such as a new area of study or a new language of instruction. Council approved the enhancements, and the regulation is pending government finalization.

New Pre-service Program Option

As of September 1, 2015, the Accreditation Regulation enables a new program option that builds on existing Ontario models.

Providers will have the option of designing a program that integrates professional education with other coursework that focuses on education studies. This program would lead to one degree in education, meeting the minimum duration requirement for post-secondary degree study and the initial teacher education component.

Accreditation Reviews

In 2015, the College did not conduct pre-service teacher education program reviews because of the implementation of the Enhanced Teacher Education Program at faculties of education.

In late 2015, the School of Education and Professional Learning at Trent University submitted an application for the initial accreditation of two new programs leading to a Bachelor of Education degree – Indigenous.

Monitoring Programs with Conditions

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

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

- Faculty of Education (English-language programs), University of Ottawa:
 - 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 Nations, Métis or Inuit ancestry (Primary/Junior divisions). The Aboriginal Teacher Education Program leads to a BEd or a certificate in Aboriginal Teacher Education.
- Faculté d'éducation (French-language programs), Université d'Ottawa:

- Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Multi-session consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree (offered by partial distance education)
- Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree.
- Schulich School of Education, Nipissing University:
- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education (known as TASL or “Teacher of Anishnaabemwin as a Second Language program”).

The committee removed all conditions from the program at Nipissing University, which is now accredited without conditions. The University of Ottawa (English-language program) and the Université d’Ottawa (French-language program) continue to work toward satisfying program conditions.

Substantial Change Decisions

The Accreditation Committee received and reviewed a substantial change request for the following programs:

- Faculty of Education at Brock University:
 - Integrated consecutive program of professional education focusing on Aboriginal education with an area of study in the Primary/Junior divisions, leading to a Bachelor of Education Primary/Junior (Aboriginal)
- Faculté d’éducation (French-language program) at Université d’Ottawa:
 - Multi-session consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree (offered by partial distance education).

The Committee approved the change to the program at Brock University. It also confirmed the continued accreditation with conditions imposed on the modified program at Université d’Ottawa.

Revocation of Pre-service Programs

Two faculties of education notified the Accreditation Committee of their intention to no longer provide specific accredited programs of teacher education.

The committee revoked accreditation of the Junior/Intermediate area of study only in the following programs effective September 1, 2015:

- Faculty of Education at Lakehead University:
 - Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree
 - Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree, including a NTEP Concurrent (Native Teacher Education Program).

The committee revoked accreditation of the following programs effective September 1, 2015:

- Ontario Institute for Studies in Education of the University of Toronto:
 - Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree
 - Consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or Diploma in Technological Education
 - Multi-session consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and

Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Technological Education (known as “Technological Education Apprenticeship Program” or TEAP)

- Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree.

New Accreditation Committee

Changes to the Accreditation Committee membership took place following the installation of the new College Council in July, including the election of a new Chair and Vice-Chair for the committee.

Accreditation staff facilitated a two-day orientation in August for the the Accreditation Committee and new panel roster membersthat provided an overview of regulatory and operational processes for issuing accreditation decisions.

Training Session for Accreditation Panel Volunteers

In November, the College trained 22 participants, including members of the Accreditation Committee, members of the profession and those with faculty of education or accreditation experience, to serve on accreditation panels over the next three years. Through a series of simulated activities linked to the process of accreditation reviews, participants explored aspects of the College’s regulatory authority and procedures for the accreditation of pre-service teacher education programs in Ontario. Participants also benefited from a panel discussion led by the deans of faculties of education in

Ontario and an interactive presentation on First Nations, Métis and Inuit education.

Public Input

The College invites 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. Social media outreach throughout the accreditation review and open forum meetings offered during site visits provide the public with opportunities to offer input to the panel.

Visit the College website to learn about upcoming accreditation [reviews](#) or follow us on Facebook or Twitter.

Accreditation

Until June 30, 2015

- Jean-Luc Bernard, OCT (a) (until April 10, 2015)
- Angela De Palma, OCT (e) (Chair)
- Gale Dores, OCT (e)
- Elizabeth Edgar-Webkamigad, OCT (a)
- Clyde Glasgow (a) (until June 24, 2015)
- Allyn Janicki, OCT (e) (Vice-Chair)
- Matthew Kavanagh, OCT (e)
- Kara Smith, OCT (e)

From July 6, 2015

- Angela De Palma, OCT (e)
- Elizabeth Edgar-Webkamigad, OCT (a)
- Susan Elliott-Johns, OCT (e) (Vice-Chair)
- Dobi-Dawn Frenette (a) (until December 18, 2015)
- Marie-Thérèse Hokayem (a) (from October 15, 2015)
- Matthew Kavanagh, OCT (e)
- Richard Michaud, OCT (e)
- Tom Potter (a) (from July 29, 2015)
- Nicole van Woudenberg, OCT (e) (Chair)

(a) = appointed

(e) = elected

Accreditation Appeal Committee

The Accreditation Appeal Committee hears appeal applications from teacher education providers whose programs have been denied accreditation or 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 2015, new council members were appointed to the committee. At its October 16, 2015, orientation meeting, the committee members participated in a training session on the committee's mandate and processes, the legislative framework, the principles for accreditation, the legislative framework and decision writing.

There were no appeals received by the committee in 2015.

Accreditation Appeal

Until June 30, 2015

- Marie-Louise Chartrand (a) (Chair)
- Robert Gagné (a)
- Myreille Loubert, OCT (e)
- Mary Lou Mackie, OCT (e)
- Demetri Vacratsis, OCT (e) (Vice-Chair)

From July 6, 2015

- Ann Ciaschini, OCT (e)
(until September 3, 2015)
- Robert Gagné (a) (Chair)
- Godwin Ifedi (a)
- William Ngassam, OCT (e)
- Brigitte (Bidal) Piquette, OCT (e)
(from October 15, 2015)
- Jennifer Stewart, OCT (e) (Vice-Chair)

(e) = elected

(a) = appointed

Editorial Board Committee

The College’s quarterly award-winning magazine, *Professionally Speaking*, is delivered to 243,204 Ontario Certified Teachers in either English or French. It provides inspiring stories from our members, reports trends in education and regulation, and features in-depth articles, reviews and resources to enhance professional practice.

The magazine also profiles remarkable teachers who have made a difference in the lives and careers of Canadian celebrities.

The Editorial Board is responsible for setting editorial and advertising policy for the magazine. The board reviews all content prior to publication and provides input into future editions, looking for a balance of subject areas that will interest the College’s diverse membership. Each issue highlights the achievements of teachers whose exemplary approach has earned them provincial or national acclaim, and provides these award winners with an opportunity to share their teaching philosophies and best practices with their colleagues. Feedback from College members about the content they find most useful for their work helps the Editorial Board continually improve our publication.

The magazine continues to engage readers with *By the Numbers*, a one-page infographic with intriguing facts about education. The popular last-page department, *Final Exam*, where a well-known personality with ties to education answers questions about their own school experiences. The documentary-style *Great Teaching* videos continue to complement the magazine profiles of the same name, further highlighting award-winning

teachers from across the province. Their stories provide recognition for a job well done and an opportunity to share proven techniques that have been met with success.

“Bully-Proofing” (March 2015), “Game Changers” (June 2015) and “Shifting Gears” (December 2015) were cover stories approved by the board in 2015 that were particularly well-received by readers. Other features that generated member interest include “A Greater Good” (September 2015), “Le Parcours de la PAL” (*Pour parler profession*, September 2015) and “ADHD Now” (December 2015). The College’s latest professional advisory, *Duty to Report*, was published as an insert in the September 2015 issue and was the focus of the cover story.

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 board is pleased that the College magazine enjoyed another impressive awards season in 2015. *Professionally Speaking* collected five Kenneth R. Wilson (KRW) Awards in Canadian business journalism – taking home three golds, two silvers and five honourable mentions.

The Canadian Society of Magazine Editors shortlisted *Professionally Speaking* for Trade Magazine of the Year at the 2015 Editors’ Choice Awards in Toronto.

It is the ninth consecutive year 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 bronze, one honourable mention and seventh place in a Top 25 Feature Article category. Nearly 500 entries were submitted from Canada, the United States, the United Kingdom, Australia, New Zealand and South Africa.

The Editorial Board continues to provide guidance on relevant education issues that appeal to readers. They encourage discussion and feedback from College members through content such as the Professional Practice section, book reviews and letters to the editor.

Editorial Board

Until June 30, 2015

- Christine Bellini, OCT (Chair) (e)
- Jean-Luc Bernard, OCT (a)
- Marie-Louise Chartrand (a) (from September 18, 2014)
- Monika Ferenczy, OCT (Vice-Chair) (e) (until April 15, 2014)
- Mel Greif (a) (until June 19, 2014)
- Myreille Loubert, OCT (e) (Vice-Chair) (from June 12, 2014)
- Kara Smith, OCT (e)

From July 6, 2015

- Jean-Luc Bernard, OCT (a)
- Tim Gernstein, OCT (e)
- Godwin Ifedi (a) (from October 15, 2015)
- Myreille Loubert, OCT (e) (Chair)
- Anthony Samchek, OCT (e) (Vice-chair)

(a) = appointed

(e) = elected

Election Committee

Effective July 1, 2015, the Election Committee was combined with the Nomination Committee to form the new Governance Committee. The mandate of the Election Committee to review the regulations and procedures governing Council elections will be part of this new Council committee.

In 2015, the election of Council members occurred on April 7. Following a six-week voting period, 23 members of the profession were elected to Council. Members were 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.

A total of 66 candidates were eligible to seek election. A total of five positions were acclaimed. Two positions, both Northeast regional positions, were vacant during the voting period as there were no eligible nominations received. Voter turnout was 2.45 per cent.

Elected Council members took part in a two-day orientation with all Council members in May 2015 before beginning their term on July 1.

Election

Until June 30, 2015

- Evie Basztyk-Benishek, OCT (e)
- Robert Gagné (a)
- Godwin Ifedi (a)
- Matthew Kavanagh, OCT (e) (Vice-Chair)
(Chair)
- Adannaya Nwaogu, OCT (e)

(a) = appointed

(e) = elected

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 as well as 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.

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 2015, the committee referred one case to the Fitness to Practise Committee.

The Registrar may request the approval of the Executive Committee to appoint a College investigator to a matter. During 2015, the committee approved one such request from the Registrar. This process is normally required when the College is unable to obtain access to information or evidence on a voluntary basis.

Under the *Ontario College of Teachers Act*, the Registrar may also request the approval of the Executive Committee to initiate an investigation against a member of the College based on “reasonable and probable

grounds” for professional misconduct, incapacity or incompetence. No such requests for approval were received in 2015.

Under the streamlined appointment process approved by Council in 2014, the Executive Committee made several appointments to fill statutory, standing, regulatory and special committee vacancies as they occurred throughout 2015.

In May, the Executive Committee approved a corporate policy on scholarship donations and reviewed plans for the launch of the College professional advisory, *Duty to Report*. The committee also approved the continuation of the pilot program for public presentations at Council meetings to June 2017 to allow additional opportunities for participation.

In October 2015, the committee received a presentation from the Chair of the Public Interest Committee that provided a review of that committee’s mandate and current workplan. The committee also confirmed the appointed Council member participant on the Steering Committee, and considered the duties and compensation available to committee chairs.

The Executive Committee administers the College’s Scholarship Program, which includes three available scholarships or awards:

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

for Excellence in Teacher Education, named in honour of the College's second registrar.

For 2015-2016, the committee selected:

- Emily Rebecca Runstedler as the recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education
- Alexis Katrina de la Torre as the recipient of the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship
- Nadine Phyllis Wyczolkowski as the recipient of the Ontario College of Teachers Intermediate/Senior Scholarship.

