

2016 Annual Report

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



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Setting the Standard for Great Teaching

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 oct.ca and this annual report.

238,143 members in good standing

12% of AQs awarded in 2016 were for Special Education, Part 1

17% of new OCTs in 2016 were international applicants

Messages

Chair's Message



Good governance demands wise, timely decisions. Whether you're the United Nations, a major corporation or a self-regulatory body such as the Ontario College of Teachers, the ability to govern decisively, prudently, and with purpose and compassion comes from leadership that is thoughtful, strategic and accountable.

Our 37-member governing Council guides and monitors the College's performance in meeting its strategic objectives. Council assumes accountability for the College's mandate to serve the public interest. It's our responsibility to monitor the College's work against its strategic priorities, to manage risk by assessing performance against the College's legal mandate, and to ensure the appropriate allocation of resources through sound budgeting.

We take the role very seriously. It's why we embrace the principles of good governance

and why we've been working with a business improvement coach to review our priorities.

The work that began with our previous Council together with the College's senior leadership team to develop a mission, vision and values continues. Using our strategic plan as the lens, we have sharpened our focus to ensure that our Council and committee decisions are principled, financially responsible and on track.

One of our strategic priorities is to enhance Council and committee effectiveness. To that end – and to reduce our environmental footprint – we adopted new meeting management software. The program makes it easier to co-ordinate documents for Council and committees and also provides an easy-to-use electronic platform and access to information for visiting members of the public.

Exploring ethical standards through Anishinaabe art

Central to our work and to the work of teachers across Ontario are the *Ethical Standards for the Teaching Profession*. Council members had the pleasure of meeting Anishinaabe artist and education adviser with the Independent First Nations Alliance Bruce Beardy, OCT, who created visual representations of the standards. Accompanied by engaging storytelling from his wife, Kathy Beardy, manager of Education Initiatives at the Nishnawbe Aski Nation, the couple illustrated how the Anishinaabe culture represents

ethical standards such as integrity. “In the Anishinaabe culture, we measure integrity by following the Seven Grandfather Teachings,” explains Bruce Beardy. “They are humility, love, respect, wisdom, courage, honesty and truth.”

Through his art, Beardy is helping College members to explore the ethical standards of care, trust, respect, and integrity. Beardy’s artistic interpretations are reflected in the College’s learning resources ([videos](#), [reflection booklet](#), posters), which enrich the professional practice by integrating Indigenous perspectives into teaching.

Celebrating future teachers

We were also delighted this year to recognize three talented and dedicated teacher candidates with our annual Ontario College of Teachers Scholarship Program, which honours excellence in teacher education and financially assists future teachers.

Krista Bradshaw is this year’s recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education. Known to be conscientious and inspirational, with a passion for rock-climbing, she is trained in safeTALK suicide alertness and is comfortable having conversations about career paths and mental health. One student who was considering dropping out of university said that Bradshaw gave her renewed confidence to continue her studies.

Maria Sinclair is the recipient of the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship. Sinclair has been volunteering for several local Indigenous organizations and education venues including the Museum of Ontario

Archaeology. Diagnosed with a speech impairment and a learning disability when she was young, Sinclair was motivated to draw from her personal experience to help students find their individual ways of learning.

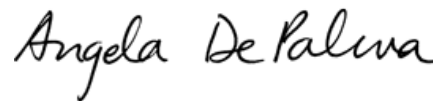
Patrick Vaillancourt is the recipient of the Ontario College of Teachers Intermediate/Senior Scholarship. He is a regular contributor to his community radio station and arts council, the local food bank and a variety of charities that include the Terry Fox Run and the Let Them Be Kids Initiative. Vaillancourt is said to be so popular with students that they never want to miss a class. Now, that’s loyalty!

My sincere thanks goes to the Council members who gave their time to serve on the scholarship subcommittee. They read lengthy applications and managed to select finalists among a long list of impressive applicants.

Council members and College staff work extremely hard to offer members the best service possible. I’d like to extend my appreciation to all of them for the many ways in which they contribute to the public interest.

Strengthened by the work we’ve accomplished in 2016, the College maintains public trust in our profession.

I look forward to celebrating continued achievements in 2017.



Angela De Palma, OCT

Registrar's Message



Student protection in Ontario was enhanced in 2016.

After months of consultation, the *Protecting Students Act, 2016*, was passed in December. Introduced as Bill 37, the new legislation reflects the College's work to enhance and improve its disciplinary processes and procedures, stemming from its self-initiated, commissioned review by former Ontario Chief Justice Patrick LeSage.

The changes in legislation help to improve efficiencies and accountability in the investigations and hearings process that protects Ontario students. For example, the Act now gives the Registrar authority to appoint a special investigator to acquire information sooner. As well, it fast-tracks cases to the Discipline Committee where there have been criminal convictions, and defines timelines for school boards to provide information to the College following a complaint.

In 2016, we received 653 complaints, including 273 from members of the public and 67 from College members. Of those, 264 went through

a process of investigation and on to public hearings. Thirteen were Fitness to Practise matters. (More information available on the Nature, Origin and Disposition of Complaints under "Statistics" at reports.oct.ca/2016.)

As our accredited faculties of education implemented the enhanced four-semester initial teacher education program, the College worked collaboratively with these institutions. It examined, the program's impact on areas such as French-language, technological and Aboriginal teacher education, focusing on program durability and sustainability. Going forward, we will explore where practice or policy revisions might be needed. The enhanced program protects Ontario students by helping teacher candidates become knowledgeable educators who are sensitive to the needs of a diverse student population.

The introduction of the [Enhanced Teacher Education Program](#) has enabled the College to develop a stronger, sustained relationship with future members. For example, we now reach out to teacher candidates at least twice during the four-semester program. As well as receiving traditional information, teacher candidates learn about College mandate-related topics such as professional conduct and the use of social media, exercising professional judgment using the ethical standards, and the duty to report suspected abuse or neglect of children.

Our advice to the profession takes many forms, however. In addition to issuing professional advisories and presenting

to teacher candidates in our faculties of education, we made presentations on numerous Additional Qualification courses during the summer for principals and supervisory officers. These included using interactive case studies to help candidates understand and reflect on the standards of practice, the ethical standards, and the investigations and hearing process.

To inspire public confidence, the College relies on effective communication to create pathways and strengthen connections. To that end, we published information in Punjabi, Tamil, Italian, Spanish and Chinese; used targeted, measurable social media platforms such as Facebook, Twitter and LinkedIn to expand and enrich our links to the community; and shared strategies and best practices with members of our Regulatory Communicators' Network. As well, we introduced an Applicant Eligibility Assessment tool to help internationally educated teachers determine whether they are likely to meet our requirements for registration.

In October, we conducted a "Just One Word" social media campaign to support UNESCO's international celebration of World Teachers' Day. Our campaign asked Ontarians to use a single word to describe their favourite teacher. As a result, we reached 1.8 million people, received 1,428 comments, generated 928 new followers on social media, and had 4,584 new visitors to our website resulting in 6,384 unique page views. One in seven respondents characterized teachers as "inspiring." The initiative promoted the words most closely associated with the *Ethical Standards for the Teaching Profession* – Care, Trust, Respect and Integrity – which are foundational to teacher professionalism and student protection.

The College continued its public awareness presentations initiated in January 2014. These focused dialogues with trustees and Parent Involvement committees have assisted in enhancing awareness of the College and in gathering useful feedback.

Further, the College reached out to the public at various events around the province, including baby shows in London, Ottawa, Toronto and Mississauga, as well as parent and family conferences in Toronto, Brantford, Alliston and Richmond Hill. We also took part in Burlington's Children's Festival, Festival franco-ontarien and Ottawa Capital Pride in Ottawa, Telling Tales Festival in Rockton, Ont., Pride Toronto and Word On The Street Toronto. Parents appreciated information about our online resources such as the Find a Teacher registry and the chance to subscribe to *The Standard*, our e-newsletter. Subscriptions almost quadrupled over the course of the year – 5,347 as of December 31, 2014, to 18,575 as of November 1, 2016.

We also spoke with parents and members at focus groups in Sudbury, Windsor, Ottawa, Kingston, Kitchener and Toronto during July and August. The insights helped to improve College communications products and services.

The launch of two standards-based audiovisual resources and discussion guides, as part of our Acting on our Ethics series, supported the revised *Professional Learning Framework for the Teaching Profession*. The resources support exploration into the *Standards of Practice for the Teaching Profession* and encourage the meaningful inclusion of the Anishinaabe culture and worldview within initial and continuing teacher education.

In May, the College hosted its third Inspiring Public Confidence Conference featuring English and French workshops on critical issues concerning regulators, the public, employers of Ontario Certified Teachers and providers of teacher education. More than 200 people attended. Topics ranged from pan-professional discussions of ethical behaviour and examining fairness in the 21st century to implementing the recommendations of the Truth and Reconciliation Committee to challenges facing regulatory agencies. The conference featured keynotes from the Honourable Roméo Dallaire, a retired Canadian senator and Canadian Army lieutenant-general, and an outspoken advocate and champion of human rights, as well as Giller Prize-winning author and broadcast journalist Linden MacIntyre. The conference has established the College as a leader in self-regulation and in thought leadership on matters of professional regulation, acting in the public interest, and effective practices and research in teacher education.

Finally, to ensure that the education sector has accurate data upon which it can plan, we released results from our [Transition to Teaching](#) survey of teachers newest to the profession. The data signalled a positive upturn in employment opportunities and greater demand for teachers of French, secondary mathematics and science, and technological education.

Recognizing excellence in service

The year saw a transition of Council members through several departures and appointments. Those who concluded their service with us included Terry Price, OCT, in June, Irene

Cheung, OCT, and William Ngassam, OCT, in September and Shabnum Budhwani in December.

Pier Olivier Arseneault, OCT, was appointed to replace Irene Cheung. Jacqueline Karsemeyer, OCT, replaced Terry Price and James Knopp replaced Dobi-Dawn Frenette, who left Council in 2015.

In addition, Marie-Louise Chartrand and Robert Gagné were each reappointed to Council for an additional year.

As the teaching profession’s regulator, we have clear priorities to:

- facilitate the ongoing professional learning of members;
- broaden member engagement in the College;
- enhance Council and committee effectiveness; and
- 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.

Our work to set the standard for great teaching continues to grow and our efforts blossom.

I am grateful for the leadership of our Council, the dedication of our staff and the generous support of our partners. Our success is the product of their efforts.



Michael Salvatori, OCT

Overview

The College at a Glance

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

Our Mandate

The College regulates and governs the teaching profession in Ontario in the best interests of the public. It:

- 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.

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

In the Public Interest

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

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

How We Are Governed

The College is governed by a 37-member Council:

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

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

Our Members

Who are our members? Classroom teachers. Vice-principals. Principals. Supervisory officers. Directors of education. All must be certified by the College to work in Ontario's publicly funded schools and school systems. Our members work in faculties

of education, the Ministry of Education, teachers' federations, the College and independent schools. They also work in many other institutions that provide educational opportunities for teachers and their students in Ontario, other parts of Canada and around the world. The College membership reached 238,143 in 2016.

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 and opportunities facing the teaching profession.

College Mandate

- To regulate the teaching profession 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.

College Council

Elected Members



Pier-Olivier
Arsenaault, OCT



Brian Beal, OCT



Irene Cheung,
OCT



Ann Ciaschini,
OCT



Angela
De Palma, OCT



Susan
Elliott-Johns,
OCT



Tim Gernstein,
OCT



Jacqueline
Karsemeyer,
OCT



Matthew
Kavanagh, OCT



Shanlee Linton,
OCT



Myreille Loubert,
OCT



Shannon
Marcus, OCT



Richard
Michaud, OCT



William
Ngassam, OCT



Sara Nouini,
OCT



Brigitte (Bidal)
Piquette, OCT



Terry Price, OCT



Rob Ryan, OCT



Anthony
Samchek, OCT



Vicki Shannon,
OCT



Jennifer
Stewart, OCT



Stéphane Vallée,
OCT



Nicole
van Woudenberg,
OCT



Ravi Vethamany,
OCT



Wes Vickers,
OCT

Appointed Members



Jean-Luc
Bernard, OCT



Shabnum
Budhwani



Marie-Louise
Chartrand



Elizabeth Edgar-
Webkamigad,
OCT



Robert Gagné



Marie-Thérèse
Hokayem



Godwin Ifedi



Jane Ishibashi



James Knopp



Colleen Landers



Bill Petrie



Tom Potter



Ronna Warsh



Marie-Claude
Yaacov

CEO and Registrar



Michael
Salvatori, OCT

Professionalism & Transparency

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

Our work is open and accessible. Helping people understand who we are and what we do is an important part of serving the public interest.

Professionalism and transparency are at the heart of building public trust and respect for the teaching profession. In the last several years, the College has placed greater focus in communicating and engaging with the public in meaningful ways.

Public confidence in the profession expands with greater awareness and understanding of the practice and ethical standards that teachers are guided by and demonstrate every day in their schools and learning communities.

Landmark Legislation

Last December, the provincial government passed Bill 37, the *Protecting Students Act*, bringing changes into law to better protect students. The law also makes the College’s investigations and hearings practices and processes more efficient, open and transparent. These long-sought changes reflect the commitments our Council has made based on advice of former Ontario Chief Justice Patrick LeSage.

The Act includes 11 key changes:

- A member’s certificate will be automatically revoked if he or she is found to have committed an act of professional misconduct involving sexual abuse of a student, as specified in the *Ontario College of Teachers Act*, or a prohibited act involving child pornography.
- Definitions and/or interpretations of “professional misconduct,” “prohibited act involving child pornography,” and “sexual misconduct” have been added to the *Ontario College of Teachers Act*.
- If a person has had a certificate revoked for committing an act of professional misconduct that involves sexual abuse of a student, sexual misconduct or a prohibited act involving child pornography, an application to have a new certificate issued shall not be made earlier than five years from the date the certificate was revoked.
- Employers are required to provide information within the time specified in writing by the College or, if no time period is specified, within 30 days of receiving the request.
- A member is provided with 60 days (or another time frame set by the Investigation Committee) to respond to a complaint.
- Confidentiality provisions were expanded to, among other things, allow the College to share information with bodies that govern professions inside or outside of Ontario and with a police officer, to aid an investigation related to a law enforcement proceeding.
- If a member has been convicted or found guilty of an offence under the Criminal Code (Canada) for the same conduct or action that is the subject matter of a complaint, the member and the Investigation Committee may agree to fast-track the process of sending the matter to the Discipline Committee.