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

Executive

Until June 30, 2015

- Marie-Louise Chartrand (a)
- Angela De Palma, OCT (e)
- Gale Dores, OCT (e)
- Marc Dubois, OCT (e) (VC)
- Robert Gagné (a)
- Liz Papadopoulos, OCT (e) (Chair)
- Terry Price, OCT (e)
- Louis Sloan, OCT (e)

From July 6, 2015

- Brian Beal, OCT (e)
- Marie-Louise Chartrand (a)
- Angela De Palma, OCT (e) (Chair)
- Elizabeth Edgar-Webkamigad, OCT (a)
- Robert Gagné (a)
- Shanlee Linton, OCT (e)
- Myreille Loubert, OCT (e) (VC)
- Terry Price, OCT (e)
- Nicole van Woudenberg (e)

(a) = appointed

(e) = elected

Finance Committee

The Committee meets routinely throughout the year to review the financial position of the College. Committee members assess spending and revenue patterns in relation to the approved budget, emphasizing transparency and accountability in reporting.

Serving in the role of the College's Audit Committee, the Finance Committee oversees the annual external audit. The audited financial statements are prepared according to professional accounting standards for not-for-profit organizations in Ontario.

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 2015, the College had 243,204 members in good standing, an increase of 4,802 over budget due to a surge in fee payments attributed to the 2015 deadline to apply before the two-year teacher education program took effect.

For 2015, the College operating budget was set at \$40,741,300.

The College recorded an operating surplus of \$1,137,174 for 2015.

Finance

Until June 30, 2015

- Stefanie Achkewich, OCT (e)
- Marie-Louise Chartrand (a) (Chair)
- Terry Price, OCT (e) (Vice-Chair)
- Vicki Shannon, OCT (e)
- Pauline Smart, (a) (until January 9, 2015)

From July 6, 2015

- Brian Beal, OCT (e)
- Marie-Louise Chartrand (a) (Chair)
- Bill Petrie (a)
- Terry Price, OCT (e) (Vice-Chair)
- Vicki Shannon, OCT (e)

(a) = appointed

(e) = elected

Governance Committee

The Governance Committee is a special committee of Council effective July 1, 2015. Council approved the bylaws amendment to merge the Election and Nomination committees into one special committee on October 2, 2014.

The committee's mandate is focused on Council governance, Council and committee membership and the election of Council members. It assumes the mandates of the previous two committees and offers guidance on governance issues such as risk assessment, evaluation and Council development, succession planning and transition effectiveness. As a new committee, a work plan of short-, medium- and long-term goals focusing on the mandated items outlined in the bylaws was confirmed at its first meeting.

In 2015, the committee filled the vacant Northeast regional positions through an application process. Nine applications were received in total and the committee interviewed six eligible candidates. The successful candidates for the Full-Time and Part-Time/Full-Time Northeast regional positions were appointed by Council at a special meeting on October 22.

The committee also reviewed the 2015 election report. It agreed to investigate possible amendments to the election regulation based on feedback received during the election process. It will bring recommendations for amendments to Council in 2016. The committee also began discussions on ways to increase voter participation in the election process.

Governance Committee

- Angela De Palma, OCT (e)
- Matthew Kavanagh, OCT (e) (Chair)
- Myreille Loubert, OCT (e)
- Sara Nouini, OCT (e) (Vice-Chair)
- Tom Potter (a) (from October 15, 2015)
- Ronna Warsh (a)
- Marie-Claude Yaacov (a)

(a) = appointed

(e) = elected

Human Resources Committee

The Human Resources Committee is a special committee of Council that monitors the implementation of the College salary program, advises Council on the hiring processes for Registrar and Deputy Registrar, and makes recommendations to the Council on human resources policies.

The committee meets three to four times a year. Among other business, the committee developed a diversity policy for the College, to be implemented in 2016.

Human Resources Committee

Until June 30, 2015

- Shabnum Budhwani (a) (Vice-Chair)
- Marc Dubois, OCT (e)
- Robert Gagné (a)
- Liz Papadopoulos, OCT (e)
- Wes Vickers, OCT (e) (Chair)
- Human Resources Committee

From July 6, 2015

- Shabnum Budhwani (a) (Vice-Chair)
- Angela De Palma, OCT (e)
- Robert Gagné (a)
- Robert Ryan, OCT (e)
- Wes Vickers, OCT (e) (Chair)

(a) = appointed

(e) = elected

Investigation Committee, Discipline Committee, Fitness to Practise Committee

Three College committees share the responsibility of disposing of complaints against members of the teaching profession, and this report provides [detailed statistical information](#) on the committees' activities in 2015.

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 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 panels are made up of a combination of elected and appointed Council members and may include a member of the roster.

The College is contacted by approximately 1,000 members of the public and the profession annually who raise issues concerning College members. About half of these concerns are resolved appropriately at the school or the local school board. The remaining half represent public complaints and board reports, of which approximately 40 per cent are resolved at Intake while the remaining 60 per cent are dealt with by a panel of the Investigation Committee.

Introduction of the *Protecting Students Act*

Bill 103, the *Protecting Students Act*, introduced by Minister of Education Liz Sandals to the Ontario legislature on September 18, 2013, died on the order paper when the legislature was dissolved in the spring of 2014.

Despite this, the College has continued to implement the recommendations from its independent review by former Ontario Chief Justice Patrick LeSage, which did not require legislative changes. For example, the College continued to establish procedures to maintain tighter timelines to investigate complaints and schedule hearings. In 2015, 103 hearings were disposed of. This is on par with hearings disposed of in 2014 and up from 88 hearings in 2013.

In 2015, 385 complaints were disposed of. This is equivalent to the number of complaints disposed of in 2014 and an increase from 303 matters in 2013.

At the end of 2015, the Investigation Committee determined that, going forward, it would endeavour to make best efforts to ensure that where a member subject of a complaint is, or was, a principal or vice-principal, and the allegations are relevant to their conduct in that role, the Investigation Committee panel will include a person who is, or was, employed as a principal or vice-principal.

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 on 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.

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

- direct that the imposition of a penalty be postponed for a specific period and not be imposed if specified terms are met within that period.

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

- require the member to be reprimanded, admonished or counselled by the committee
- impose a fine of up to \$5,000 payable to the Minister of Finance
- direct that its order be published, in detail or in summary, with or without the member's name, in *Professionally Speaking*
- order costs to be paid by the member.

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

Discipline Committee hearings are open to the public, including those that have been dealt with through the complaint resolution program.

Fitness to Practise Committee

The Fitness to Practise Committee 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, or impose terms, conditions or limitations on the certificate.

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.

Participation in the program occurs without prejudice to the parties. When an MOA is considered by a 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.

Investigation Committee

Until June 30, 2015

- Marie-Louise Chartrand (a)
- Monique Châteauvert (a)
- Marc Dubois, OCT (e) (from April 1, 2015, to April 24, 2015)
- Clyde Glasgow (a) (until June 24, 2015)
- Jacqueline Gray, OCT (e) (Vice-Chair)
- Myreille Loubert, OCT (e)
- Mary Lou Mackie, OCT (e) (until March 31, 2015, and from April 25, 2015)
- Adannaya Nwaogu, OCT (e)
- Liz Papadopoulos, OCT (e)
- Terry Price, OCT (e) (Chair)

From July 6, 2015

- Marie-Louise Chartrand (a)
- Tim Gernstein, OCT (e) (Vice-Chair)
- William Ngassam, OCT (e)
- Bill Petrie (a)
- Terry Price, OCT (e) (Chair)
- Robert Ryan, OCT (e)
- Anthony Samchek, OCT (e)
- Jennifer Stewart, OCT (e)

Discipline Committee

Until June 30, 2015

- Stefanie Achkewich, OCT (e)
- Alexander (Sandy) Bass, OCT (e)
- Christine Bellini, OCT (e) (Vice-Chair)
- Jean-Luc Bernard, OCT (a)
- Irene Dembek, OCT (e)
- Robert Gagné (a) (Chair)
- Monique Lapalme Arseneault (a) (until June 18, 2015)
- Shanlee Linton, OCT (e)
- Vicki Shannon, OCT (e)
- Louis Sloan, OCT (e)
- Wes Vickers, OCT (e)
- Marie-Claude Yaacov (a) (from April 10, 2015)

From July 6, 2015

- Jean-Luc Bernard, OCT (a)
- Irene Cheung, OCT (e)
- Ann Ciaschini, OCT (e)
- Robert Gagné (a) (Chair)
- Jane Ishibashi (a) (from October 15, 2015)
- Shanlee Linton, OCT (e)
- Shannon Marcus, OCT (e) (until September 3, 2015)
- Sara Nouini, OCT (e)
- Tom Potter (a) (from July 29, 2015)
- Vicki Shannon, OCT (e)
- Pauline Smart, (a) (until January 9, 2015)
- Stéphane Vallée, OCT (e)
- Ravi Vethamany, OCT (e) (from October 15, 2015)
- Wes Vickers, OCT (e) (VC)
- Marie-Claude Yaacov (a)

Fitness to Practise Committee

Until June 30, 2015

- Jean-Luc Bernard, OCT (a) (from April 23, 2015)
- Merzak Damou, OCT (e)
- Angela De Palma, OCT (e)
- Godwin Ifedi (a)
- Monique Lapalme Arseneault (a) (until April 22, 2015)
- Shanlee Linton, OCT (Vice-Chair) (e)
- Louis Sloan, OCT (Chair) (e)
- Pauline Smart, (a) (until January 9, 2015)
- Marie-Claude Yaacov (a) (from April 10, 2015)

From July 6, 2015

- Irene Cheung, OCT (e) (until September 3, 2015)
- Ann Ciaschini, OCT (e)
- Godwin Ifedi (a) (until September 11, 2015)
- Jane Ishibashi (a) (from October 15, 2015)
- Shanlee Linton, OCT (e) (Chair)
- Brigitte (Bidal) Piquette, OCT (e) (from October 15, 2015)
- Stéphane Vallée, OCT (e) (Vice-Chair)
- Marie-Claude Yaacov (a)

(a) = appointed

(e) = elected

Nomination Committee

Effective July 1, 2015, the Nomination Committee was combined with the Election Committee to form the new Governance Committee. The Nomination Committee's mandate to nominate individuals to the positions of Chair and Vice-Chair and to committees of Council at the start of a Council term, is part of this new committee's mandate.

Following the April 2015 election, the Nomination Committee prepared recommendations for the positions of Chair and Vice-Chair of Council and for membership on each of the Council committees. The successful candidates to the positions of Council Chair and Vice-Chair were elected at the inaugural meeting in July. Membership on each of the Council committees was also confirmed at the inaugural meeting of the seventh Council. In addition, the committee initiated the process to fill the vacant Northeast regional positions by approving advertisements for *Professionally Speaking/Pour parler profession*.

Nomination Committee

Until June 30, 2015

- Alexander (Sandy) Bass, OCT (e)
- Evie Basztyk-Benishek, OCT (e)
- Monique Châteauvert (a)
- Irene Dembek, OCT (e) (Chair)
- Marc Dubois, OCT (e)
- Dobi-Dawn Frenette (a)
- Monique Lapalme Arseneault (a)
(until June 18, 2015)

(a) = appointed
(e) = elected

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.

In 2015, the committee presented Council with the findings of its three-year review of all the College objects. The committee found the College had successfully met its mandate both effectively and efficiently through the introduction of a variety of new processes designed to streamline existing procedures. Based on the committee's recommendations, Council approved a bylaw amendment to mandate that the Chair of Council be a member of the committee. This bylaw amendment will take effect on July 1, 2018, unless an elected member vacancy of the committee occurs prior to June 30, 2018.

In accordance with the committee's mandate to review College objects, the committee approved an assessment rubric to provide a template to conduct this review. The rubric is focused on a review of key College initiatives that demonstrate how the College is meeting its objects, and it provides a set of questions and factors to guide the review. This new rubric will support the committee by ensuring consistency and accuracy in its work. Based on a recommendation made by the committee, the rubric also facilitates the inclusion of risk assessment in the presentations made to the committee on the College objects.

In connection with the external review of the College's investigations and discipline practices, Council approved conflicts of interest and bias guidelines developed by the committee. The committee also supported the development of a Council member mentorship program, in which experienced Council members assist new Council members in understanding their role.

Quality Assurance Committee Membership

Until June 30, 2015:

- Clyde Glasgow (a) (Chair)
- Liz Papadopoulos, OCT (e)
- Terry Price, OCT (e) (Vice-Chair)
- Louis Sloan, OCT (e)
- Ronna Warsh (a)

From July 6, 2015:

- Marie-Louise Chartrand (a)
- Richard Michaud, OCT (e)
- Bill Petrie (a) (Vice-Chair)
- Rob Ryan, OCT (e) (Chair)
- Nicole van Woudenberg, OCT (e)

(a) = appointed

(e) = elected

Registration Appeals Committee

The College provides a fair and transparent appeal process for denied applicants through its Registration Appeals Committee. The committee hears appeals from applicants who were not granted membership in the College or who had conditions placed on their teaching certificate. 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 2015, new council members were appointed to the committee. Committee members participated in training sessions to keep current regarding issues affecting the registration appeals process, including sessions on the committee’s processes, the legislative framework, the certification process in various international jurisdictions, the credential assessment, the suitability requirement, human rights issues, and the guiding principles for deliberations and writing decisions.

In 2015, the Registration Appeals Committee met 15 times during which the committee heard 24 appeals (19 in English and five in French). Sixteen appellants made oral presentations (15 in person and one via video conference) to the committee to support their case, and a further eight were reviewed as part of a paper review process. Four cases were withdrawn because information submitted during the appeal process provided evidence for certification.

Reasons for Denial of Certification Resulting in Appeals

Reason	Total
Teacher education program not acceptable	8
Degree not acceptable	5
Language proficiency as a primary reason	2
Both teacher education program and language proficiency not acceptable	7
Professional Suitability	2
Total	24

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

Appeal Outcomes	
Original decision upheld	13
Original decision overturned	11
Original decision modified	0
Total	24

Registration Appeals

Until June 30, 2015

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

From July 6, 2015

- Brian Beal, OCT (e) (Chair)
- Jean-Luc Bernard, OCT (a)
- Elizabeth Edgar-Webkamigad, OCT (a)
- Myreille Loubert, OCT (e) (Vice-Chair)
- William Ngassam, OCT (e)

(a) = appointed

(e) = elected

Standards of Practice and Education Committee

The *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession* together convey a collective vision of teacher professionalism in Ontario. This collective vision is the foundation of initial teacher education, continuing teacher education, professional practice and educational leadership.

The standards describe the professional knowledge, skills and values inherent within Ontario's teaching profession.

The Standards of Practice and Education (SP&E) Committee advises College Council on the development, implementation and review of the ethical and practice standards and the professional learning framework that help to support teacher professionalism. The committee also reviews all Additional Qualification (AQ) policy guidelines.

In 2015, the committee focused on:

- enforcement of the standards within teacher education and professional practice
- communication and education regarding the standards
- development of standards-based teacher education research and resources
- development and implementation of policies related to AQ course guidelines
- development and implementation of policies related to the standards and teacher education

- educative teacher processes related to ethical leadership and practice as outlined in the ethical standards
- the review of the *Professional Learning Framework for the Teaching Profession*.

Teacher Education: Review of AQ Course Guidelines

In 2015, the committee reviewed 20 draft and 55 final AQ course guidelines. Over 2,000 members of the teaching profession and the public participated in these policy development processes.

AQ courses are offered by providers across Ontario. The content of these teacher education policy guidelines are developed collaboratively with members, educational partners and the public. The ethical standards and the standards of practice are the foundation for AQ course guidelines that help enhance teachers' professional knowledge, skills and practices.

In 2015, AQ course guidelines were developed through consultations and collaborative writing sessions. Web-based technologies were employed to support member access and engagement in the policy development processes. Nine provincial writing teams were responsible for the development of 39 of the following policy guidelines in both English and French:

Schedule A:

- Mathematics, Intermediate and Senior

Schedule C:

- Classroom Management
- Safe and Accepting Schools
- Teaching LGBTQ Students

Schedule D (3-Part Specialist):

- Enseignement et Leadership en situation minoritaire
- Inclusive Classroom
- Reading
- Teacher Leadership
- Writing

Schedule E (Honour Specialist):

- Mathematics

Program:

- Principal’s Qualification Program

In addition, the following 17 AQ course guidelines were developed through partnerships with provincial organizations:

Schedule A:

- Business Studies – Accounting, Senior
- Business Studies – Entrepreneurship, Senior
- Business Studies – General, Intermediate and Senior
- Business Studies – Information and Communication Technology, Intermediate and Senior
- Economics, Senior
- History, Intermediate and Senior
- Health and Physical Education, Intermediate and Senior

Schedule D (3-Part Specialist):

- Business Studies – Accounting

Schedule E Honour Specialist:

- Business Studies
- History
- Health and Physical Education

Find an AQ

Enhancements were made to the Find an AQ section of the College website in response to the direction of the SP&E Committee in its attempt to track relevant and valuable data regarding AQ accessibility, availability and inquiries. As a result, approximately 300 members submitted AQ inquiries to the College.

Report: *Additional Teaching Qualifications: Supporting the Ongoing Education and Professional Practice of the Teaching Profession*

To enhance policy development an AQ report was commissioned by the committee that provided historical and current statistical data, as well as an overview of the relevance, evolving needs and perceptions associated with continuing teacher education through regulated additional teaching qualifications. The report helped inform the committee’s work related to ongoing professional learning and the enforcement of the standards.

Report: *Standards of Practice and Education Committee – Highlights of Standards of Practice and Education Work from September 2012 to June 2015*

To support the transition of new members of the SP&E Committee, a report was commissioned that outlined the initiatives and accomplishments of the previous SP&E Committee from September 2012 to June 2015.

This report has been used as an orientation resource for new council members and highlights key aspects of the following SP&E unit work:

- AQ policy development — research, development, validation and implementation
- Technological initiatives to support AQ policy development — Standards Information Management System (SIMS) and Issues Inquiries Management System (IIMS)
- Standards educative sessions
- Standards teacher education resources
- Ethical standards institutes and workshops
- Scholarship of teaching and learning
- Initial teacher education — standards-based research and practice

Teacher Education Seminars

To support the policy review of AQ course policy guidelines, the SP&E Committee engaged in a series of teacher education seminars with experts in the fields of:

- Music
- Teaching LGBTQ students
- First Nations education
- Early learning

Review of the *Professional Learning Framework for the Teaching Profession (PLF)*

The PLF supports the Ontario College of Teachers in providing ongoing education for members of the College. The document also serves to inform the public of the many ways teachers remain knowledgeable and current in their professional practice.

The PLF is a key dimension of self-regulation and its currency is essential for ensuring public trust.

In 2015, the SP&E Committee supported the commencement of the review of the document, which has been in existence for 16 years.

The consultation for the review of the PLF involved College members, education partners and the public. Over 100 members of the profession participated in an Open Space session, over 2,500 members engaged in an online survey, 35 members facilitated focus groups within their professional context, and 10 written submissions were received by education partners and members.

The SP&E Committee also participated in a focus group, and the Chair of the committee made two presentations to the College’s Public Interest Committee regarding the PLF.

AQ Policy Development Provincial Consultations:

Teaching LGBTQ Students

A consultation entitled “Critically Exploring our Practices: LGBTQ Voice, Representation and Equity in Ontario Schools” was held with practitioners to support the development of the new Schedule C: Teaching LGBTQ Students Additional Qualification (AQ) Course Guideline. The session provided insightful and valuable perspectives that were shared with the provincial AQ writing team responsible for this guideline. Twenty-eight members of the profession participated.

Students were also consulted on the theme “LGBTQ: Exploring Safe, Inclusive and Equitable Spaces.” Forty-two students provided their insights to help inform the AQ guideline content for the Teaching LGBTQ Students course as identified within the Teachers’ Qualifications Regulation 176/10.

Teacher Leadership

Background research and an environmental scan focusing on the experiences of teacher leaders were facilitated to develop the new Teacher Leadership AQ.

A consultation entitled “Exploring the Knowledge, Skills and Attitudes Related to Professional Leadership Practice” was held with practitioners to support the development of the new Schedule D: Teacher Leadership AQ Course Guideline. Thirty-two College members participated, providing rich information regarding a collective vision of teacher leadership within the province, which was shared with the provincial AQ writing team responsible for the guideline.

Principal’s Qualification Program (PQP)

The College facilitated a one-day Open Space consultation on the theme “Exploring What it Means to be a Principal in Ontario” to support the review of the Principal’s Qualification Program (PQP). Fifty-one College members and stakeholders representing all jurisdictions, interests and regions in Ontario shared their insights to ensure that the revised PQP guideline accurately reflects the content needed to support principal qualifications in response to changing realities.

Supervisory Officer’s Qualification Program (SOQP)

To support the review of the Supervisory Officer’s Qualification Program (SOQP), the College facilitated a one-day Open Space consultation on the theme “Exploring what it Means to be a Supervisory Officer in Ontario.” Thirty-three College members and stakeholders representing all jurisdictions, interests and regions in Ontario provided

their perspectives to ensure that the revised SOQP guideline accurately reflects the content needed to support supervisory officer qualifications in response to changing realities.

Joint Summer Institute with College of Early Childhood Educators (CECE)

In July 2015, the College of Early Childhood Educators (CECE) and the Ontario College of Teachers (OCT) co-hosted a Summer Institute entitled “Revisiting Interprofessional Collaboration and Ethical Leadership in Early Learning”. A focus of the institute was to collaborate as two regulated professions to explore and support a shared understanding of ethical shared practices within Full-Day Early Learning — Kindergarten contexts.

As a result, a new resource, *Exploring Interprofessional Collaboration and Ethical Leadership*, is being used with teacher-educators to support the integration of the ethical standards within professional practice.

Professional Education for AQ Providers

Over 100 AQ course developers attended three AQ institutes entitled “Exploring an Inquiry Stance within AQ course Design — An Institute for AQ Course Developers,” which focused on holistic and inquiry-based adult learning processes. These experiential institutes offered AQ course developers the opportunity to explore AQ course guideline concepts and design through the lenses of universal design, differentiated instruction, professional inquiry and critical pedagogy.

Standards Education

Standards educative sessions, along with standards-based resources, continue to influence and support teacher education and leadership development. These sessions support the integration of the ethical standards and the standards of practice within teacher education.

In 2015, the College facilitated 42 standards-based sessions with 830 participants, including teacher candidates, new teachers, teacher-educators and leaders, principal candidates, AQ course developers and internationally educated teachers.

Ethical Leadership within Initial Teacher Education

The Ontario College of Teachers and Charles Sturt University engaged in a joint teacher education initiative to support the integration of the ethical standards within initial teacher education. Initial teacher education students and faculty from Charles Sturt University, who participated in this project, shared the impact it had on their ethical knowledge, awareness and pedagogical practice with the committee.

The project focused on the College's object related to the enforcement of the ethical standards. A provincial ethical resource for initial teacher education is being developed from the written narratives and ethical dilemmas of the initial teacher education candidates and contains reflections from the faculty.

Standards Teacher Education Resources

The committee supported the ongoing development of written and visual standards-based resources for use within initial and continuing teacher education and professional practice.

The Chair of the SP&E Committee directed Council to the many research-based standards resources that have been developed to support the teaching profession.

A written resource was created, through reflection, inquiry and collaborative dialogue, to accompany the *Knowledge Keepers* visual narrative. *Knowledge Keepers* is a valuable standards-based First Nations resource for initial and continuing teacher education.

An educative resource entitled *Exploring the Ethical Standards for the Teaching Profession through Anishinaabe Art* was also created to support ethical conversations within teacher education through the use of artistic representations of the ethical standards. This resource may also help to support the meaningful inclusion of First Nations cultures and worldviews within initial and continuing teacher education.

Exploring Interprofessional Collaboration and Ethical Leadership is a written resource developed as a collaborative research project involving the Ontario College of Teachers and the College of Early Childhood Educators and will be used within initial and continuing teacher education. It's designed to help bring the ethical standards and standards of practice for both professions to life. The resource has been shared with school boards, teacher education programs and educational partners. To date, both colleges have received considerable positive feedback as it appears to be a highly relevant resource for educators.