- If a panel of the Investigation, Discipline or Fitness to Practise committees is hearing or reviewing a matter related to the conduct of a person who was a principal or vice-principal at the time the conduct occurred, the panel must include at least one person who is employed as a principal or a vice-principal, or who was previously employed as such, and is still a member of the College.
- In situations where the Discipline Committee may order that the public be excluded from a hearing, it may order publication bans of information disclosed at these hearings.
- The Registrar may appoint an investigator if: (1) the Registrar believes on reasonable and probable grounds that the conduct of the member exposes, or is likely to expose, one or more students to harm or injury, and that the investigator should be appointed immediately; and (2) there is not time to seek approval from the Executive Committee.
- Summaries of all Discipline Committee decisions must be published in [Professionally Speaking/Pour parler profession](#) if the member has been found guilty of professional misconduct or to be incompetent.

The College welcomes these changes in the new legislation and looks forward to continuing our work with the provincial government to protect the public interest.

Greater Public Awareness and Meaningful Engagement

Public understanding of the role and work of the College reached a four-year high in 2016, well surpassing the benchmarks set before the launch of the public awareness initiative.

For example, the number of survey respondents who can accurately identify the College as setting ethical standards for teachers now stands at 85 per cent. Those who say that the College issues licences to teach, and may suspend or cancel those licences, now stand at 76 per cent – an increase of 10 per cent.

The College continued to build on the public awareness initiative launched in 2014. We attended more events, spoke to more people and had more meaningful one-on-one interactions. It was a busy year for outreach, but also a successful one. We engaged the public in a number of ways, including:

- meeting with Parent Involvement committees and trustees;
- participating in school board parent conferences;
- distributing College information through district school boards; and
- attending community events.

We also looked for additional ways to communicate with parents and the broader community, including distributing our *Quiz for Parents* brochure (which includes information on who we are and what we do) to Ontario Early Year Centres; writing articles for a new community-based parent newsletter and sponsoring posts on parent blogger websites.

We also expanded our social media footprint with the addition of [Pinterest](#) and [Instagram](#) accounts, while generating more content on existing properties including [Facebook](#), [Twitter](#), [YouTube](#) and [LinkedIn](#).

Professional Advisories

The College has a legislated duty to educate its members. By periodically issuing professional advice, we help to meet that expectation. Professional advisories aim to guide and enhance professional practice and are developed in close consultation with members, subject experts and stakeholders. To ensure optimal awareness, the College creates comprehensive rollout strategies to inform its members and to show the public that teachers are committed to their professionalism.

In 2016, the College revised the [*Additional Qualifications: Extending Professional Knowledge*](#), professional advisory. The updates:

- reflect changes to initial teacher education introduced in September 2015 via the Enhanced Teacher Education Program;
- include new Additional Qualifications and name changes to some;
- clarify supervisory officer qualification requirements;
- include all Teachers' Qualifications Regulation schedules; and
- provide additional links to resources.

The advisory recognizes that ongoing professional learning is an integral part of teaching and reflects the ongoing review and updating of teachers' qualifications by the College, its members and education partners.

Increased Access to Disciplinary Decisions

By the end of 2016, College members and members of the public will have had access to more than 700 discipline decisions on our website, involving College members over the past 20 years.

In 2016, the College expanded access to all disciplinary decisions, including making them available on the [Canadian Legal Information Institute](#) (CanLII), a world-renowned database operated by the Federation of Law Societies of Canada.

Free, bilingual and easily searchable, this database was created to make it faster and easier for the public and legal professionals to access documents, such as disciplinary decisions and high-quality legal commentary on Canadian court decisions.

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.
- Where member's licences have been impacted by a disciplinary hearing, the College provides this information to educational authorities throughout the world.

Reviewing College Registration Practices

Our ongoing review of registration practices initiated in 2007 ensures that our procedures,

information and guidelines are clear and transparent.

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

Find a Teacher

[Find a Teacher](#) was the most viewed section on the College website, with 11.5 million page views in 2016. 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 and Registration.

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_OEEE](#) 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; and
- hear about 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; and

- First Nations, Métis and Inuit education.

Check us out on [Instagram](#)

Connect with us on [LinkedIn](#)

See us on [Pinterest](#)

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; and
- education legislation.

College members can [subscribe](#) online to the electronic newsletter *Your College and You* to stay up-to-date 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](#), our quarterly 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 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 College 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 Council.

The committee met three times in 2016, and reported on its activities at regularly scheduled meetings of Council in March, June and September.

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. It may request information from Council to develop, modify or implement its work plan or to provide advice to Council.

In 2016, the committee reported to Council on items reviewed in accordance with its work plan. It learned more about the public appointment process and qualification

assessment of appointees to Council. The committee received updates on the public awareness initiative, its results to date and how the College responded to various media inquiries. Information on the *Protecting Students Act* was provided to the committee throughout the year, including updates on other outstanding recommendations from the 2012 external review by former Ontario Chief Justice Patrick LeSage. It gathered information on College membership at private and independent schools in Ontario, including disciplinary practices where non-OCTs are teaching. The committee also received updates on transparency initiatives at Ontario's regulated health colleges and elsewhere in the professional self-regulatory environment.

Public Interest

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

Committees at Work

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 that 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 2016, a new council member was appointed to the committee. On November 30, 2016, the committee member participated in a training session on the committee's mandate and processes, legislative framework and decision writing.

There were no appeals received by the committee in 2016.

Accreditation Appeal

- Robert Gagné (a) (Chair)
- Godwin Ifedi (a)
- William Ngassam, OCT (e)
(until September 1, 2016)
- Brigitte (Bidal) Piquette, OCT (e)
- Jennifer Stewart, OCT (e) (Vice-Chair)
- Stéphane Vallée, OCT (e)
(from September 8, 2016)

(e) = elected

(a) = appointed

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 initial 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 materials, 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

In the fall of 2015, the initial teacher education program at Ontario’s faculties of education was enhanced, and the College’s Regulation 347/02, Accreditation of Teacher Education Programs, was amended to lengthen the program to four semesters, increase practice teaching time to 80 days and include new core content. In 2016, the Accreditation Committee carried out a verification process to ensure all teacher education programs complied with these new requirements. This comprised the review of 45 programs at 18 Ontario institutions.

Accreditation Reviews

In 2016, the College conducted three initial teacher education program reviews for the following programs:

- School of Education and Professional Learning at Trent University:
 - Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree – Indigenous
 - Concurrent program of professional education that combines studies in Indigenous Education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a five-year Bachelor of Education degree – Indigenous
- Faculty of Education at Niagara University:
 - Consecutive program of professional education with areas of study in Primary/Junior and Intermediate/

- Senior divisions, leading to a Bachelor of Professional Studies degree
- Ontario Institute for Studies in Education of the University of Toronto (OISE):
 - Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Master of Teaching (MT) degree
 - Consecutive program of professional education with areas of study in the Primary/Junior divisions, leading to a Master of Arts in Child Study and Education (MA-CSE) degree
- Faculty of Education at York University:
 - (Addition of) part-time 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
- Faculty of Education at University of 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, and including the Primary/Junior divisions with a focus on teaching French as a Second Language

In late 2016, the faculties of education at The University of Western Ontario (Western University), the University of Windsor and Wilfrid Laurier University submitted applications for the general accreditation of their programs.

The Accreditation Committee also carried out reviews — through a verification process — of all existing Ontario programs, comprising the review of 45 programs at 18 Ontario institutions.

Substantial Change Decisions

The Accreditation Committee received and reviewed substantial change requests — and requests for additions to programs — for the following programs:

- Schulich School of Education at Nipissing University:
 - 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

The committee approved the changes and additions to the programs at Nipissing University, York University and University of Ottawa.

Accreditation Resources

Resources that support the accreditation of initial teacher education programs, including the *Accreditation Panel Interview Resource: Getting at Evidence* and the *Technical Guide — Accreditation Resource Guide*, were updated to reflect regulatory changes and program enhancements. In support of maintaining a streamlined process for accreditation reviews, staff continued to improve accreditation resources and practices. Committee resources, including the *Pre-Service Accreditation Handbook* and the *Accreditation Panel Member Guide*, continued to be utilized in 2016.

Committee Professional Development

Presentations were provided in support of continuous professional development for

the Accreditation Committee, including a conversation on the reasons for the “theory and practice gap” facilitated by two Canadian teacher education researchers from the University of Toronto. Committee members also received information on the College’s annual *Transition to Teaching* report.

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 available during site visits — provides 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

- Jean-Luc Bernard, OCT (a)
(from September 8, 2016)
- Angela De Palma, OCT (e)
- Elizabeth Edgar-Webkamigad, OCT (a)
(until July 28, 2016)
- Susan Elliott-Johns, OCT (e) (Vice-Chair)
- Marie-Thérèse Hokayem (a)
- Matthew Kavanagh, OCT (e)
- Colleen Landers (a)
(from February 11, 2016)
- Richard Michaud, OCT (e)
- Tom Potter (a)
- Nicole van Woudenberg, OCT (e) (Chair)

(a) = appointed
(e) = elected

Editorial Board

The College's quarterly award-winning magazine, *Professionally Speaking*, is delivered to 238,143 Ontario Certified Teachers in either English or French (*Pour parler profession*). 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 notable Canadians.

The Editorial Board is responsible for setting editorial and advertising policy for the magazine. The board reviews magazine 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 municipal, provincial or national acclaim, and provides these award winners with an opportunity to share their teaching philosophies with their colleagues.

Feedback from College members about the content they find most useful in guiding their professional practice helps the Editorial Board continually improve the publication. In 2016, a *Professionally Speaking* reader survey was sent to 16,000 randomly selected members in good standing, of which 1,276 responses were submitted. A *Pour parler profession* reader survey was sent to 3,000 French-speaking members, of which 256 responded.

Survey results showed that 83 per cent of English readers were satisfied with the quality of the publication's content, unchanged from 2013 (the last year a survey was conducted); this number is higher for French readers by seven per cent (90 per cent), consistent with 2013. English readers also continue to enjoy the look and feel of the magazine, with 92 per cent of English readers and 95 per cent of French readers saying they are satisfied with the quality of design and photography.

The features and [Great Teaching](#) profiles remain two of the most well-read sections for *Professionally Speaking* readers, while *Pour parler profession* readers favour the Great Teaching and [Remarkable Teacher](#) profiles, followed by Tech Class.

The documentary-style [Great Teaching digital profiles](#), introduced in 2014, continue to gain traction with both English- and French-speaking members. Seventy-five per cent of English readers and 62 per cent of French readers are either aware or very aware of these vignettes, which were retrofitted in 2016 to meet compliance standards set by the *Accessibility for Ontarians with Disabilities Act* (AODA).

The Great Teaching digital components 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.

“[No Limit to Learning](#)” (March 2016), “[Going Social](#)” (June 2016), “[Modernizing Teacher Education](#)” (September 2016) and “[Creating Inclusive Schools](#)” (December 2016) were cover stories approved by the board in 2016 that were particularly well-received by readers. Other features that generated member interest include “[Changing Job Market Holds Promise for OCTs](#)” (March 2016), “[Toward Wellness](#)” (June 2016), “[Space to Learn](#)” (September 2016) and “[Taking Tech to the Next Level](#)” (December 2016). *Professionally Speaking* also published its first annual supplement on Additional Qualifications (AQs) in the March 2016 issue, highlighting the importance of ongoing professional learning for College members.

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, committee and College activities – from conference, annual report and annual meeting highlights 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 2016. *Professionally Speaking* collected a record six Canadian Business Media (CBM) Awards in Canadian business journalism (formerly known as the Kenneth R. Wilson Awards) – taking home two golds, four silvers and 16 honourable mentions – the second-highest number of nominations of any publication. The CBM Awards recognize excellence in Canadian business-to-business magazine content.

Professionally Speaking continued the streak at the 2016 Tabbie Awards, picking up six awards (including two golds and

one silver). It is the 10th consecutive year that *Professionally Speaking* emerged a winner at the prestigious Tabbie Awards – presented by TABPI (Trade Association Business Publications International) – which recognize editorial and visual excellence in English-language trade, association and business publications worldwide.

TABPI also named *Professionally Speaking* eighth among the 95 most acclaimed business-to-business/trade publications in the world – the only Canadian magazine to make the Top 10 in their inaugural “The Big 95” list.

The College’s flagship publication was also runner-up for Trade Magazine of the Year at the 2016 Editors’ Choice Awards – presented by the Canadian Society of Magazine Editors – which honours the high-quality work of editors within the Canadian magazine industry.

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

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

(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 2016, the committee referred four cases to the Fitness to Practise Committee and one to the Discipline Committee, and ordered the suspension of a member's Certificate of Qualification and Registration.

The Registrar may request the approval of the Executive Committee to appoint a College investigator to a matter. This process is normally required when the College is unable to obtain access to information or evidence on a voluntary basis. No such requests were received in 2016.

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 2016.

The Executive Committee made several appointments to fill statutory, standing, regulatory and special committee vacancies as they occurred throughout 2016. In order to increase the number of Council members available to serve on discipline and fitness panels, the committee confirmed joint membership for the Discipline and Fitness to Practise committees.

Under authority granted through a Council motion in December 2013, the Executive Committee is responsible for reviewing the professional advisory framework and selecting professional advisory topics. Following a review of the process to develop professional advisories, the Executive Committee approved updates to the advisories on safety in learning environments and additional qualifications. The topic of responding to student bullying was selected for the next professional advisory in 2017.

The Executive Committee administers the College's Scholarship Program, which includes these three awards:

- the Joseph W. Atkinson Scholarship for Excellence in Teacher Education, named in honour of the College's second registrar;

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

For 2016–17, the committee selected:

- Krista Bradshaw (Queen’s University) as the recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education;
- Maria Sinclair (Western University) as the recipient of the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship; and
- Patrick Vaillancourt (Université Laurentienne) as the recipient of the Ontario College of Teachers Intermediate/Senior Scholarship.

Council presented awards at its December meeting to those recipients who were in attendance.

The committee proudly confirmed that the College Scholarship Program, in its current form, had attained a level of self-sufficiency.