Standards of Practice and Education Committee

Until June 30, 2015

- Shabnum Budhwani (a)
- Gale Dores, OCT (e) (Chair)
(until June 18, 2015)
- Elizabeth Edgar-Webkamigad, OCT (a)
- Dobi-Dawn Frenette (a)
- Clyde Glasgow (a) (until June 24, 2015)
- Jacqueline Gray, OCT (e)
- Allyn Janicki, OCT (e) (Vice-Chair)
- Shanlee Linton, OCT (e)
- Susan Robertson (a)
- Demetri Vacratsis, OCT (e)

From July 6, 2015

- Shabnum Budhwani (a)
- Irene Cheung, OCT (e)
- Elizabeth Edgar-Webkamigad, OCT (a)
(Chair)
- Susan Elliott-Johns, OCT (e)
- Dobi-Dawn Frenette (a)
(until December 18, 2015)
- Marie-Thérèse Hokayem (a)
(from October 15, 2015)
- Shannon Marcus, OCT (e)
- Richard Michaud, OCT (e) (Vice-Chair)
- Stéphane Vallée, OCT (e)
(until September 3, 2015)
- Ravi Vethamany, OCT (e)
(from October 15, 2015)

(a) = appointed

(e) = elected

Steering Committee

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

Steering Committee

Until June 20, 2015

- Marie-Louise Chartrand (a)
- Marc Dubois, OCT (e)
- Robert Gagné (a) (from October 15, 2015)
- Myreille Loubert, OCT (e)
(from October 15, 2015)

(a) = appointed

(e) = elected

Statistics

Transition to Teaching

After a decade of Ontario teacher employment market declines, job outcomes improved in 2015 for the second year in a row.

French as a Second Language and French-language teachers are once again in high demand. First-year unemployment was negligible for these two groups, while English-language teachers reported improved job outcomes in the early career years.

Reduced numbers of Ontario education grads, rapid decline in out-of-province applicants for Ontario teaching licences, and the teacher education reforms of 2015 mean the job market in the years ahead will be far more welcoming than what has confronted new teachers during much of the past decade.

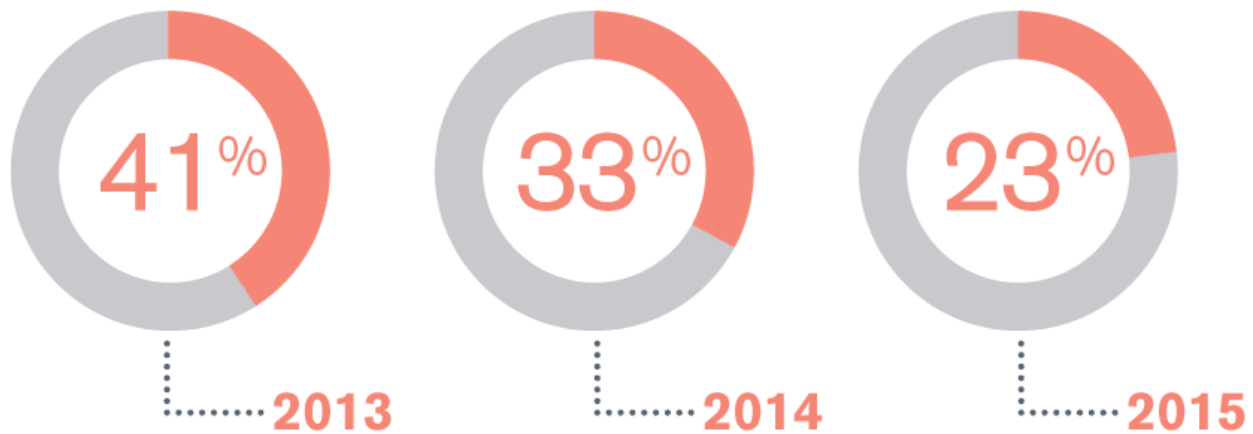
This rebalancing of teacher supply and demand in the near future means better job outcomes for education graduates, opportunities for underemployed teachers licensed in earlier years, and more vigorous recruitment by Ontario's schools and school boards.

The College's *Transition to Teaching* survey looks at the early careers of new Ontario teachers. This Ministry of Education-funded 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. Teacher surpluses began to emerge by 2005 and grew rapidly in the years that followed as newly licensed teachers greatly outpaced teacher retirements year after year. Now the tide has turned.

The 2015 study of new teachers in the 2014-15 school year examines the job-entry success and professional experiences of teacher education graduates certified in 2005 through 2014, as well as new-to-Ontario teachers educated elsewhere who were licensed in Ontario in 2013 and 2014.

What was it like to be a new Ontario teacher in 2015? Read our [exclusive survey](#) to find out.

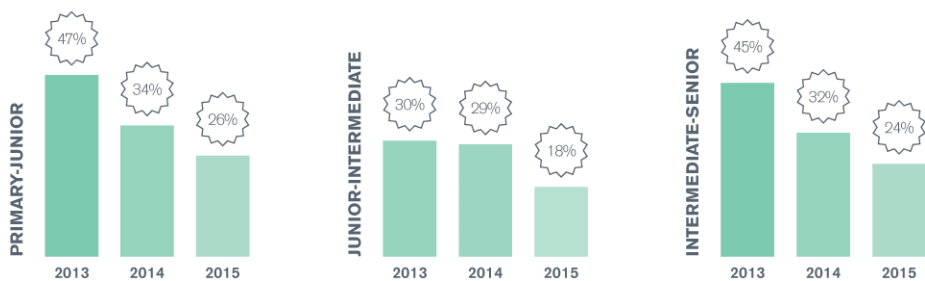
First-year unemployment in Ontario dropped from:



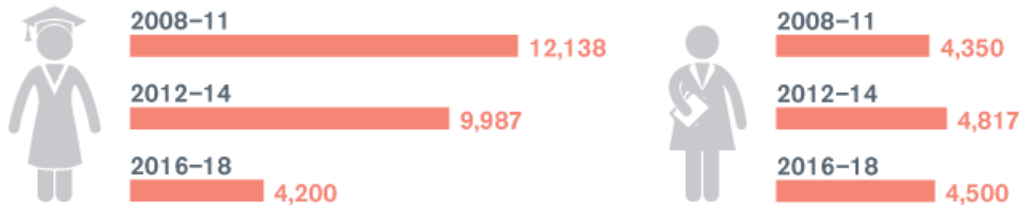
Number of first-year French-language program graduates working full time in 2015



First-year unemployment by program



Annual newly licensed teachers vs. retirements



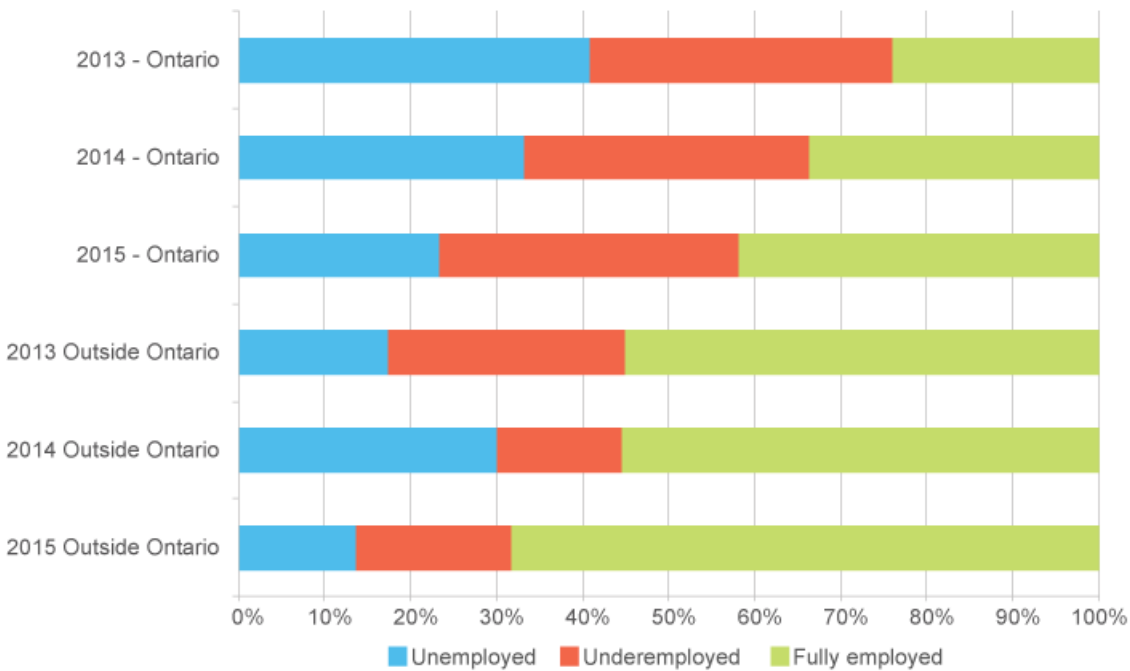
Employment of early-career teachers



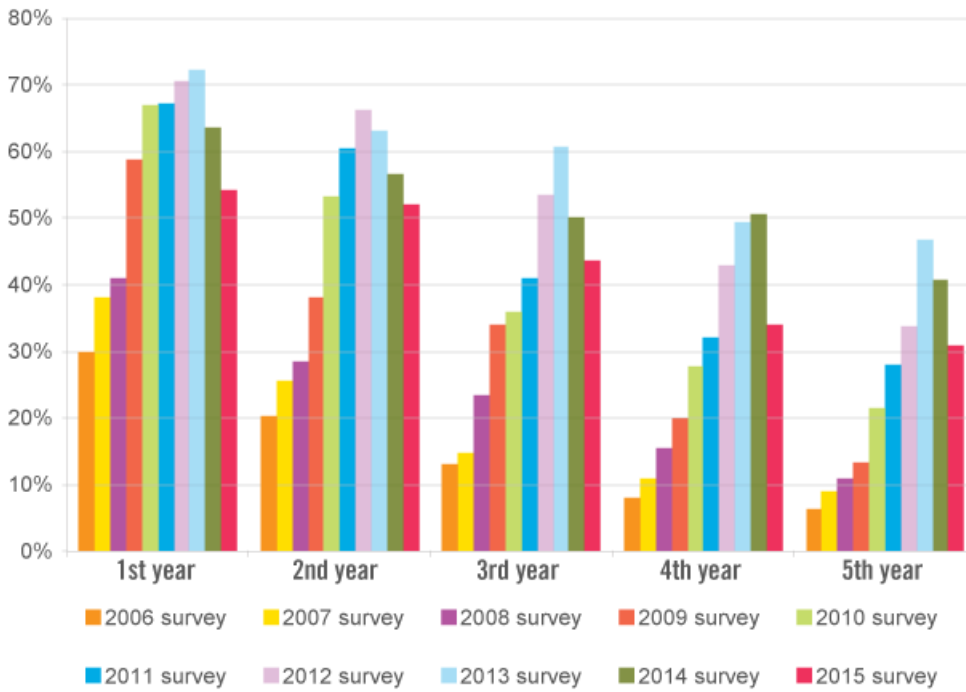
Unemployment rate for new English-language teachers with technology, intermediate/senior sciences, computer studies and math qualifications



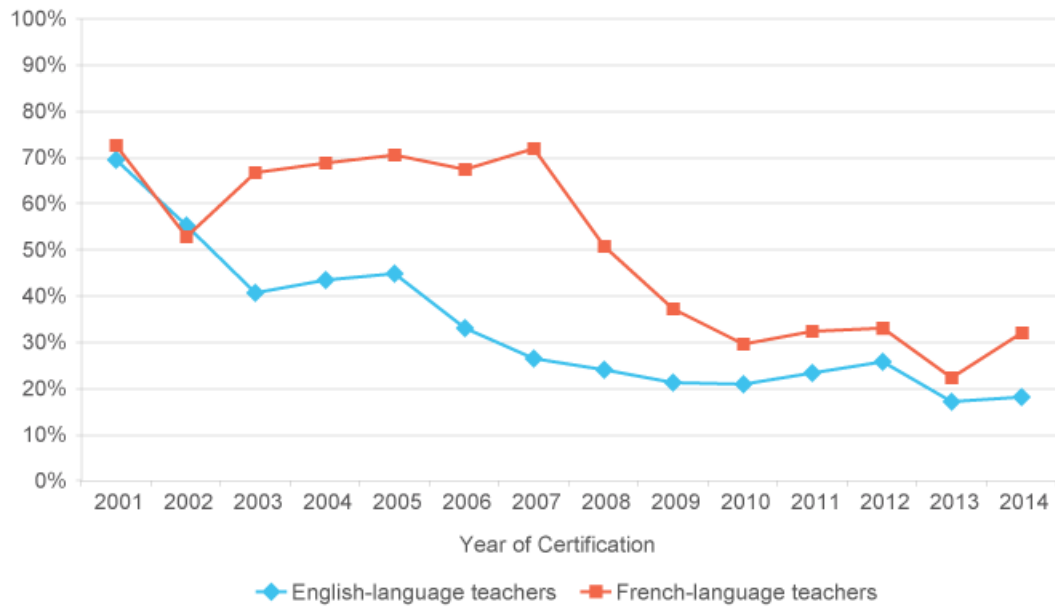
First-year teacher job outcomes in Ontario and beyond



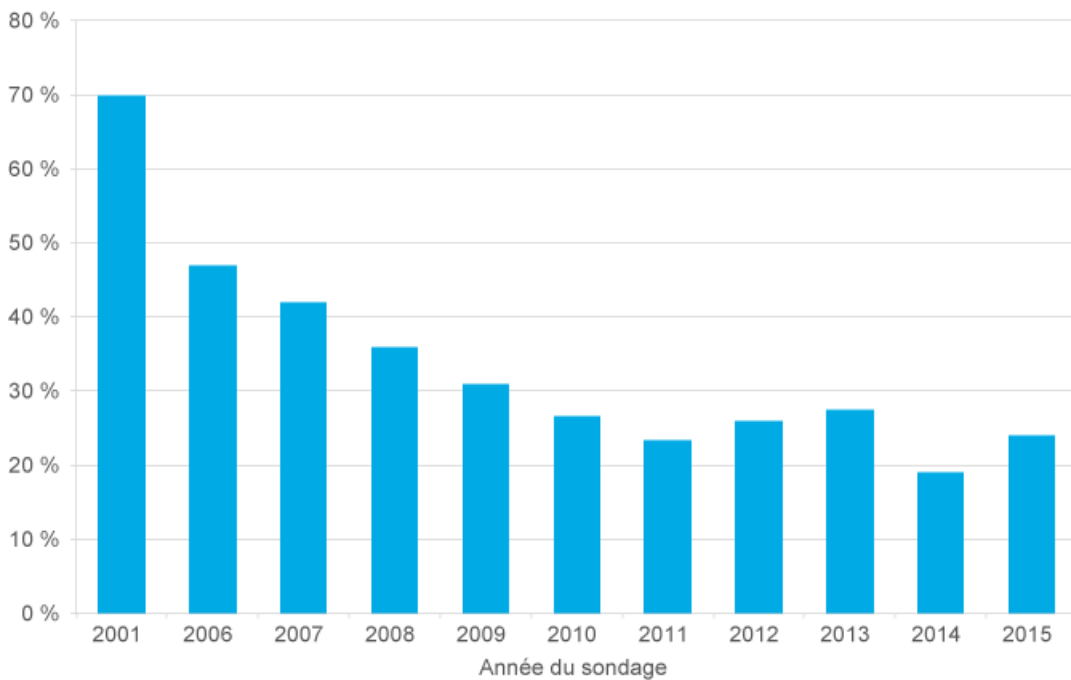
Underemployed and unemployed by year of teaching — all Ontario graduates



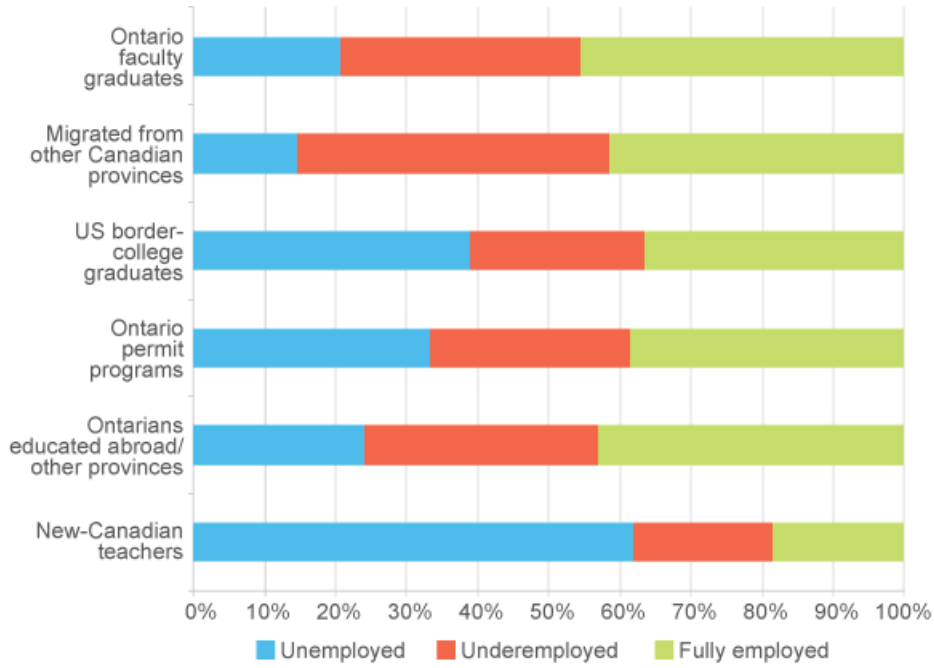
First-year teachers with permanent teaching jobs — all Ontario graduates



Percentage of first-year teachers with permanent teaching contracts — all Ontario graduates

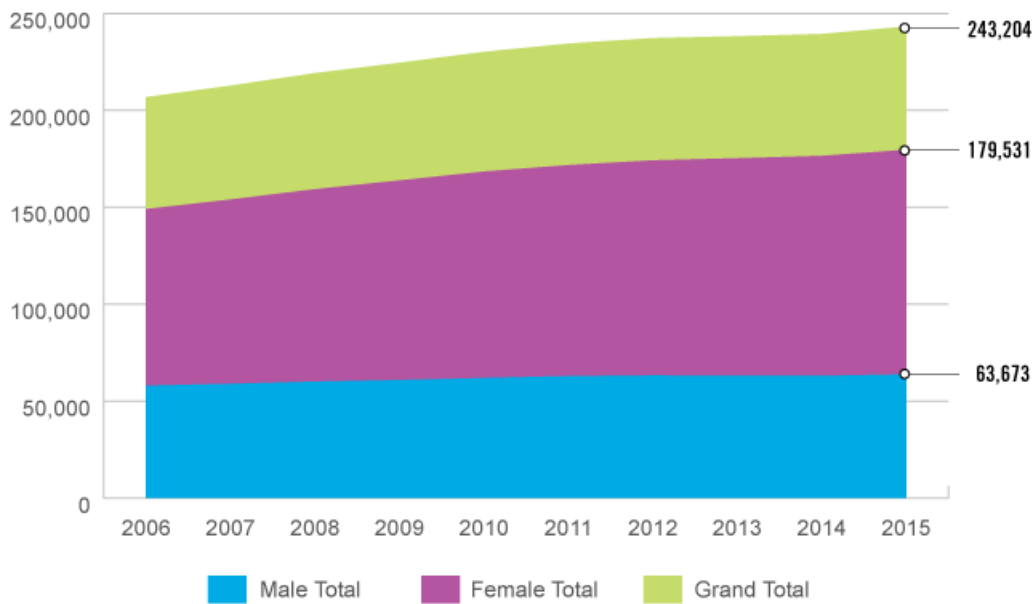


Employment outcomes for different first year new-teacher groups

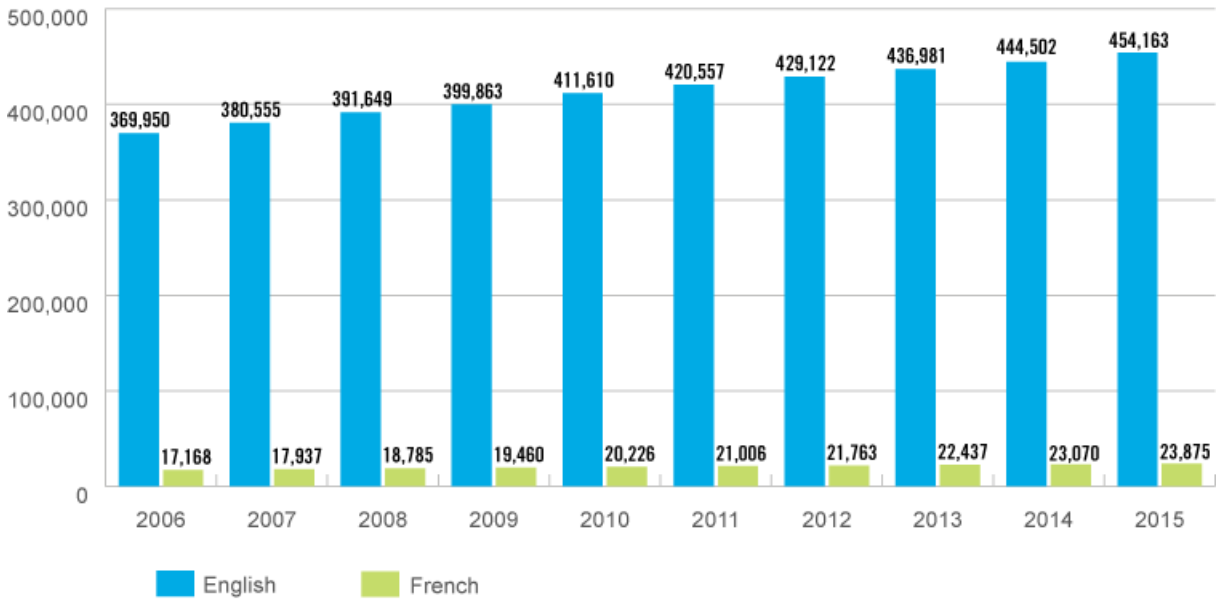


Membership in the College

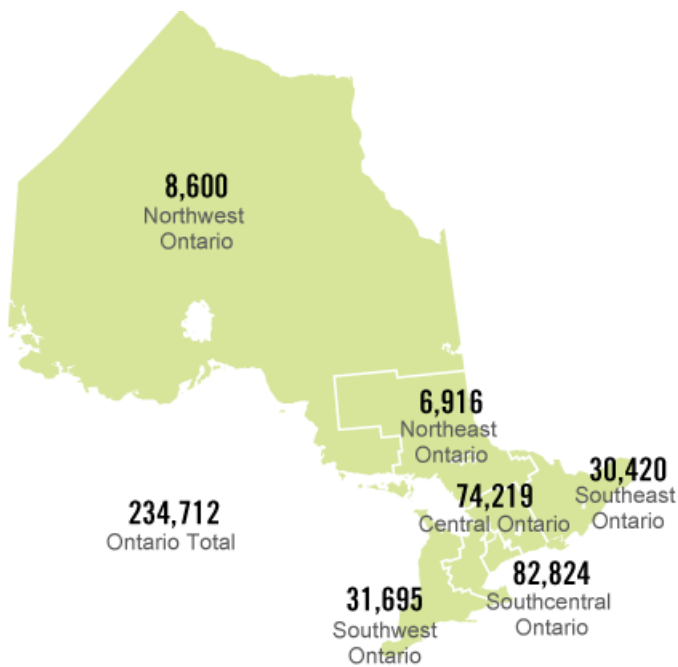
Total Number of Members in Good Standing