Executive

- Brian Beal, OCT (e)
- Marie-Louise Chartrand (a)
- Angela De Palma, OCT (e) (Chair)
- Elizabeth Edgar-Webkamigad, OCT (a) (until September 28, 2016)
- Robert Gagné (a)
- Colleen Landers (a) (November 10, 2016, only)
- Shanlee Linton, OCT (e)
- Myreille Loubert, OCT (e) (Vice-Chair)
- Tom Potter (a) (November 10, 2016, only)
- Terry Price, OCT (e) (until June 30, 2016)
- Robert Ryan, OCT (e) (from July 1, 2016)
- Nicole van Woudenberg, OCT (e)
- Ravi Vethamany, OCT (e) (from December 2, 2016)

(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 2016, the College had 238,143 members in good standing. The membership increased by 4,372 when compared to the 2016 budget. This was due to a higher number of pre-Enhanced Teacher

Education Program (ETEP) graduates processed in 2016, as well as an increase in the number of grandfathered concurrent and multi-year graduates. An increase in reinstatements and fewer retirements than forecasted also had an impact on revenue.

For 2016, the College's operating budget was set at \$40,285,456.

The College recorded an operating surplus of \$241,483 for 2016.

Finance

- Brian Beal, OCT (e)
(Vice-Chair) (from September 1, 2016)
- Marie-Louise Chartrand (a) (Chair)
- Shannon Marcus, OCT (e)
(from July 11, 2016)
- Bill Petrie (a)
- Terry Price, OCT (e) (Vice-Chair)
(until June 30, 2016)
- Vicki Shannon, OCT (e)

(a) = appointed
(e) = elected

Governance Committee

The Governance Committee is a special committee of Council focused on Council governance, Council and committee membership, and the election of Council members. It offers guidance to Council on governance issues such as risk assessment, evaluation and Council member development, succession planning and transition effectiveness.

In 2016, the committee focused on planning for the 2018 election of Council members. The committee investigated possible amendments to the election regulation with the goal of increasing member engagement with governance of the College. Recommended amendments were brought forward to Council and approved policy directions were shared with the Ministry of Education for incorporation into the election regulation. The committee also developed a strategic communication plan for the 2018 election including outreach and engagement initiatives with members designed to increase voter participation beginning in 2017.

The Governance Committee recommended the introduction of evaluation tools for

Council members with the goal of assessing the work of Council and their preparation for the role. A pilot based on a self-evaluation tool was implemented for the September and December 2016 meetings of Council. The committee will evaluate the outcomes of the pilot in 2017.

Also in 2016, the committee proposed amendments to the process for the election of committee chairs through bylaw amendments. It initiated the process of filling a Council vacancy for the French-language Catholic Board Secondary Position.

Governance

- Angela De Palma, OCT (e)
- Matthew Kavanagh, OCT (e) (Chair)
- Myreille Loubert, OCT (e)
- Sara Nouini, OCT (e) (Vice-Chair)
- Tom Potter (a)
- 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 the Registrar and Deputy Registrar, and makes recommendations to the Council on human resources policies.

The Human Resources Committee usually meets three to four times a year. Among other business, the committee is currently in the process of developing a diversity policy for the College.

Human Resources

- Shabnum Budhwani (a) (Vice-Chair) (until December 16, 2016)
- 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

Investigation Committee, Discipline Committee, Fitness to Practise Committee

Three College committees share the responsibility of disposing of complaints against members of the teaching profession. This report provides [detailed statistical information](#) on the committees' activities in 2016.

The Investigation Committee conducts reviews of information related to all complaints. The Discipline Committee holds hearings on complaints related to alleged professional misconduct or incompetence. The Fitness to Practise Committee holds hearings on complaints 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 to serve on a panel, even though they may no longer be members of Council. The panels are comprised of a combination of elected and appointed Council members, and may include one member of the roster.

The College receives approximately 1,000 contacts annually from members of the public and the profession 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 and member complaints, as well as board reports, of which

approximately 40 per cent are resolved at intake while the rest are dealt with by a panel of the Investigation Committee.

In 2016, the Investigation Committee disposed of 264 complaints, and the Discipline and Fitness to Practise committees disposed of 106 matters.

Introduction of *The Protecting Students Act*

In December 2016, the provincial government passed [Bill 37](#), the *Protecting Students Act*, bringing long-sought changes into law to protect students. It will also make the College's investigation and hearings processes and practices more efficient and open.

In addition to the passing of Bill 37 — and in line with its commitment to transparency and accountability — the College extended the availability of its disciplinary decisions on the Canadian Legal Information Institute (CanLII) database. This free, bilingual and easily searchable database enables more efficient access to our decisions by the public and legal professionals.

Investigation Committee

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

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

- refuse to investigate a complaint if it determines that the complaint does not relate to professional misconduct, incompetence or incapacity;
- refuse to investigate a complaint if it determines that the complaint is frivolous, vexatious an abuse of process, manifestly without substance or made for an improper purpose;
- refuse to investigate a complaint if it does not warrant further investigation or it is not in the public interest to investigate the complaint further;
- 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;
- 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 is also comprised of at least one elected member of Council. The panel makes decisions by considering the evidence related to the allegations and submissions of the College and the member.

Discipline Committee hearings are open to the public.

Fitness to Practise Committee

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

If a panel of the Fitness to Practise Committee finds a member to be incapacitated, it may direct the Registrar to revoke the member’s teaching certificate, suspend the certificate for up to two years, 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. Complaints are disposed of through the ratification of a Memorandum of Agreement (MOA) by a statutory committee of the College. Participation in the program occurs without prejudice to the parties.

Investigation

- Pier-Olivier Arsenault, OCT (e)
(from September 30, 2016)
- Marie-Louise Chartrand (a)
- Tim Gernstein, OCT (e) (Vice-Chair)
- Jacqueline Karsemeyer, OCT (e)
(from July 11, 2016)
- James Knopp (a)
(from March 3, 2016)
- Myreille Loubert, OCT (e)
(from September 8 to September 29, 2016)
- William Ngassam, OCT (e)
(until September 1, 2016)
- Bill Petrie (a)
- Terry Price, OCT (e) (Chair)
(until June 30, 2016)
- Robert Ryan, OCT (e) (Chair)
(from July 1, 2016)
- Anthony Samchek, OCT (e)
- Jennifer Stewart, OCT (e)

(a) = appointed

(e) = elected

Discipline

- Jean-Luc Bernard, OCT (a)
- Irene Cheung, OCT (e)
(until September 1, 2016)
- Ann Ciaschini, OCT (e)
- Robert Gagné (a) (Chair)
- Marie-Thérèse Hokayem (a)
(from June 3, 2016)
- Jane Ishibashi (a)
- Colleen Landers (a)
(from June 3, 2016)
- Shanlee Linton, OCT (e)
- Sara Nouini, OCT (e)
- Brigitte (Bidal) Piquette, OCT (e)
(from September 8, 2016)
- Tom Potter (a)
- Vicki Shannon, OCT (e)
- Stéphane Vallée, OCT (e)
- Ravi Vethamany, OCT (e)
- Wes Vickers, OCT (e) (Vice-Chair)
- Marie-Claude Yaacov (a)

(a) = appointed

(e) = elected

Fitness to Practise

- Jean-Luc Bernard, OCT (a)
(from June 3, 2016)
- Irene Cheung, OCT (e)
(until September 1, 2016)
- Ann Ciaschini, OCT (e)
- Robert Gagné (a)
(from June 3, 2016)
- Marie-Thérèse Hokayem (a)
(from June 3, 2016)
- Jane Ishibashi (a)
- Colleen Landers (a)
(from February 11, 2016)
- Shanlee Linton, OCT (e) (Chair)
- Sara Nouini, OCT (e)
(from June 3, 2016)
- Brigitte (Bidal) Piquette, OCT (e)
(until June 3, 2016;
from September 8, 2016)
- Tom Potter (a) (from June 3, 2016)
- Stéphane Vallée, OCT (e) (Vice-Chair)
- Ravi Vethamany, OCT (e)
(from June 3, 2016)
- Wes Vickers, OCT (e)
(from June 3, 2016)
- Marie-Claude Yaacov (a)

(a) = appointed

(e) = elected

Quality Assurance Committee

Council’s Quality Assurance Committee reviews the performance of the College relative to its objects as defined in the *Ontario College of Teachers Act* and ensures that the objects are achieved. The committee reviews each of the 11 objects and identifies opportunities to further support their achievement. The committee reports at least once a year to Council. In 2016, Council approved the motion recommended by the Quality Assurance Committee to amend its mandate to include a review of Council strategic priorities.

In 2016, the committee reviewed presentations from various College departments and units that demonstrated how their work met objects and strategic priorities. The presentations included discussions of strategic initiatives that the committee reviewed using an assessment rubric.

The committee heard from the Membership Services Department, whose presentation included a discussion of quality control measures used in the certification process and efforts to ensure transparency and accountability in this process. The department told the committee of its efforts to implement new certification requirements associated with the introduction of enhancements to the teacher education program on September 1, 2015. The goal of the department’s work was to ensure that as many applicants as possible were certified prior to the implementation of the new requirements, while maintaining the highest standards in processing these applications.

The Standards of Practice and Education Unit staff presentation provided an overview of the extensive community, member and provider consultations undertaken for Additional Qualification (AQ) policy and guideline development. Also explored were the rigorous processes in place to ensure that the profession’s standards and Aqs met the needs of College members and the educational system in Ontario. The presentation included a discussion of how the unit’s work is informed by established quality assurance principles, which include a commitment to high quality, relevance, accessibility, capacity building, transparency and accountability. The review of the Professional Learning Framework was highlighted to illustrate the policy development and consultation processes.

The presentation by the Accreditation Unit outlined its work to support and facilitate the application for the accreditation process and the Accreditation Committee’s review of teacher education programs, to assess whether accreditation requirements set out in Regulation 347/02 of the *Ontario College of Teachers Act* were satisfied. The presentation also included an overview of the verification report process, which ensured that all teacher education programs had successfully transitioned to the Enhanced Teacher Education Program. The committee heard that collaboration between the College and providers, and the work of the Accreditation Committee during the verification report process, was critical to its success in that it allowed for transparent and streamlined reviews.

Quality Assurance

- 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 who are not granted membership in the College, or from College members who have conditions placed on their teaching certificate by the Registrar. The Registration Appeals Committee hears these appeals, and considers them in both English and French. The committee’s work ensures that applicants are treated fairly, while maintaining public confidence in the decisions the College Registrar makes on behalf of the teaching profession.

As a consequence of the Enhanced Teacher Education Program implemented on September 1, 2015, the committee experienced a significant increase in the volume of appeals received in 2016. The majority of the 60 appeals received – of which six were requests for a French review – were from College members certified with terms, conditions or limitations (TCLs). College members who have TCLs placed on their certificates of qualification and registration must fulfil the conditions within five years and are eligible to seek

teaching positions during that period. College members may appeal to the committee for a variance on the TCLs imposed by the Registrar. The committee received 47 appeals that pertained to TCLs that were imposed on College members’ certificates.

In 2016, the committee met 14 times and rendered 35 decisions. The committee undertakes a paper review or may hold an oral presentation at the request of an appellant. A total of 12 appellants made orals presentation to the committee in support of their appeal, and a further 23 were reviewed as part of a paper review process.

Registration Appeals

- 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) (until September 1, 2016)
- Sara Nouini, OCT (e) (from September 8, 2016)

(a) = appointed
(e) = elected

Reasons for Denial of Certification Resulting in Appeals

Reason	
Appeal a condition on a certificate	25
Teacher education program not acceptable	0
Teacher education program along with academic and/or language proficiency	2
Academic degree not acceptable	2
Language proficiency as a primary reason	2
Both teacher education program and language proficiency not acceptable	3
Professional suitability: Committee refused to conduct a review	1
Total	35

Appeal Outcomes

Original decision upheld	28
Original decision overturned	4
Original decision modified	2
Refused to hear the appeal	1
Total	35

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* (PLF) 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, values and ethical commitments inherent within educators' professional practice in Ontario. The PLF articulates the multiplicity of forms of ongoing education and learning engaged in by members of the profession.

The Standards of Practice and Education (SP&E) Committee advises the College Council on the development, implementation and review of the ethical and practice standards and the PLF, which help to support teacher professionalism. The SP&E Committee also reviews Additional Qualification (AQ) policy guidelines and associated research.

In 2016, the SP&E Committee focused on:

- enforcement of the ethical standards and standards of practice 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*;
- broadening membership engagement in the work of the College, and in particular, engaging members such as retired teachers and First Nations, Métis and Inuit teachers.

Teacher Education: Review of AQ Course Guidelines

AQ courses are offered by approved providers from across Ontario. The foundation for these courses is the AQ policy guidelines issued by the College. The content of these teacher education policy guidelines is developed collaboratively with members of the profession, educational partners and the public. The ethical standards and the standards of practice form the basis for AQ course guidelines, which provide a holistic framework for enhancing educators' professional knowledge, skills and practices. Accredited AQ courses are aligned with the College's AQ policy guidelines.

In 2016, the committee approved 46 draft AQ course guidelines for provincial validation. These AQ guidelines included:

Schedule A:

- Biology, Senior
- Chemistry, Senior
- Classical Studies – Greek, Intermediate
- Classical Studies – Greek, Senior
- Classical Studies – Latin, Intermediate
- Classical Studies – Latin, Senior
- Family Studies, Intermediate
- Family Studies, Senior
- Français, Intermediate (FRENCH)
- Français, Senior (FRENCH)
- Geography, Intermediate
- Geography, Senior
- Health and Physical Education, Intermediate
- Health and Physical Education, Senior
- History, Intermediate
- History, Senior
- Philosophy, Schedule A – Senior
- Physics, Senior
- Politics, Senior
- Science, Intermediate
- Science, Senior
- Social Sciences, Senior

Schedule C:

- Adapting Curriculum for the Catholic School System
- Adapting Curriculum for Second-Language Learners
- Adult Education
- Classroom Management
- Education Law
- Français – 7e et 8e année (FRENCH)
- Mentoring
- Outdoor Experiential Education
- Safe and Accepting Schools
- Special Education for Administrators
- Teaching Combined Grades
- Teaching in the Catholic School System
- Teaching LGBTQ Students

Schedule D (3-Part Specialist):

- Enseignement et Leadership en situation minoritaire
- Family Studies
- First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures
- Reading
- Teacher Leadership
- Writing

Schedule E Honour Specialist:

- Biology
- Chemistry
- Classical Studies
- Family Studies
- Geography
- Health and Physical Education
- History
- Physics
- Science
- Social Sciences

Program:

- Principal’s Qualification Program (PQP)
- Supervisory Officer’s Qualification Program (SOQP)

In 2016, the committee approved 35 final AQ course guidelines to guide the design and implementation of AQ courses. These AQ guidelines included:

Schedule ABQ:

- Primary Division
- Junior Division

Schedule A:

- Anglais, Intermediate and Senior
- English, Intermediate and Senior
- French as a Second Language
- International Languages, Intermediate and Senior
- Law, Senior

Schedule D (Parts I, II and Specialist):

- Business Studies – Information and Communication Technology
- Dramatic Arts
- French as a Second Language
- International Languages
- Media

Schedule E, Honour Specialist:

- Dance
- Dramatic Arts
- English
- Environmental Science
- International Languages
- Music

Schedule F – Teaching Transportation Technology:

- Auto Body
- Auto Service
- Heavy Duty and Agricultural Equipment
- Light Aircraft
- Small Engine and Recreational Equipment
- Truck and Coach

Program:

- Principal’s Development Program

Release of Final Principal’s Qualification Program (PQP) and Supervisory Officer’s Qualification Program (SOQP)

The committee approved the final Principal’s Qualification Program (PQP) guideline and the Supervisory Officer’s Qualification Program (SOQP) guideline for public release.