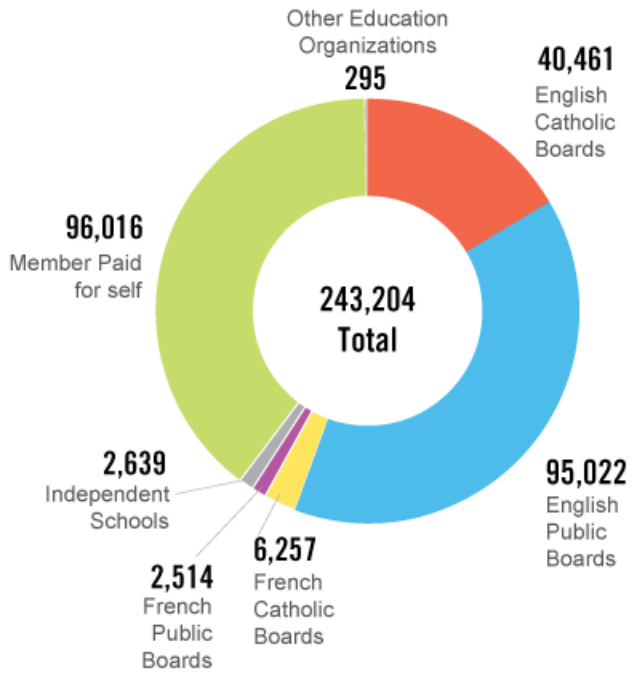
Individuals Appearing on the Public Register



Geographic Distribution of Members

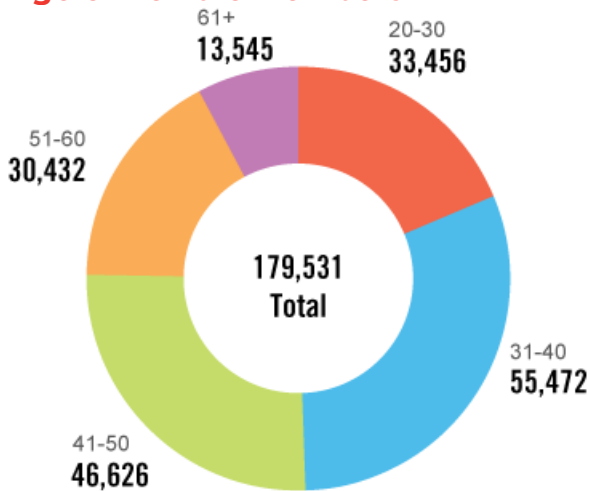


Where Members are Employed (Based on Fee Payment Information)

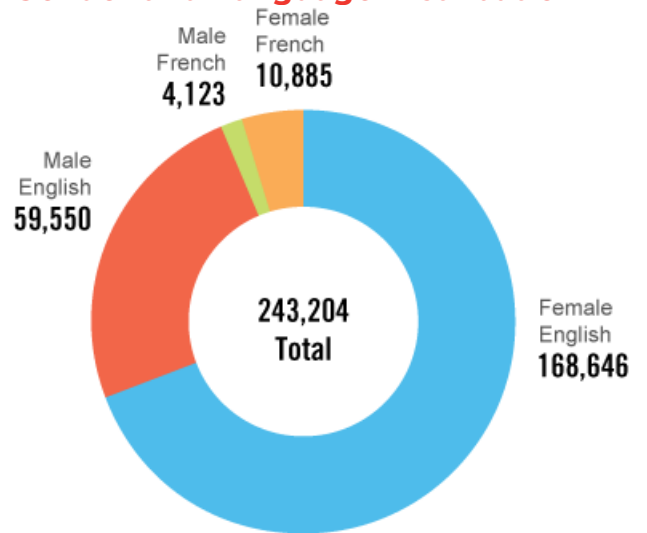


Membership Demographics

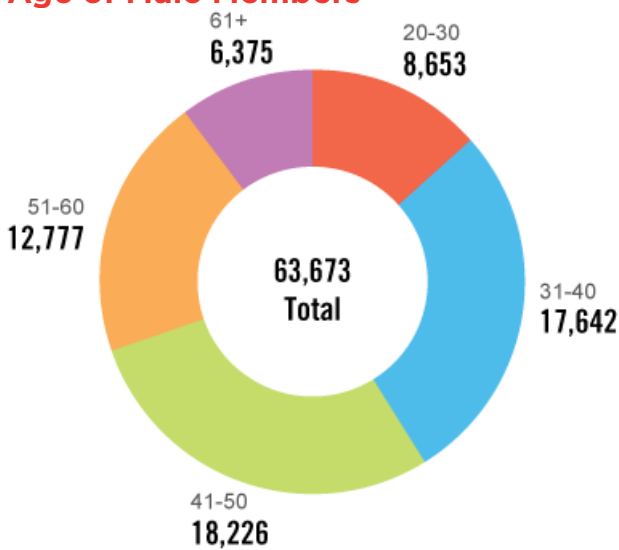
Age of Female Members



Gender and Language Distribution

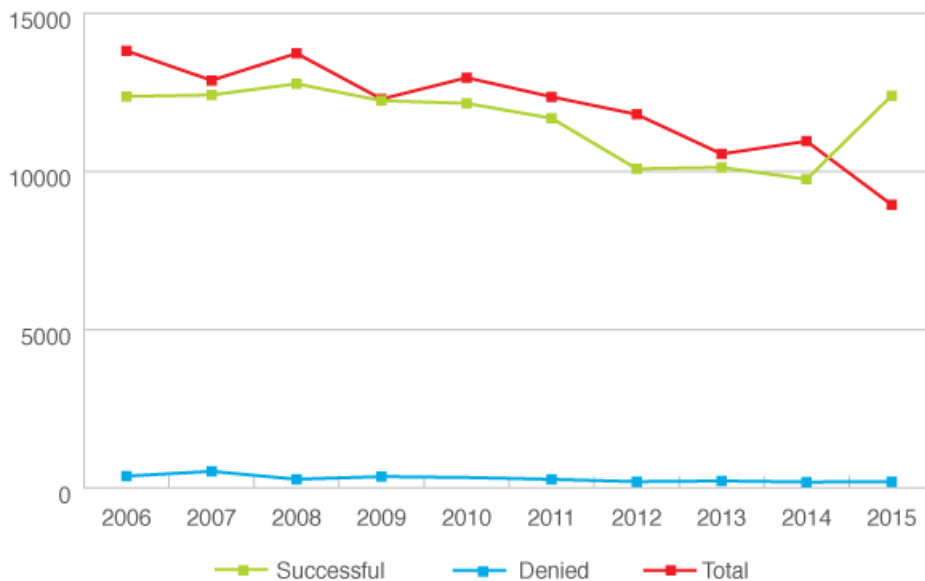


Age of Male Members



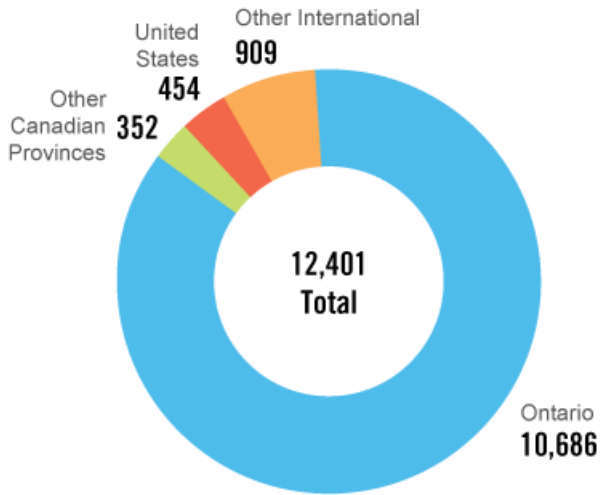
Applications for Membership

Application Results



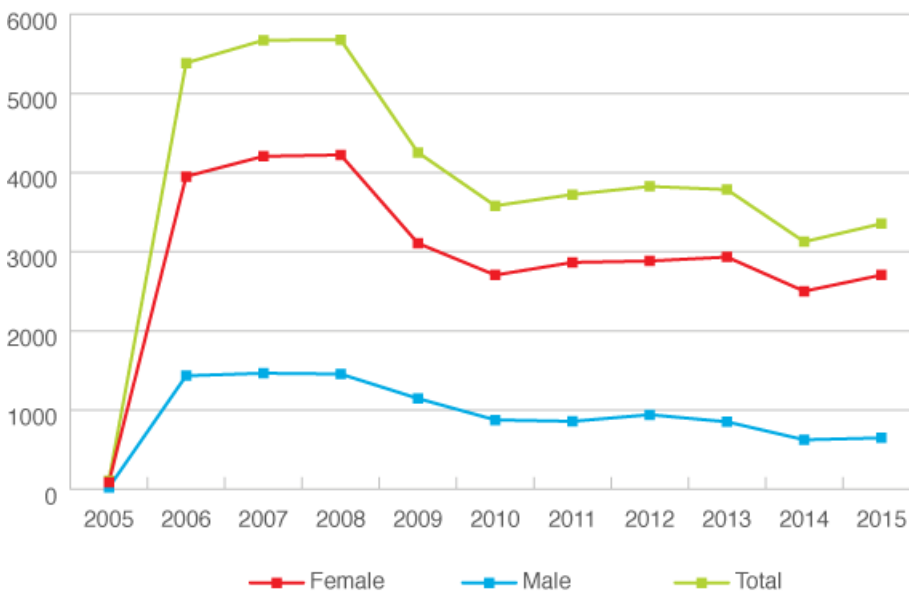
In the fall of 2014 and in early 2015 there was an increase in applications received from teacher education candidates completing or having completed a one-year teacher education program in order to be certified before requirements changed on September 1, 2015. In the fall of 2015, however, there were fewer applications because Ontario teacher education candidates, the largest group of applicants, were in the first year of the two-year (four semester) Enhanced Teacher Education Program.

Total Number of Successful Applications for Membership

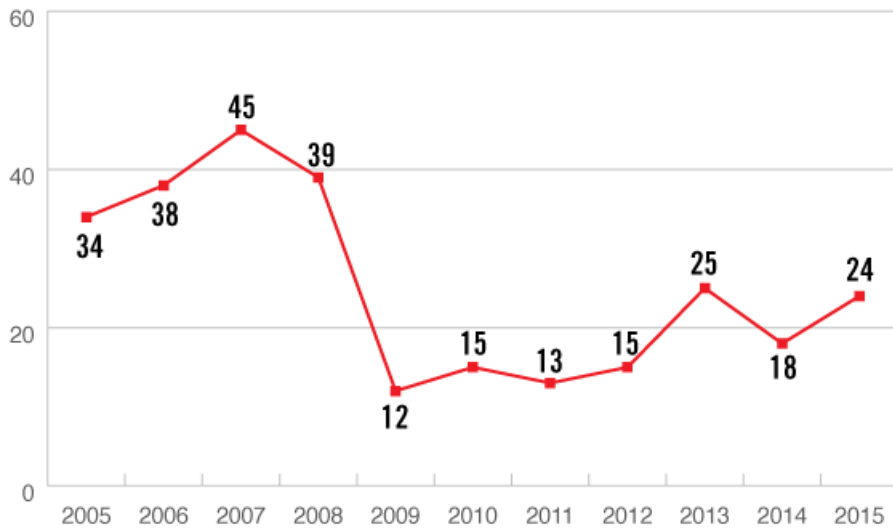


Recent graduates applied earlier than in prior years, and other applicants submitted outstanding documentation in order to become certified prior to the introduction of new certification requirements in September 2015.