These guidelines were revised through extensive collaboration with members of the profession, educational partners and the public.

A broad spectrum of perspective and voices was sought from both members and stakeholders representing all jurisdictions, interests and regions in Ontario. A variety of consultation methods were employed to ensure that these provincial leadership qualifications are reflective and responsive to the province’s rich diversity, and that they accurately reflect the necessary professional knowledge, skills and practices required of principals and supervisory officers in our province in response to changing realities.

AQ Provincial Writing Teams and Consultations

The committee received information regarding 17 AQ provincial writing teams that engaged members of the profession in 2016 for the following AQ course guidelines, as identified within the *Teachers’ Qualifications Regulation 176/10*:

Schedule A:

- Philosophy, Senior

Schedule C:

- Adapting Curriculum for Second-Language Learners
- Adapting Curriculum for the Catholic School System
- Adult Education
- Education Law
- First Nations’ School Leader Program: Leadership
- First Nations’ School Leader Program: Supporting Indigenous Learning and Holistic Well-Being
- Mentoring
- Outdoor Experiential Education
- Special Education for Administrators
- Teaching and Learning through E-Learning
- Teaching Combined Grades
- Teaching Cree
- Teaching in the Catholic School System

Schedule D (3-Part Specialist):

- First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures
- Supporting First Nations, Métis and Inuit Students – Guidance and Counselling

Programs:

- Supervisory Officer’s Qualification Program

In addition, 21 AQ course guidelines were developed through provincial partnerships with the following educational organizations:

Social Sciences and Humanities Leadership Council (OFS3HLC)	<ul style="list-style-type: none"> • Schedule A: Family Studies, Intermediate • Schedule A: Family Studies, Senior • Schedule D: Family Studies – Part I • Schedule D: Family Studies – Part II • Schedule D: Family Studies, Specialist • Schedule E: Family Studies, Honour Specialist
The Ontario History and Social Sciences Teachers’ Association (OHASSTA)	<ul style="list-style-type: none"> • Schedule A: Social Sciences, Senior • Schedule A: Politics, Senior • Schedule E: Social Sciences
Ontario Classical Association (OCA)	<ul style="list-style-type: none"> • Schedule A: Classical Studies – Greek, Intermediate • Schedule A: Classical Studies – Greek, Senior • Schedule A: Classical Studies – Latin, Intermediate • Schedule A: Classical Studies – Latin, Senior • Schedule E: Classical Studies, Honour Specialist
Ontario Philosophy Teachers’ Association (OPTA)	<ul style="list-style-type: none"> • Schedule A: Philosophy, Senior
Science Teachers’ Association of Ontario (STAO)	<ul style="list-style-type: none"> • Schedule A: Sciences – Biology, Senior • Schedule A: Sciences – Chemistry, Senior • Schedule A: Sciences – Physics, Senior • Schedule A: Sciences – General, Senior • Schedule A: Sciences – General, Intermediate
Six Nations Polytechnic	<ul style="list-style-type: none"> • Schedule C: Teaching Cayuga

Electronic surveys have provided rich data that have helped to inform the development of the following AQ policy guidelines:

- Principal Qualification Program (PQP)

- Supervisory Officer’s Qualification Program (SOQP)
- Teacher Leadership

Changes to the Teachers' Qualifications Regulation

As a result of SP&E Committee approved motions, a number of regulatory changes were made in the Teachers' Qualifications Regulation 176/10, which became effective in 2016:

The following qualification is renamed in Schedule A:

- Native Studies is now First Nations, Métis and Inuit Studies.

The following AQs are renamed in Schedule C:

- Teaching First Nation, Métis and Inuit Children is now Teaching First Nations, Métis and Inuit Children;
- Teaching Ojicree is now Teaching Oji-Cree.

The following AQs are renamed in Schedule D:

- Environmental Science/Environmental Studies is now Environmental Education;
- Native Studies is now First Nations, Métis and Inuit Studies;
- Librarianship is now Teacher Librarian;
- Teaching Students who are Deaf-Blind is now Teaching Students who are Deafblind;
- English as a Second Language is now Teaching English Language Learners.

The following AQ is added to Schedule D:

- Teaching and Leadership: First Nations, Métis and Inuit Settings.

The following AQ is renamed in Schedule E:

- Native Studies is now First Nations, Métis and Inuit Studies.

Historical Qualification — Teaching the Trainable Retarded

- The College has removed and replaced the Teaching the Trainable Retarded qualification on members' records. College member certificates will now indicate the qualification name Teaching Students with Intellectual Disabilities, recognizing more appropriate terminology in the current educational environment.

Clarification of French- or English-Only Qualifications

- Notations have been added to the regulation to clarify specific qualifications that are offered in the French-language or in the English-language only, and are for teaching in French-language schools, or in English-language schools. This change clarifies that certain qualifications are specific to the French or English system.

The Committee approved that the following two new AQs and proposed name change be forwarded to the College Council for inclusion in Teachers' Qualifications Regulation 176/10:

- First Nations' School Leader Program: Leadership/Leaders dans les écoles des Premières Nations — to be added to Schedule C of the Teachers' Qualifications Regulation.
- First Nations' School Leader Program: Supporting Indigenous Learning and Holistic Well-Being/Programme à l'intention des leaders scolaires des Premières Nations: Appui à l'apprentissage autochtone et au bien-être holistique — to be added to Schedule C of the Teachers' Qualifications Regulation.

- Teaching Students who are Blind/Enseignement aux élèves ayant une cécité – name to be changed to Teaching Students who are Blind/Low Vision/Enseignement aux élèves ayant une cécité ou une vision affaiblie in Schedule D of the Teachers’ Qualifications Regulation.

The committee was informed of the electronic consultation processes the College engaged in related to possible regulatory name changes for the following AQ courses:

- Classroom Management
- Inclusive Education
- Teaching LGBTQ Students
- Teaching Students who are Blind

Written Reports

The following written reports were generated to support the policy development, research and standards-based educative work of the committee:

- *Additional Teaching Qualifications: Supporting the Ongoing Education and Professional Practice of the Teaching Profession;*
- *Find an AQ Analysis Report;*
- *Quality Assurance Report 2016* (a highly comprehensive report providing information on the many policy development and educative mechanisms employed to engage the profession and the public in the standards-based self-regulatory work of the College);
- *Standards of Practice and Education Committee Report Highlights of Standards of Practice and Education Work from September 2012 to June 2015;*
- *Supervisory Officer’s Qualification Program Survey Feedback Analysis Report;*
- *Teacher Leadership AQ Survey Analysis.*

Teacher Educative Sessions

The committee received seven presentations by members of the profession to support the policy development work related to the following:

- First Nations languages
- Principal’s Qualifications
- Supervisory Officer’s Qualifications
- Teaching LGBTQ students

Find an AQ

In 2016, 378 member queries were received via the “Find an AQ” section of the College’s website. This is a significant increase in member AQ inquiries since the committee recommended enhancements to the Find an AQ section. These inquiries have resulted in the College being able to better support members’ access to specific AQs.

Revised AQ Candidate Survey

The committee analyzed and reviewed data compiled from 9,246 AQ course candidate surveys that focused on 124 AQ courses.

Accreditation of AQ Course Submissions

The committee reviewed the College’s re-conceptualized approach to the accreditation of AQ course submissions, which was aligned with the processes and practices associated with the policy development processes used for AQ courses. In 2016, 414 courses were submitted to the College for accreditation, which is a 67 per cent increase from the previous year.

Professional Education for AQ Providers

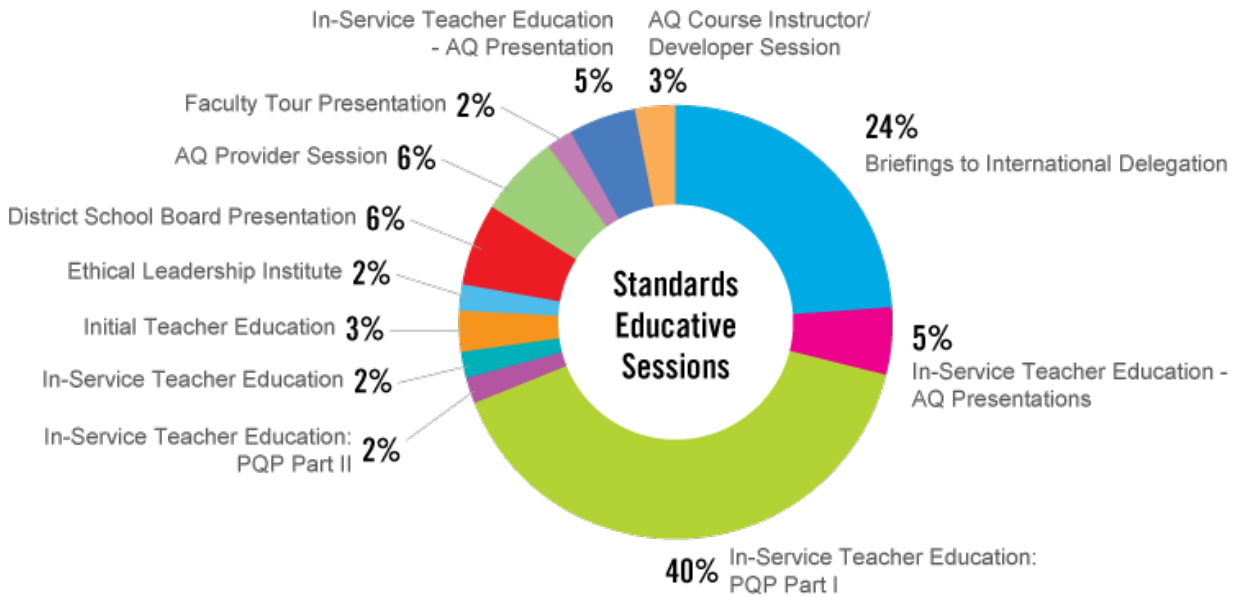
The committee received information related to the 400 AQ developers and instructors who attended 10 AQ institutes entitled “Exploring an Inquiry Stance within AQ Course Design – An Institute for AQ Course Developers.” These experiential institutes offered AQ course developers and instructors the opportunity 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 educative sessions support the integration of the ethical standards and the standards of practice within teacher education.

In 2016, staff facilitated 61 sessions for over 2,100 participants, including teacher candidates, new teachers, teacher-educators and leaders, principal candidates, AQ course developers and internationally educated teachers. Figure 1, below, provides a breakdown of these educative sessions during 2016.

Figure 1. Standards Educative Sessions



Standards Teacher Education Resources

The SP&E 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 provided Council with an overview of the many research-based standards resources that have been developed to support the teaching profession.

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

In 2016, the committee approved the final version of the revised PLF, which was provincially reviewed, revised and validated through a variety of processes and research methodologies. All educational partners and stakeholders have also received a copy of the new PLF.

First Nations Teacher Education Resources

The following standards-based First Nations teacher education resources for initial and continuing teacher education were publicly released:

- *Caring for Anishinaabe Children Visual Narrative*
- *Exploring the Ethical Standards for the Teaching Profession through Anishinaabe Art Discussion Guide*
- *Knowledge Keepers Visual Narrative and Discussion Guide*

These resources help to support the meaningful inclusion of First Nations cultures and worldviews within initial and continuing teacher education.

The College continues to receive very positive feedback regarding, *Exploring the Ethical Standards for the Teaching Profession through Anishinaabe Art*. To date, approximately 100,000 posters featuring original art created by a First Nation member of the profession have been requested and shipped to members of the profession, educational partners and members of the public. The posters depict the four ethical standards and the five standards of practice from an Anishinaabe perspective.

Other Standards Education Resources

The committee has supported the development of a new visual professional education resource, entitled *Acting on our Ethics: Caring for Haiti*. An inquiry-based discussion guide is being developed to accompany this teacher education and leadership development resource.

This resource will be used within initial teacher education, continuing teacher education and leadership development courses. It holds promise to significantly inform and advance professional ethical practice related to many of the concepts inherent within the *Ethical Standards for the Teaching Profession*, *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*.

Standards of Practice and Education

- Shabnum Budhwani (a)
(until December 16, 2016)
- Irene Cheung, OCT (e)
(until September 1, 2016)
- Elizabeth Edgar-Webkamigad, OCT (a)
(Chair) (until September 28, 2016)
- Susan Elliott-Johns, OCT (e)
- Marie-Thérèse Hokayem (a)
- Jacqueline Karsemeyer, OCT (e)
(from September 8, 2016)
- James Knopp (a) (from March 3, 2016)
- Shannon Marcus, OCT (e)
- Richard Michaud, OCT (e) (Vice-Chair)
- Ravi Vethamany, OCT (e) (Chair)
(from December 2, 2016)

(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

- Robert Gagné (a)
- Myreille Loubert, OCT (e)

(a) = appointed

(e) = elected

Statistics

Transition to Teaching

A one-time increase in the number of new Ontario teacher licences in 2015 slowed but did not reverse the now three-year trend of improved early-career employment outcomes.

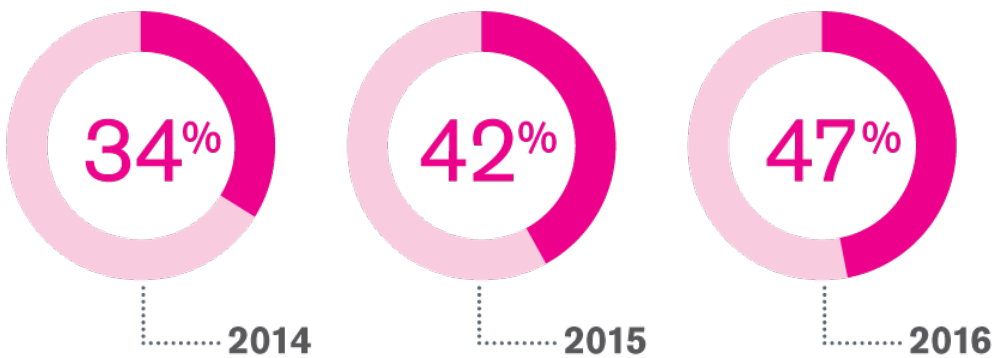
French as a second language and French first language teachers are once again in high demand. First-year unemployment is minimal for these two groups.

English-language education graduates also report much improved job outcomes in the early career years, especially Intermediate-Senior math, science and computer studies qualified teachers.

Annual supply of new Ontario teachers will be much lower and teacher retirements are expected to rise gradually over the remainder of this decade.

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

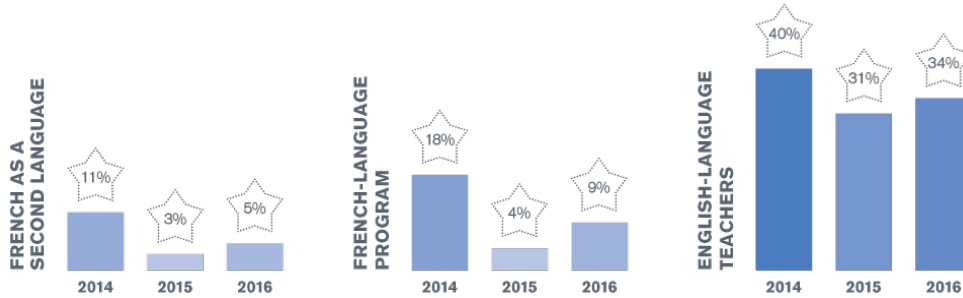
First-year full employment increased from:



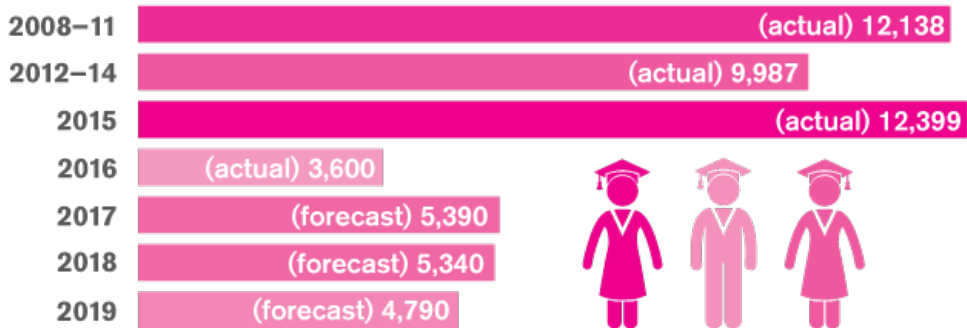
Unemployment rate for new English-language teachers in Ontario



Ontario teacher unemployment by language of qualifications



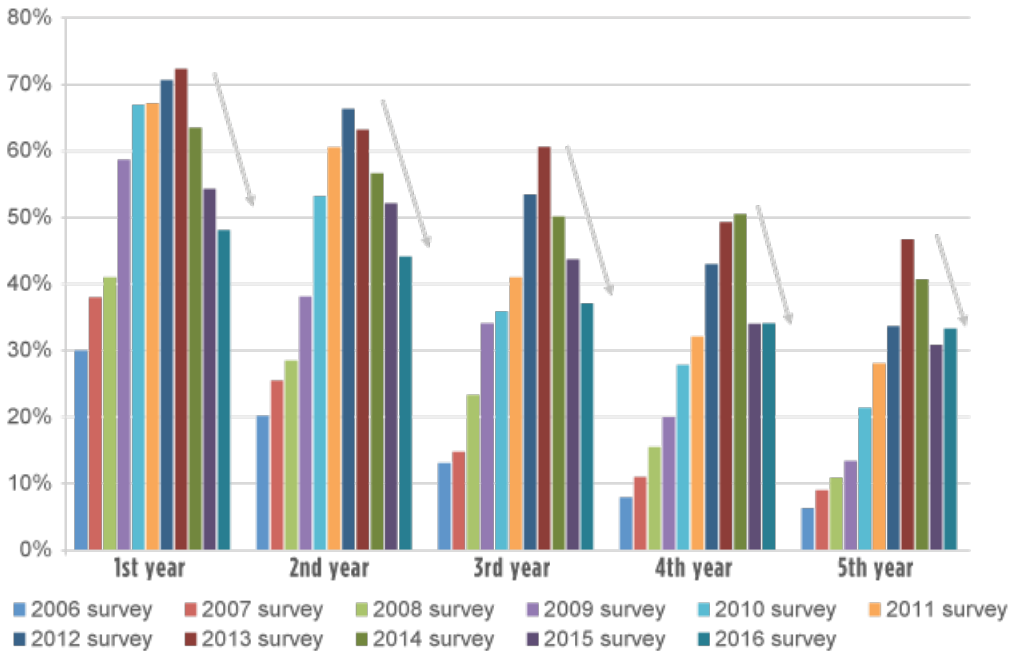
New teachers licensed annually (by year)



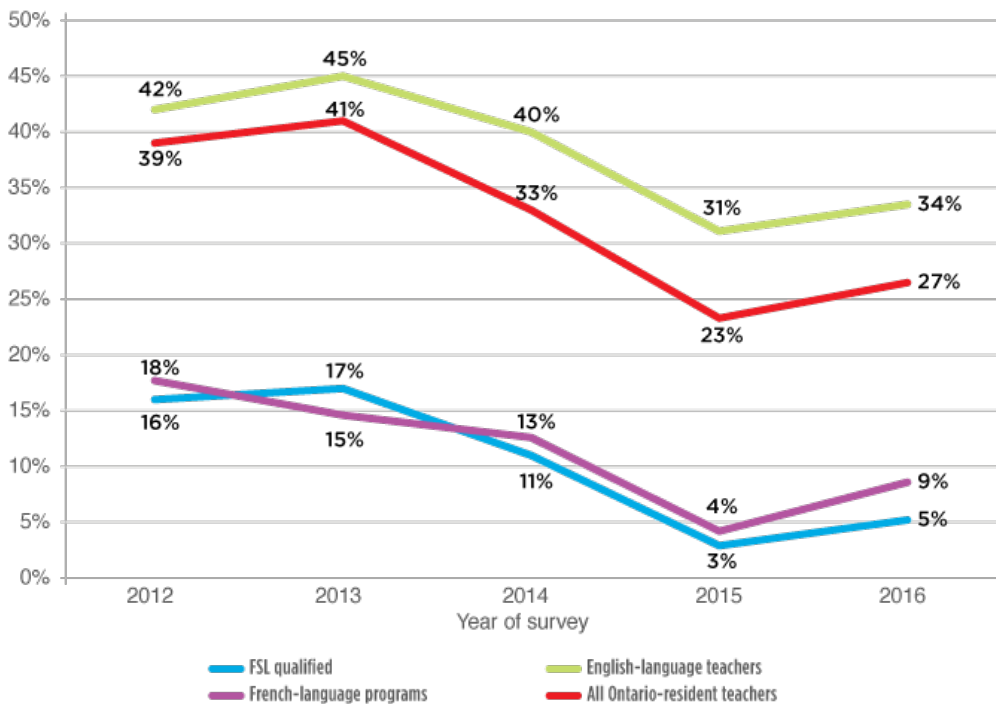
Unemployment rate for new English-language intermediate-senior teachers with math, sciences, and/or computer studies qualifications vs. those without these qualifications, French or FSL



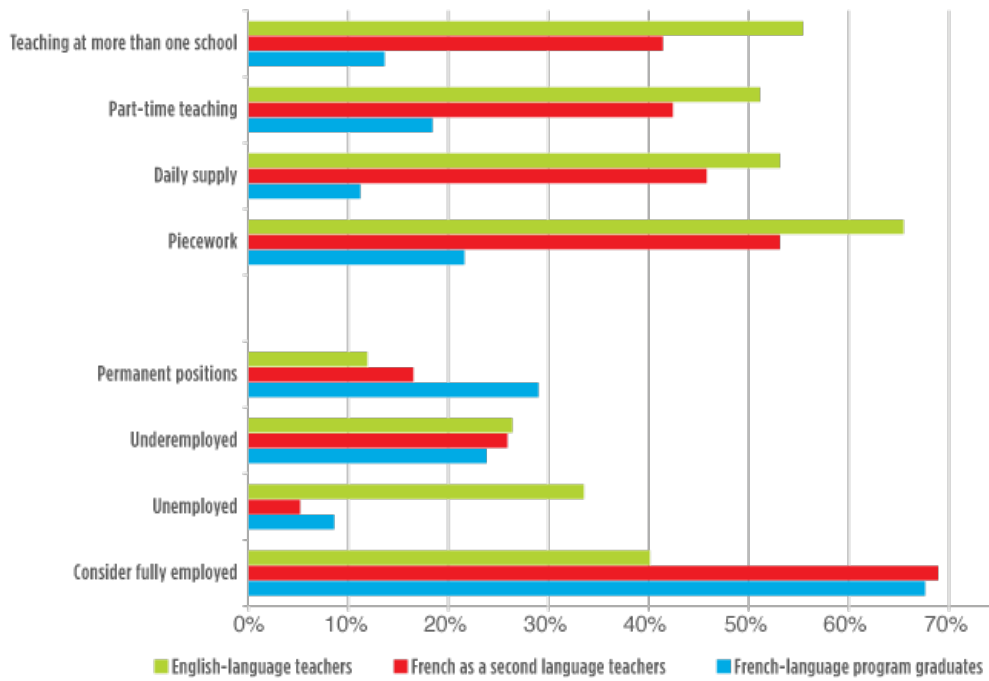
Underemployed and unemployed by years since licensure - all Ontario graduates



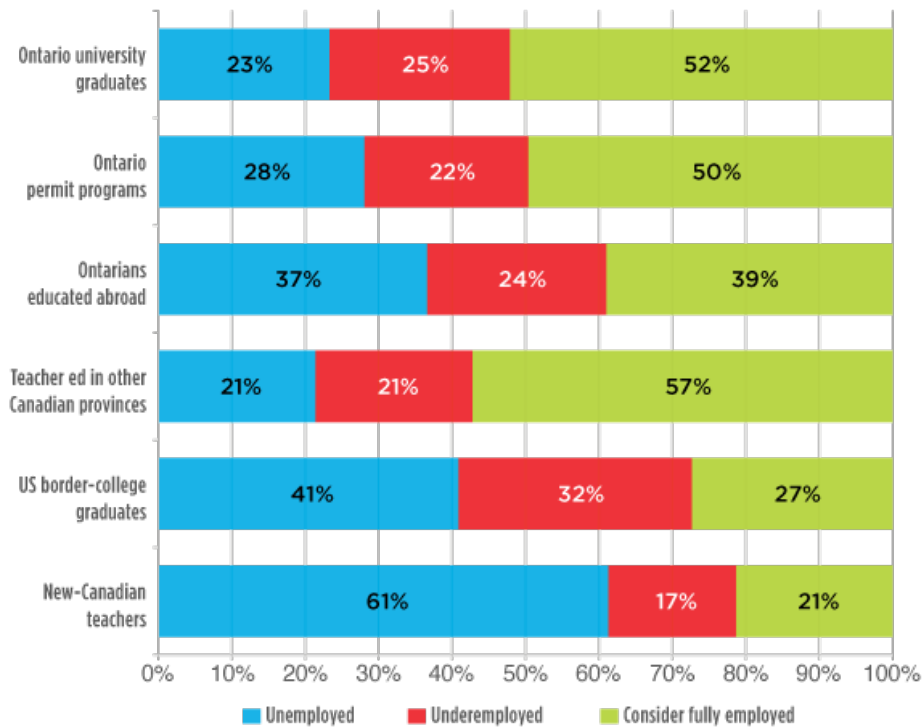
First-year Ontario resident teacher unemployment rates by year of survey



Job outcomes for first-year English-language and French-language teachers resident in Ontario in 2016