Total Number of New Teacher Induction Program Completions Annually

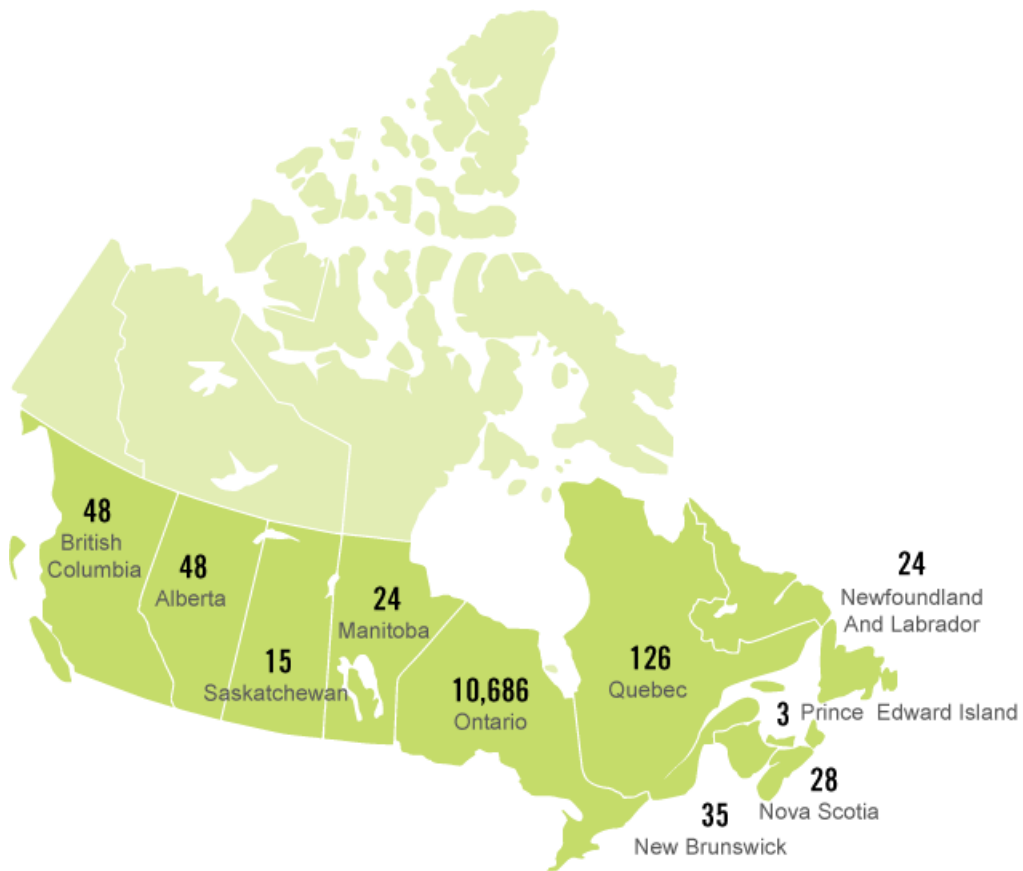


Total Number of Registration Appeals Rendered Annually

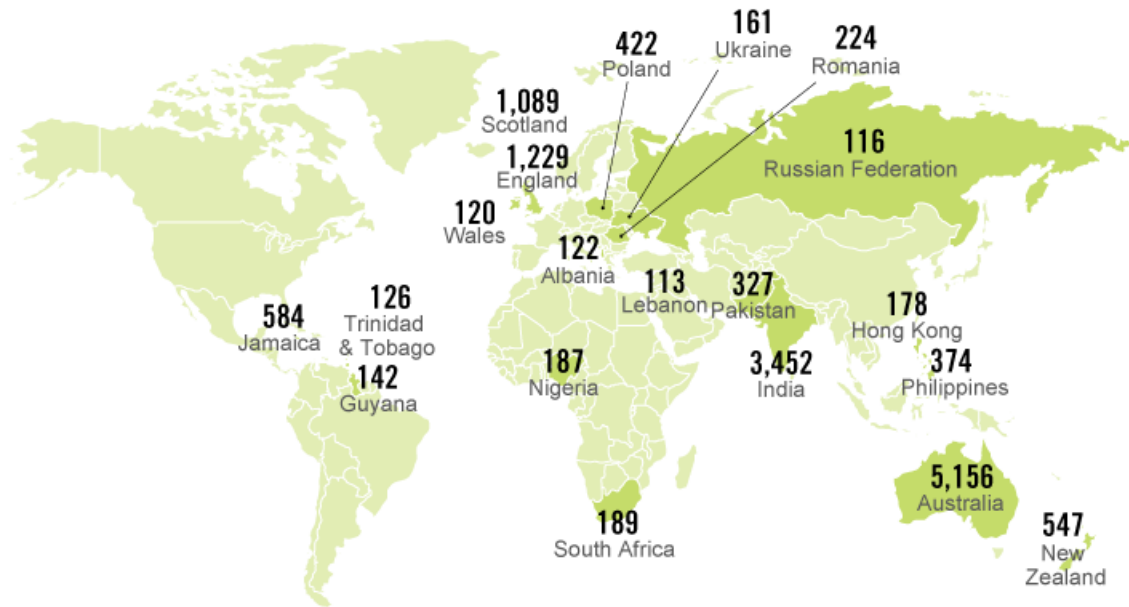


Volume and Sources of Teacher Education

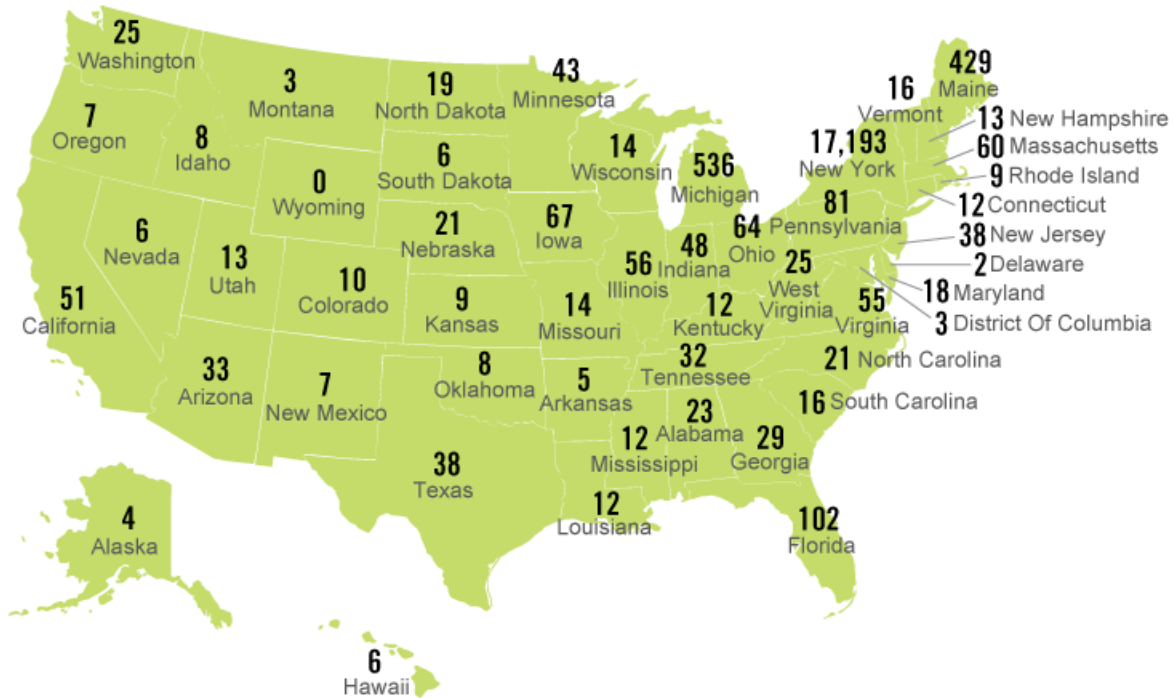
Total Number of New Members by Province of Initial Certification Annually



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	2015
Althouse College of Education, London, Ontario	
Brock University, Ontario	
Charles Sturt University, Ontario	237
College of Education, Niagara University, Ontario	168
École des sciences de l'éducation, Université Laurentienne, Ontario	215
Faculté d'éducation, Université d'Ottawa, Ontario	610
Faculty of Education, Brock University, Ontario	807
Faculty of Education, Lakehead University, Ontario	924
Schulich School of Education, Nipissing University, Ontario	907
Faculty of Education, Queen's University, Ontario	940
Faculty of Education, The University of Western Ontario, Ontario	826

Faculty of Education / Faculté d'éducation	2015
Faculty of Education, University of Ottawa, Ontario	878
Faculty of Education, University of Windsor, Ontario	630
Faculty of Education, Wilfrid Laurier University, Ontario	141
Faculty of Education, York University, Toronto, Ontario	1,001
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	1,473
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	92
School of Education, Laurentian University, Ontario	133
St. Catharines Teachers' College, Ontario	
Stratford Teachers' College, Ontario	
Sudbury Teachers' College, Ontario	
Toronto Teachers' College, Ontario	
Trent University, Ontario	322
Tyndale University College & Seminary, Ontario	83
Université d'Ottawa, Ontario	
University of Ontario Institute of Technology, Ontario	297
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 in 2015			
Junior-Intermediate Divisions		Intermediate-Senior Divisions	
English	411	English	1,072
History	340	History	1,036
Science – General	269	Mathematics	649
French as a Second Language	227	Science – Biology	625
Health and Physical Education	209	Social Sciences – General	489

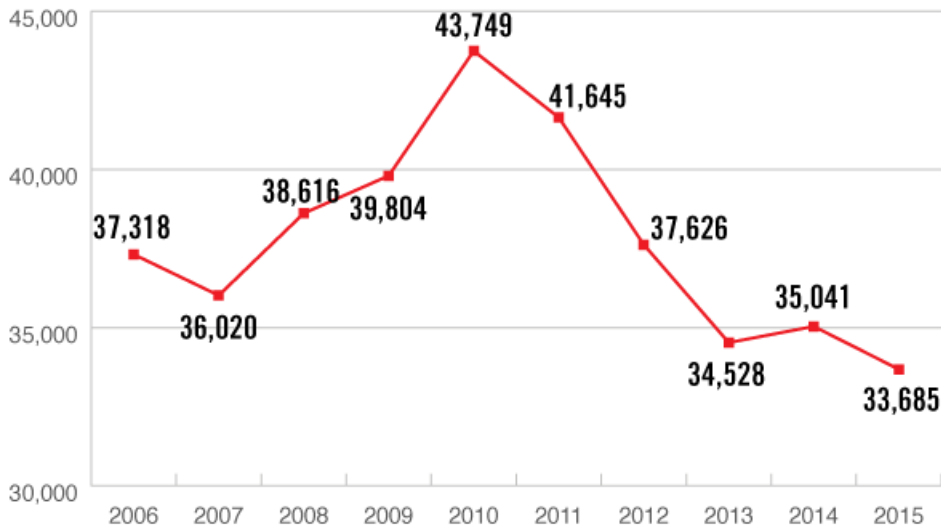
English

Top 2015 qualification that members have when entering the College in the **Junior-Intermediate** level

English

Top 2015 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 Awarded Annually by Subject in 2015

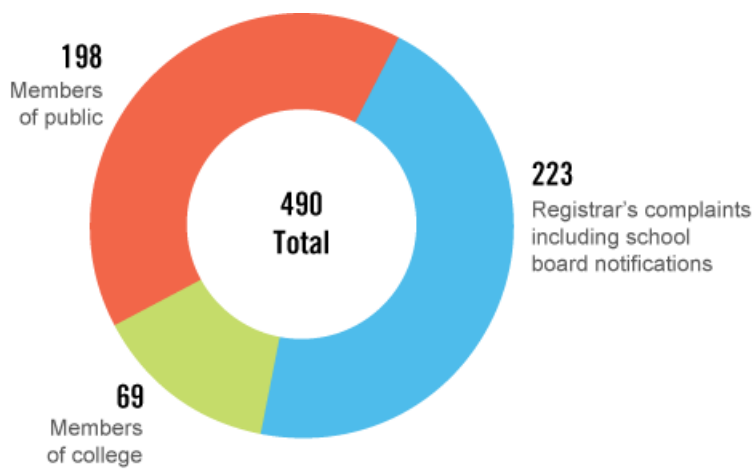
Special Education, Part 1	5,662
Mathematics, Primary and Junior, Part 1	2,972
Special Education, Part 2	1,617
English as a Second Language, Part 1	1,607
Special Education, Specialist	1,280
Kindergarten, Part 1	1,204
Reading, Part 1	1,132
Religious Education, Part 1	1,078
French as a Second Language, Part 1	1,052
Principal's Qualification, Part 1	921

Number of Submitted AQ Courses by Provider Accredited Annually	
Association des directions et des directions adjointes des écoles franco ontariennes (ADFO)	2
Brock University	8
Catholic Community Delivery Organization (CCDO)	1
Catholic Principals' Council of Ontario (CPCO)	2
Centre franco-ontarien de ressources pédagogiques (CFORP)	1
Charles Sturt University in Ontario	1
Eastern Ontario Staff Development Network (EOSDN)	1
Elementary Teachers' Federation of Ontario (ETFO)	15
Huron-Superior Catholic District School Board	4
Lakehead District School Board	3
Lakehead University	26
Laurentian University	4
Niagara University	11
Nipissing University	7
Ontario English Catholic Teachers Association (OECTA)	13
Ontario Institute for Studies in Education (OISE) at the University of Toronto	11
Ontario Principals' Council (OPC)	5
Ontario School Counsellors' Association	2
Peel District School Board	1
Queen's University	19
Redeemer University College	6
Regis College	3
Six Nations Polytechnic	3
The University of Western Ontario	49
Toronto District School Board	4
Trent University	12
Université d'Ottawa	14
Université Laurentienne	10
Université Saint-Paul	1
University of Ontario Institute of Technology	17

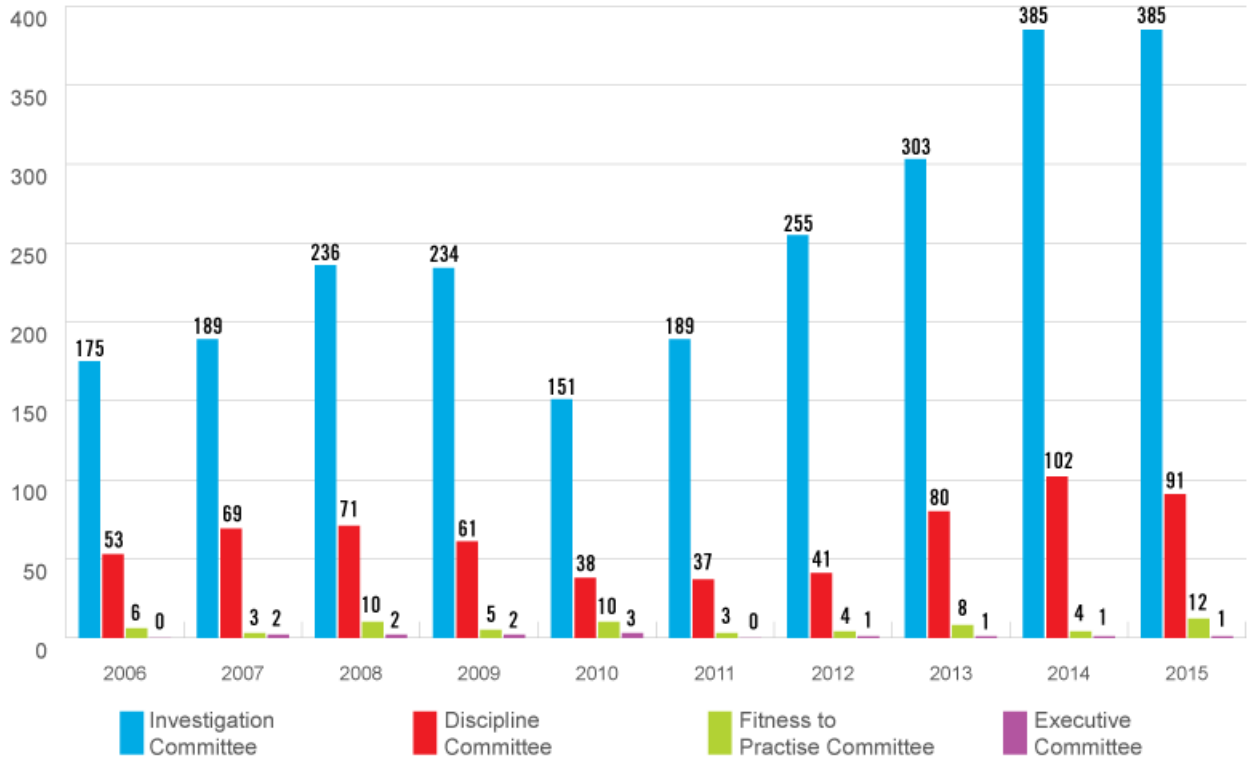
Number of Submitted AQ Courses by Provider Accredited Annually	
University of Windsor	20
Wilfrid Laurier University	9
York Catholic District School Board	10
York Region District School Board	2
York University	15

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).

Membership in the College

[Total Number of Members in Good Standing \(Includes Gender and Language Distribution\)](#)

[Individuals Appearing on the Public Register](#)

[Geographic Distribution of Members](#)

[Where Members are Employed \(Based on Fee Payment Information\)](#)

Membership Demographics

[Median Age of Female Members](#)

[Median Age of Male Members](#)

[Average Age of 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 Rendered/Received 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 \(excluding US and Canada\)](#)

[Total Number of Members by Country of Initial Certification \(excluding US and Canada\)](#)

[Total Number of New Members by US State of Initial Certification Annually \(Border Colleges in Maine and New York are also divided by Faculty\)](#)

[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 Additional
Qualifications Taken by Subject

Total Number of Additional Qualifications
Awarded Annually by Subject

Total Number of Members with
Principal Qualifications

Total Number of Members with
Supervisory Officer Qualifications

Number of Submitted AQ Courses by
Provider Accredited Annually

Additional Basic Qualifications
Held by Members - 2015

Additional Basic Qualifications
Held by Members - 2014

Technological Qualifications Held by Members

Complaints, Investigation and Discipline Statistics

Origin and Disposition of Complaints

Nature of Complaints

Total Number of Requests for
Certification Reinstatement Annually

Finances

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

May 11, 2016

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, 2015, and the statements of operations and members' equity 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 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 Ontario College of Teachers as at December 31, 2015, 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.

PricewaterhouseCoopers LLP

Chartered Professional Accountants,
Licensed Public Accountants

Balance Sheet

As at December 31, 2015
(in thousands of dollars)

	2015	2014
	\$	\$
Assets		
Current assets		
Cash (Note 10)	3,321	2,880
Investments (Note 6)	8,069	4,727
Accounts receivable (Note 12)	930	2,297
Deposits and prepaid expenses	181	150
	12,501	10,054
Capital assets (Note 3)	30,900	32,554
	43,401	42,608
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities (Note 4)	3,860	3,407
Deferred revenue	517	811
Mortgage payable (Note 5)	533	503
	4,910	4,721
Mortgage payable (Note 5)	18,089	18,622
	22,999	23,343
Members' Equity		
Members' Equity	20,402	19,265
	43,401	42,608

Commitments and contingencies (Notes 7 and 8)

Approved On Behalf of the Members

Angela De Palma, OCT, Council Chair

Michael Salvatori, OCT, Chief Executive Officer and Registrar

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

Statement of Operations and Members' Equity

**For the year ended December 31, 2015
(in thousands of dollars)**

	2015	2014
	\$	\$
Revenue		
Annual membership fees	36,583	35,970
Other fees	1,798	1,982
Advertising	965	1,140
Special projects	45	99
Interest and other	460	237
	<hr/> 39,851	<hr/> 39,428
Expenses		
Employee salaries expense	16,137	15,442
Employee benefits expense (note 9)	4,420	4,036
Council and committees	720	609
Services to members and applicants	3,572	4,133
Professional practice	510	324
Investigations and hearings	4,215	4,794
Operating support	5,296	5,092
Mortgage interest expense	1,090	1,118
Amortization	2,504	2,815
Council elections	250	57
	<hr/> 38,714	<hr/> 38,420
Excess of revenue over expenses before undernoted item	1,137	1,008
Other items (note 12)	-	2,977
Excess of revenue over expenses for the year	<hr/> 1,137	<hr/> 3,985
Members' equity - Beginning of year	19,265	15,280
Members' equity - End of year	<hr/> 20,402	<hr/> 19,265

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

Statement of Cash Flows

**For the year ended December 31, 2015
(in thousands of dollars)**

	2015	2014
	\$	\$
Cash provided by (used in)		
Operating activities		
Excess of revenue over expenses for the year	1,137	3,985
Add (deduct): Non-cash item reflected in operations		
Amortization	2,504	2,815
Changes in non-cash working capital items		
Accounts receivable	1,367	(1,924)
Deposits and prepaid expenses	(31)	(7)
Accounts payable and accrued liabilities	453	(389)
Deferred revenue	(294)	103
	<hr/> 5,136	<hr/> 4,377
Investing activities		
Purchases of investments	(28,801)	(20,057)
Proceeds from redemption of investments	25,459	19,000
Purchase of capital assets	(850)	(1,222)
	<hr/> (4,192)	<hr/> (2,279)
Financing activities		
Repayment of mortgage principal	(503)	(475)
Increase in cash during the year	<hr/> 441	<hr/> 1,623
Cash - Beginning of year	2,880	1,257
Cash - End of year	<hr/> 3,321	<hr/> 2,880

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

Notes to Financial Statements

December 31, 2015
(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.

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
Equipment	3, 4, and 10 years
Computer equipment	4 years
Software	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. Investments are recorded at amortized cost and include accrued interest.

Financial assets are assessed for impairment on an annual basis at the end of the fiscal year if there are indicators of impairment. If there is an indicator of impairment, the College determines if there is a significant adverse change in the expected amount or timing of future cash flows from the financial asset. If there is a significant adverse change in the expected cash flows, the carrying value of the financial asset is reduced to the highest of the present value of the expected cash flows, the amount that could be realized from selling the financial asset or the amount the College expects to realize by exercising its right to any collateral. If events and circumstances reverse in a future period, an impairment loss will be reversed to the extent of the improvement, not exceeding the initial carrying value. Impairments are recognized through the use of an allowance account, with a corresponding charge in the statement of operations and members' equity.

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.

3. Capital Assets

	Cost	Accumulated amortization	2015 Net	2014 Net
	\$	\$	\$	\$
Furniture	5,547	4,232	1,315	1,418
Equipment	4,264	2,959	1,305	1,629
Computer equipment	1,578	1,282	296	356
Software	191	106	85	41
Building improvements	14,559	4,801	9,758	10,541
Building (note 5)	12,834	2,353	10,481	10,909
Land (note 5)	7,660	-	7,660	7,660
	46,633	15,733	30,900	32,554

4. Accounts payable and accrued liabilities

Included in accounts payable and accrued liabilities at December 31, 2015 are government remittances owing of \$183 (2014 - \$163).

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 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.

	2015	2014
	\$	\$
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$93, maturing June 30, 2020	12,978	13,329
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$40, maturing June 30, 2020	5,644	5,796
	18,622	19,125
Less: Current portion	533	503
	18,089	18,622

Principal payments are due as follows:

	\$
2016	533
2017	564
2018	598
2019	633
2020	671
Thereafter	15,623
	18,622

6. Investments

	2015	2014
	\$	\$
Bank of Montreal cashable 1.25% GIC, matured on March 6, 2015	-	1,010
Bank of Montreal High Interest Savings Account, variable rate	-	3,717
Vancity 1.4% GIC, matured on February 22, 2016	4,048	-
Bank of Montreal 1.4% GIC, maturing on August 22, 2016	4,021	-
	8,069	4,727

Included in the investment balance is \$69 (2014 - \$10) 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:

	\$
2016	64
2017	63
2018	57
	<u>184</u>

8. Contingencies

The College is involved in claims that arise from time to time in the normal course of operations. 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.

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 four 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's total annual pension expense for the two plans was \$1,584 (2014 - \$1,473), which is included in the employee compensation expense in the statement of operations and members equity.

10. Credit facility

The College has an unsecured operating line of credit of \$5,000, which bears interest at the bank prime rate plus 0.5%. As at December 31, 2015, no amounts (2014 - \$nil) 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.

12. Other items

In the prior year, the College successfully concluded a long standing dispute with CRA resulting in a net refund of \$1,765 and they were favourably reassessed for net property tax of \$1,212. Of the total \$2,977, \$1,212 was recorded as an account receivable at December 31, 2014 and \$96 still remains outstanding.

13. Subsequent event

During the first quarter of 2016, the College negotiated a one-time mortgage prepayment without penalty on the fixed term mortgages equal to 10% of the principal. The payment occurred on April 1, 2016.

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