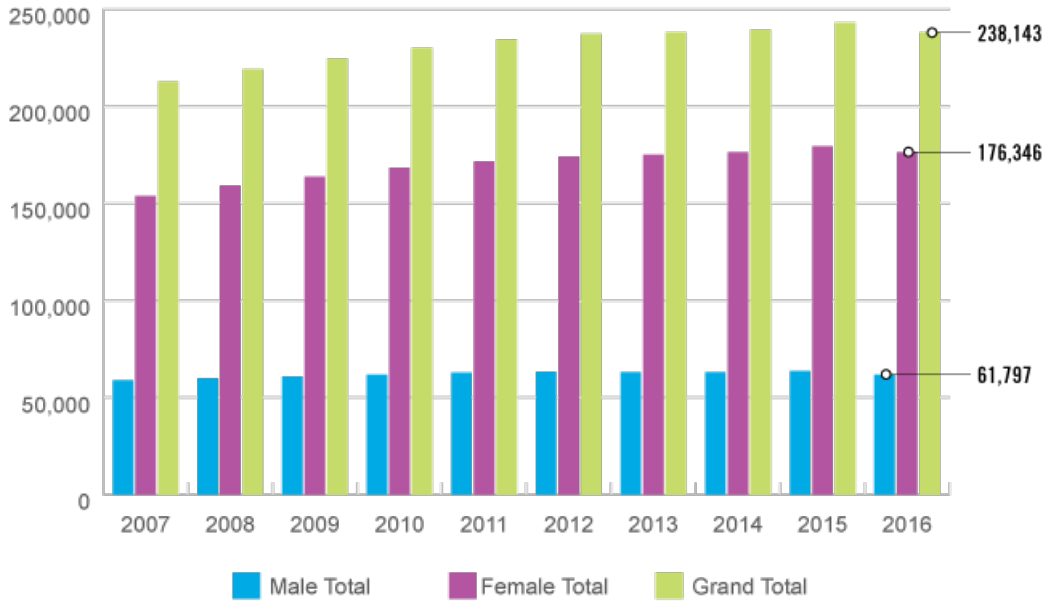


Employment outcomes for different first-year newly certified teacher groups



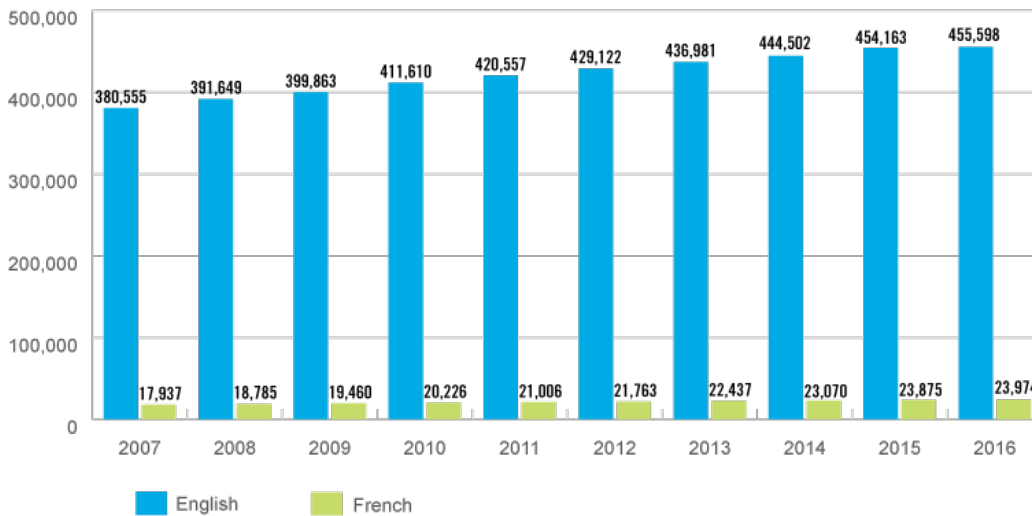
Membership in the College

Total Number of Members in Good Standing

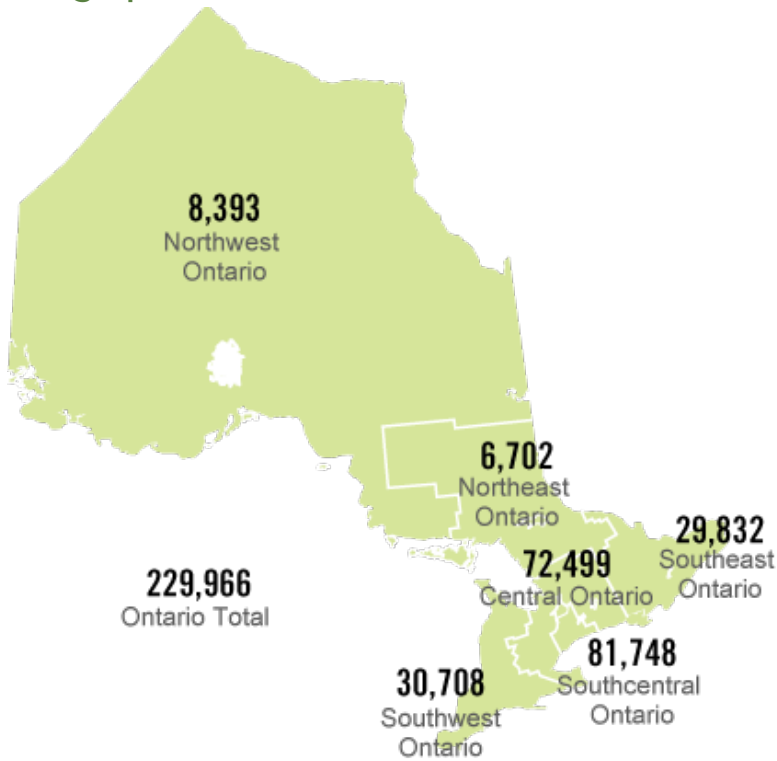


The first graduates of the Enhanced Teacher Education Program will be reflected in the 2017 membership in good standing total.

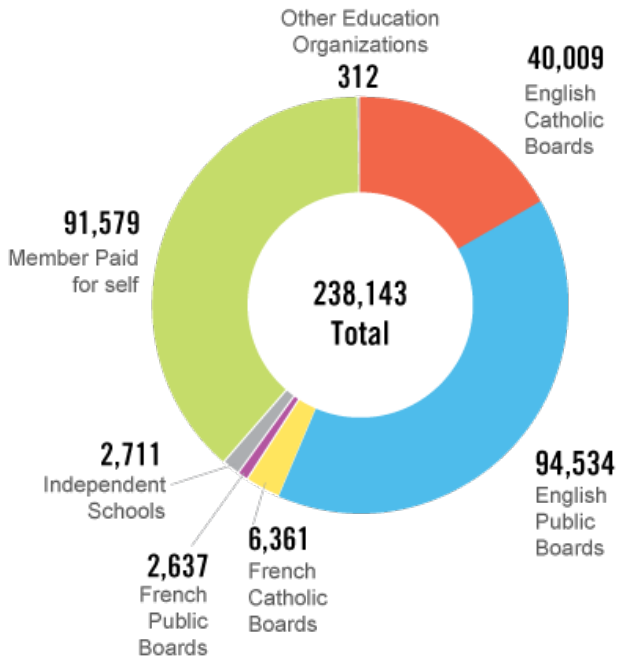
Individuals Appearing on the Public Register



Geographic Distribution of Members

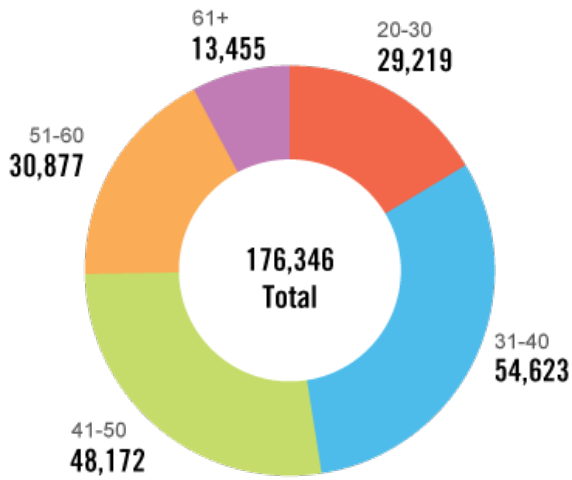


Where Members are Employed (Based on Fee Payment Information)

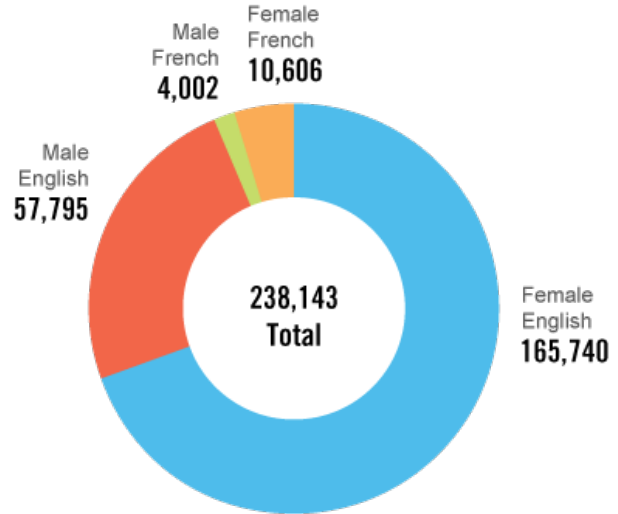


Membership Demographics

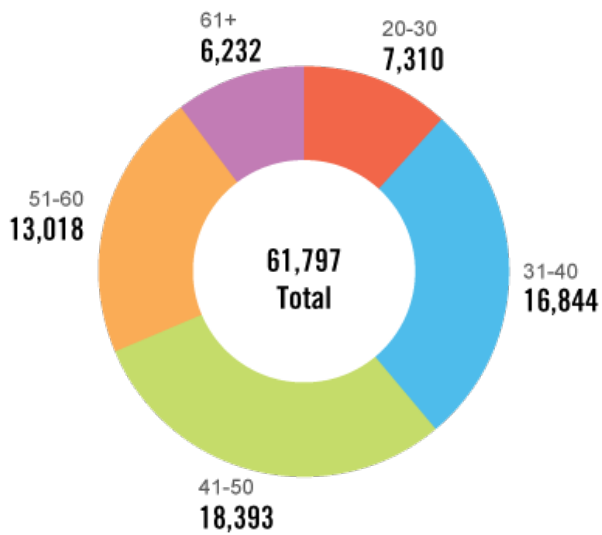
Age of Female Members



Gender and Language Distribution

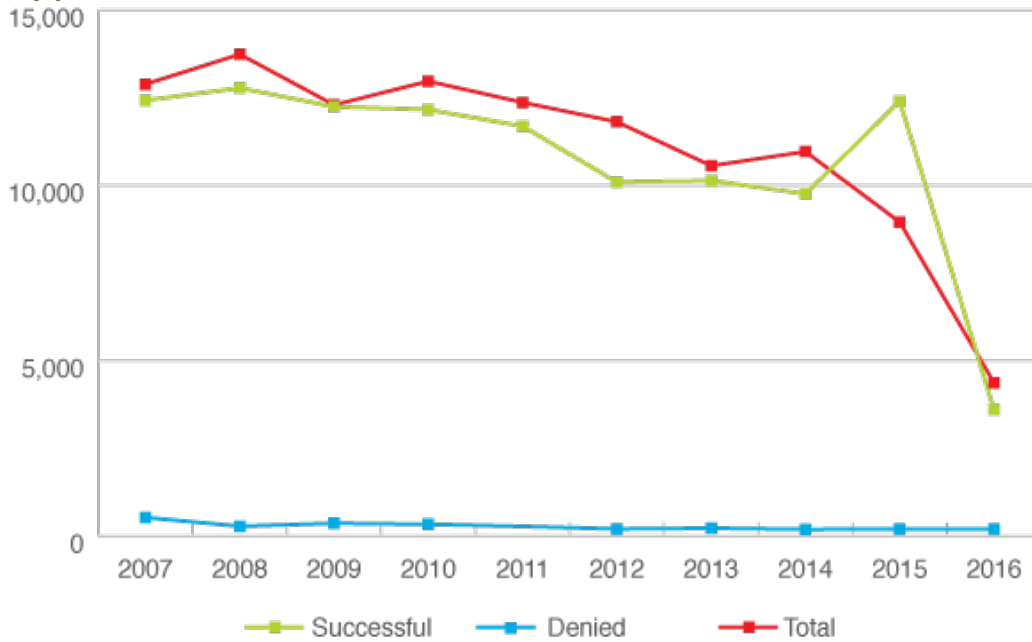


Age of Male Members



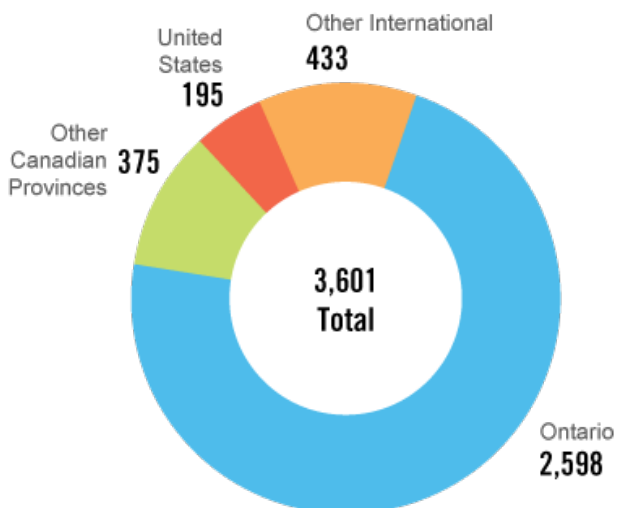
Applications for Membership

Application Results



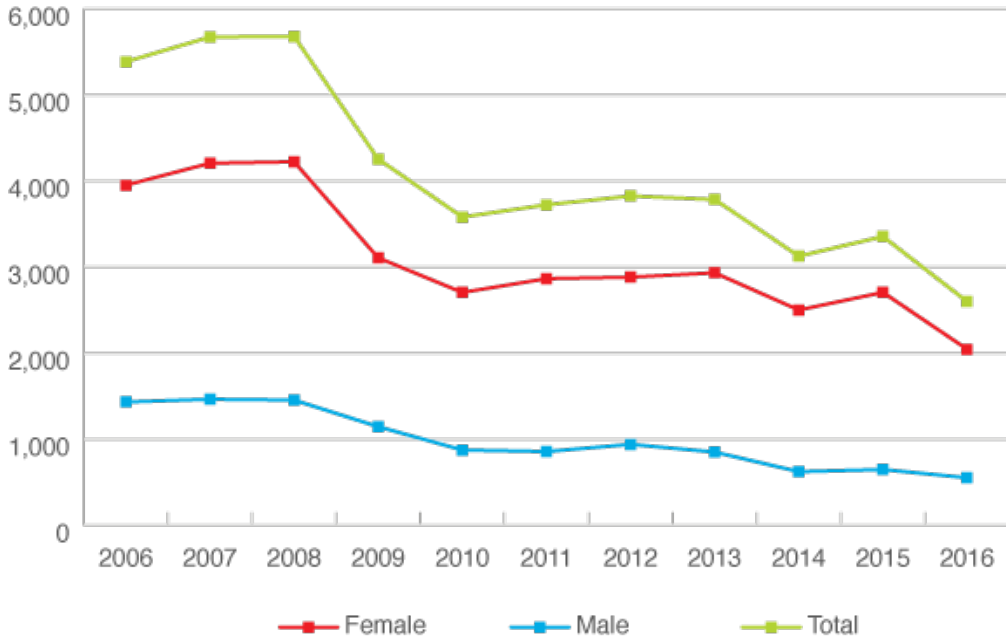
The reduction of successful applications in 2016 was due to the Enhanced Program because students have yet to graduate from the new program.

Total Number of Successful Applications for Membership

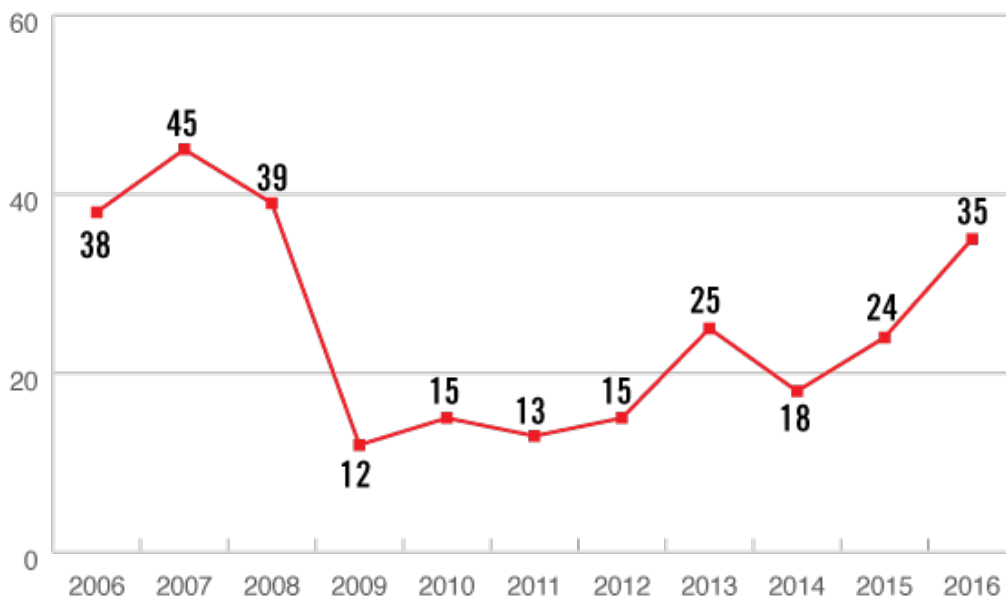


The reduction of successful applications in 2016 was due to the Enhanced Program because students have yet to graduate from the new program.

Total Number of New Teacher Induction Program Completions Annually

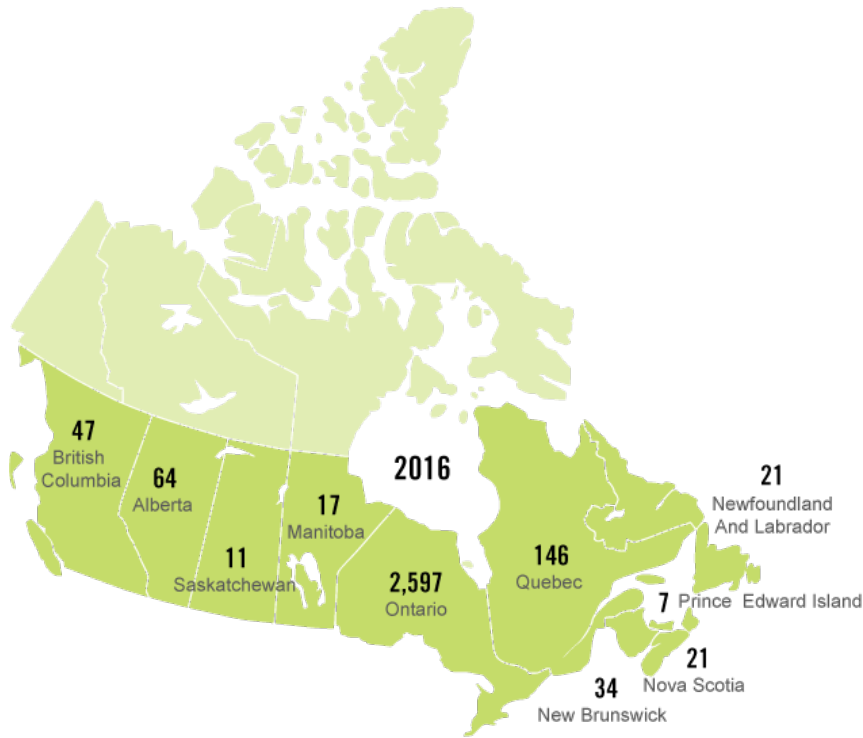


Total Number of Registration Appeal Decisions Rendered Annually

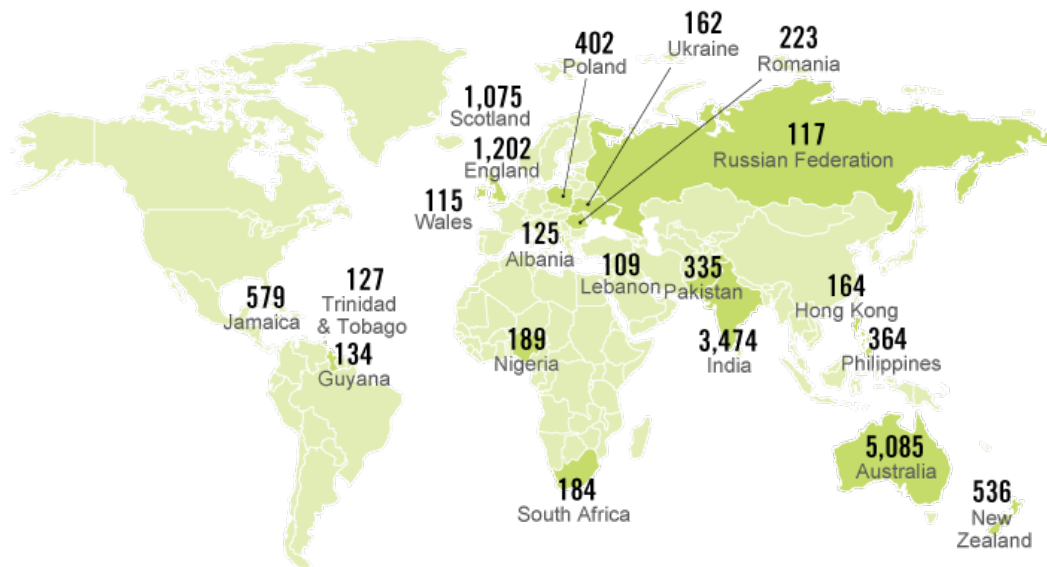


Volume and Sources of Teacher Education

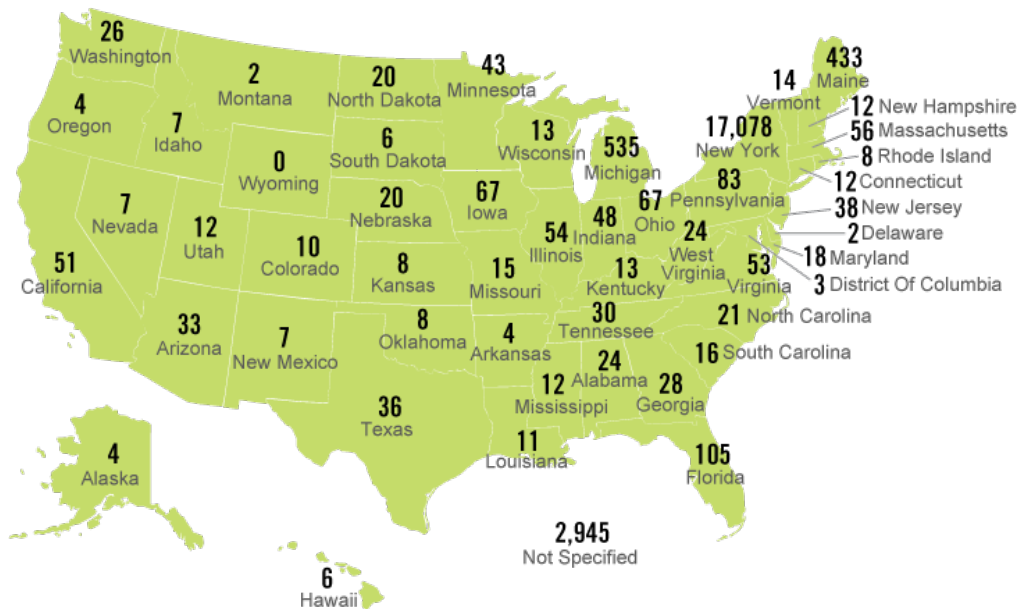
Total Number of New Members by Province of Initial Certification Annually



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	2016
Althouse College of Education, London, Ontario	
Brock University, Ontario	
Charles Sturt University, Ontario	8
College of Education, Niagara University, Ontario	162
École des sciences de l'éducation, Université Laurentienne, Ontario	12
Faculté d'éducation, Université d'Ottawa, Ontario	72
Faculty of Education, Brock University, Ontario	289
Faculty of Education, Lakehead University, Ontario	228
Schulich School of Education, Nipissing University, Ontario	239
Faculty of Education, Queen's University, Ontario	492
Faculty of Education, The University of Western Ontario, Ontario	22
Faculty of Education, University of Ottawa, Ontario	39
Faculty of Education, University of Windsor, Ontario	72
Faculty of Education, Wilfrid Laurier University, Ontario	5
Faculty of Education, York University, Toronto, Ontario	351
Hamilton Teachers' College, Hamilton, Ontario	
Institute of Child Study, University of Toronto, Ontario	
Lakehead Teachers' College, Port Arthur	
Lakeshore Teachers' College, Toronto	

Faculty of Education / Faculté d'éducation (cont.)	2016
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	438
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	36
School of Education, Laurentian University, Ontario	83
St. Catharines Teachers' College, Ontario	
Stratford Teachers' College, Ontario	
Sudbury Teachers' College, Ontario	
Toronto Teachers' College, Ontario	
Trent University, Ontario	20
Tyndale University College & Seminary, Ontario	13
Université d'Ottawa, Ontario	
University of Ontario Institute of Technology, Ontario	16
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 2016			
Junior-Intermediate Divisions		Intermediate-Senior Divisions	
Science - General	122	English	301
English	91	Mathematics	235
French as a Second Language	85	History	233
Mathematics	84	French as a Second Language	174
Geography	74	Science - Biology	160

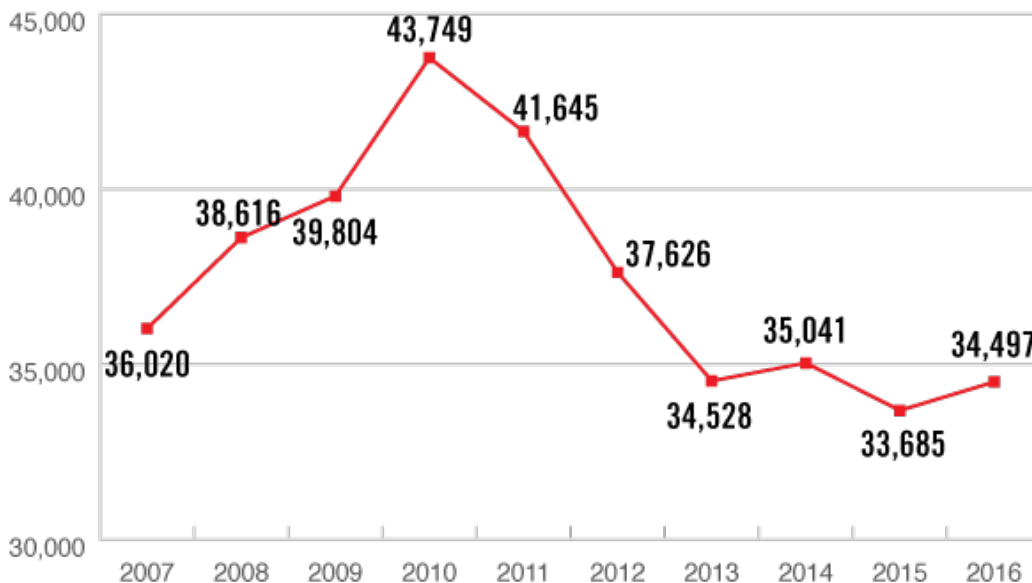
Science - General

Top 2016 qualification that members have when entering the College in the **Junior-Intermediate** level

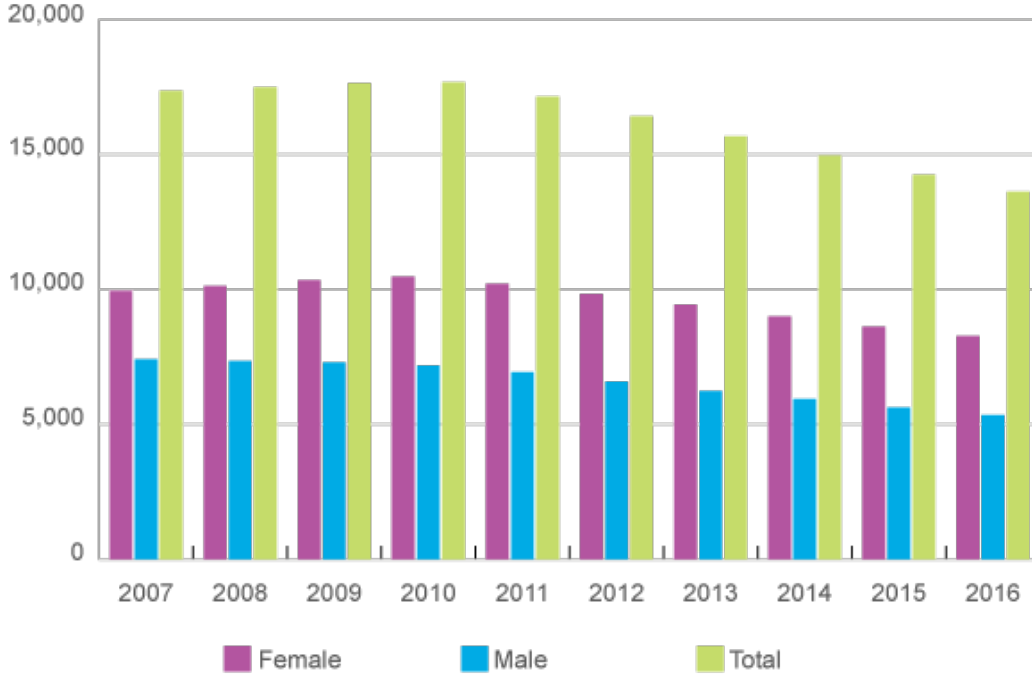
English

Top 2016 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 2016

Special Education, Part 1	4,249
Mathematics, Primary and Junior, Part 1	3,478
Kindergarten, Part 1	1,744
English as a Second Language, Part 1	1,700
Special Education, Part 2	1,623
Special Education, Specialist	1,299
Religious Education in Catholic Schools, Part 1	1,151
Mathematics, Primary and Junior, Part 2	1,111
Integration of Information and Computer Technology in Instruction, Part 1	1,102
Principal's Qualification, Part 1	1,022

Number of Submitted AQ Courses by Provider Accredited Annually

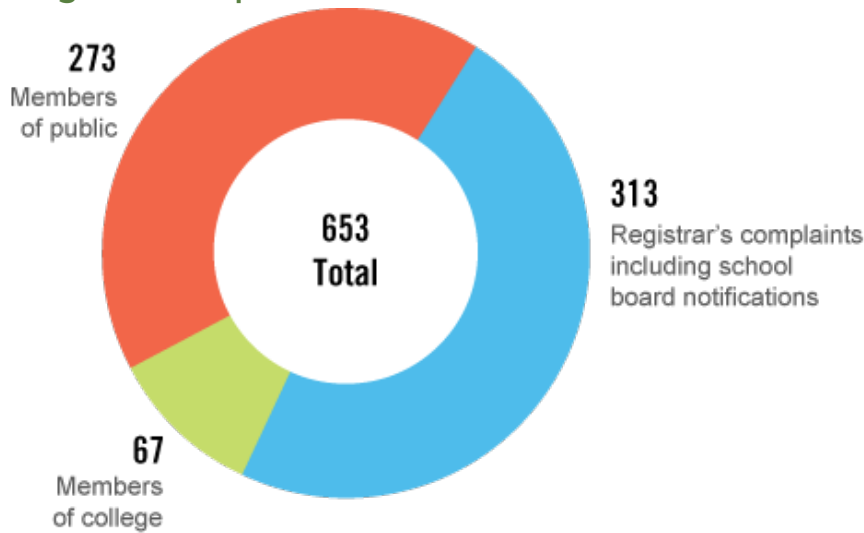
Association des directions et des directions adjointes des écoles franco ontariennes (ADFO)	0
Brock University	18
Catholic Community Delivery Organization (CCDO)	0
Catholic Principals' Council of Ontario (CPCO)	0
Centre franco-ontarien de ressources pédagogiques (CFORP)	3
Charles Sturt University in Ontario	0
Dufferin Peel Catholic District School Board	3
Durham District School Board	2
Eastern Ontario Staff Development Network (EOSDN)	0
Elementary Teachers' Federation of Ontario (ETFO)	41
Huron-Superior Catholic District School Board	1
Indigenous Education Coalition (IEC)	0
Kawartha Pine Ridge District School Board	0
Lakehead District School Board	10
Lakehead University	1
Laurentian University	4
Niagara University	0
Nipissing University	15
Ontario English Catholic Teachers Association (OECTA)	9
Ontario Institute for Studies in Education (OISE) at the University of Toronto	8
Ontario Principals' Council (OPC)	3
Ontario School Counsellors' Association	0

Number of Submitted AQ Courses by Provider Accredited Annually (cont.)

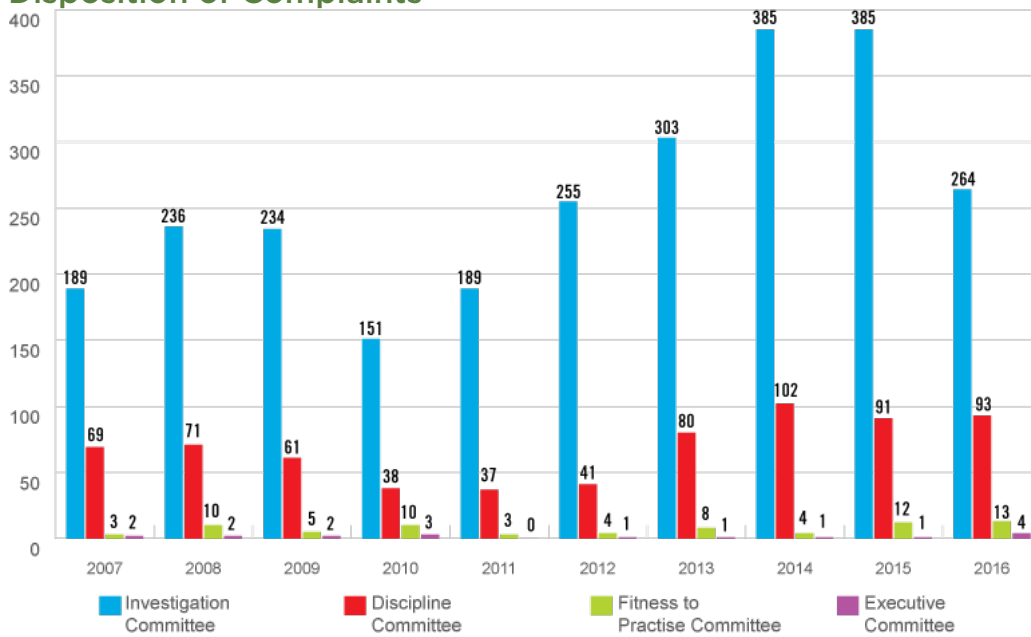
Ottawa Catholic School Board	0
Peel District School Board	0
Queen's University	63
Rainy River District School Board	0
Redeemer University College	1
Regis College	0
Saint Paul University	1
Seneca College of Applied Arts & Technology	2
Six Nations Polytechnic	8
St. Clair Catholic District School Board	0
The University of Western Ontario	30
Toronto District School Board	4
Trent University	5
Université d'Ottawa	11
Université Laurentienne	9
Université Saint-Paul	1
University of Ontario Institute of Technology	6
University of Ottawa	13
University of Windsor	55
Upper Canada District School Board	0
Wilfrid Laurier University	1
York Catholic District School Board	4
York Region District School Board	3
York University	28

Complaints, Investigations and Discipline

Origin of Complaints



Disposition of Complaints



The reduction in matters disposed of by the Investigation Committee in 2016 was due to an increase in files transferred to Investigations, as well as enhanced Unit processes implemented arising from Council’s recommendations.

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

[Geographic Distribution of Members](#)

[Individuals Appearing on the Public Register](#)

[Total Number of Members in Good Standing](#)

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

Membership Demographics

[Average Age of Members](#)

[Median Age of Female Members](#)

[Median Age of Male Members](#)

Applications for Membership

[Number of Members Certified by Year](#)

[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 Applications for Membership Denied](#)

[Total Number of Applications for Membership](#)

[Total Number of New Teacher Induction Program Completions Annually](#)

[Total Number of Registration Appeals Rendered-Received Annually](#)

[Total Number of Successful Applications for Membership](#)

Teacher Education of College Members

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

[Total Number of Members by Ontario Faculty of Education](#)

[Total Number of Members by Province of Initial Certification](#)

[Total Number of Members by US State of Initial Certification](#)

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

[Total Number of New Members by Ontario Faculty of Education Annually](#)

[Total Number of New Members by Province of Initial Certification Annually](#)

[Total Number of New Members by US State of Initial Certification Annually](#)

Qualifications of College Members

Additional Basic Qualifications Held by Members - 2015

Additional Basic Qualifications Held by Members - 2016

Basic Qualification Division Level of New Members Annually

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

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

Members with Principal Qualifications

Members with Supervisory Officer Qualifications

Number of Submitted AQ Courses by Provider Accredited Annually

Technological Qualifications Held by Members

Total Number of Additional Qualifications Awarded Annually by Subject

Total Number of Additional Qualifications Awarded Annually

Total Number of Additional Qualifications Taken by Subject

Complaints, Investigation and Discipline Statistics

Nature of Complaints 2016

Origin and Disposition of Complaints 2016

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.

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

Independent Auditor's Report

June 8, 2017

To the Members of Ontario College of Teachers

We have audited the accompanying financial statements of Ontario College of Teachers, which comprise the balance sheet as at December 31, 2016, the statements of operations and changes in members' equity and cash flows for the year then ended, and notes, comprising 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.

Auditors' 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 our 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, we consider 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.

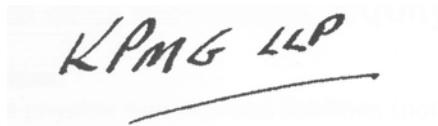
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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, 2016, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Other matters

The financial statements of Ontario College of Teachers as at and for the year ended December 31, 2015 were audited by another auditor who expressed an unmodified opinion on those statements on June 2, 2016.

A handwritten signature in black ink that reads "KPMG LLP". The signature is written in a cursive, slightly slanted style. Below the signature is a horizontal line that starts under the 'K' and ends under the 'P'.

Chartered Professional Accountants,
Licensed Public Accountants

June 8, 2017
Vaughan, Canada

Balance Sheet

(In thousands of dollars)

December 31, 2016, with comparative information for 2015

	2016	2015
	\$	\$
Assets		
Current assets:		
Cash	\$4,363	\$3,321
Investments (note 5)	7,073	8,069
Accounts receivable	485	930
Deposits and prepaid expenses	251	181
	<u>12,172</u>	<u>12,501</u>
Capital assets (note 2)	29,713	30,900
	<u>\$41,885</u>	<u>\$43,401</u>
Liabilities and Members' Equity		
Current liabilities:		
Accounts payable and accrued liabilities (note 3)	\$4,346	\$3,860
Deferred revenue	649	517
Mortgage payable (note 4)	679	533
	<u>5,674</u>	<u>4,910</u>
Mortgage payable (note 4)	15,480	18,089
Members' equity	20,731	20,402
Commitments and contingencies (note 6 and note 7)		
	<u>\$41,885</u>	<u>\$43,401</u>

See accompanying notes to financial statements.

Approved on behalf of the Members:

Angela De Palma
 Angela De Palma, OCT
 Council Chair

Michael Salvatori
 Michael Salvatori, OCT
 Chief Executive Officer and Registrar

Statement of Operations and Changes to Members' Equity

(In thousands of dollars)

Year ended December 31, 2016, with comparative information for 2015

	2016	2015
	\$	\$
Revenue:		
Annual membership fees	35,876	36,583
Other fees	1,175	1,798
Advertising	980	965
Special projects	99	45
Interest and other	285	460
	38,415	39,851
Expenditures:		
Employee salaries	16,809	16,137
Employee benefits (note 8)	4,637	4,420
Council and committees	690	720
Services to members and applicants	3,215	3,572
Professional practice	454	510
Investigations and hearings	4,312	4,215
Operating support	4,528	5,296
Mortgage interest	978	1,090
Amortization	2,463	2,504
Council elections	-	250
	38,086	38,714
Excess of revenue over expenditures	329	1,137
Members' equity, beginning of year	20,402	19,265
Members' equity, end of year	20,731	20,402

See accompanying notes to financial statements.

Statement of Cash Flows

(In thousands of dollars)

Year ended December 31, 2016, with comparative information for 2015

	2016	2015
	\$	\$
Cash provided by (used in):		
Operating activities:		
Excess of revenue over expenditures	\$329	\$1,137
Amortization which does not involve cash	2,463	2,504
Change in non-cash operating working capital:		
Accounts receivable	445	1,367
Deposits and prepaid expenses	(70)	(31)
Accounts payable and accrued liabilities	486	453
Deferred revenue	132	(294)
	<u>3,785</u>	<u>5,136</u>
Financing activities:		
Repayment of mortgage principal	(2,463)	(503)
Investing activities:		
Purchases of investments	(11,004)	(28,801)
Proceeds from redemption of investments	12,000	25,459
Purchase of capital assets	(1,276)	(850)
	<u>(280)</u>	<u>(4,192)</u>
Increase in cash	1,042	441
Cash, beginning of year	3,321	2,880
Cash, end of year	<u>\$4,363</u>	<u>\$3,321</u>

See accompanying notes to financial statements.

Notes to Financial Statements

(In thousands of dollars)

December 31, 2016

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 exempt from income taxes.

1. Significant accounting policies:

The financial statements of the College have been prepared by management in accordance with Canadian accounting standards for not-for-profit organizations. The significant accounting policies followed by the College are outlined below:

(a) Revenue recognition:

The College follows the deferral method of accounting for revenue.

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

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

Interest revenue is recorded as earned.

(b) Investments:

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

(c) Capital assets:

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

Building	30 years
Building improvements	15 years
Furniture	10 years
Equipment	3 to 10 years
Computer equipment	4 years
Software	3 years

(d) 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 changes in members' equity.

(e) Use of estimates:

The preparation of the financial statements 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 expenditures during the year. Actual results could differ from those estimates.

2. Capital assets:

			2016	2015
			\$	\$
	Cost	Accumulated amortization	Net book value	Net book value
Land	7,660	-	7,660	7,660
Building	12,834	2,781	10,053	10,481
Building improvements	14,657	5,774	8,883	9,758
Furniture	5,695	4,488	1,207	1,315
Equipment	4,548	3,556	992	1,305
Computer equipment	1,772	1,444	328	296
Software	738	148	590	85
	47,904	18,191	29,713	30,900

Included in software are \$528 (2015 - nil) related to the work in progress development of a new CRM Membership Management system. This portion will not be amortized until the project is complete.

3. Accounts payable and accrued liabilities:

Included in accounts payable and accrued liabilities at December 31, 2016 are government remittances owing of \$218 (2015 - \$183).

4. 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.

In 2016, the College paid a one-time mortgage prepayment without penalty of \$1,289 and \$560, respectively, on the fixed-term mortgages.

As at December 31, the balances outstanding are as follows:

	2016	2015
	\$	\$
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$93, maturing June 30, 2020	11,262	12,978
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$40, maturing June 30, 2020	4,897	5,644
	16,159	18,622
Less current portion	679	533
	15,480	18,089

Principal payments are due as follows:

2017	679
2018	719
2019	762
2020	13,999
	16,159

5. Investments:

	2016	2015
	\$	\$
Bank of Montreal 1.46% GIC, matured February 21, 2017	5,063	-
Bank of Montreal 1.42% GIC, maturing August 22, 2017	2,010	-
Vancity 1.4% GIC, matured February 22, 2016	-	4,048
Bank of Montreal 1.4% GIC, matured August 22, 2016	-	4,021
	7,073	8,069

Included in the investment balance is \$73 (2015 - \$69) of accrued interest.

6. 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:

2017	67
2018	61
2019	3
	131

7. 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.

8. 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 \$1,600 (2015 - \$1,584), which is included in the employee benefits expense in the statement of operations and changes in members' equity.

9. 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, 2016, no amounts (2015 - nil) had been drawn against this facility.

10. Financial risks:

The College believes that it is not exposed to significant interest-rate, market, credit or cash flow risk arising from its financial instruments. Additionally, the College believes it is not exposed to significant liquidity risk as all investments are held in instruments that are highly liquid and can be disposed of to settle commitments.



Ontario
College of
Teachers

Setting the Standard
for Great Teaching

Cette publication est également disponible en français sous le titre
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