



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

# 2017 Annual Report





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# Messages



## Chair's Message



In 2017, the College celebrated 20 years of protecting and serving the public interest. During those years elected and appointed Council members have been actively engaged in the self-regulation of the teaching profession in Ontario. Council consists of people who are knowledgeable, experienced and dedicated to governing the profession.

Our 37-member Council governs with transparency and accountability. Giving advice and making decisions with intention is grounded in leadership that is thoughtful, strategic and prudent.

### Seeking Input

In the summer of 2017, the College held focus group sessions with College members and the public to gauge their knowledge of the College's mandate and to

hear how our services can more fully meet their needs within our role as a regulator of the teaching profession.

We conducted these sessions in English and French in Ottawa, Kingston, London, Sudbury, Toronto and St. Catharines, cities chosen to reflect different geographical regions, demographics and languages.

Our engagement process was designed to:

- gather insights into what members and the public know about the College, and how they have learned about the organization;
- identify future professional advisory topics and better understand which subjects College members and parents find important and why they resonate; and
- gather opinions about the College's current communications tools and services, and determine how we can refine them to meet our audiences' needs.

The feedback helps the College's Council and staff act with increased insight, agility and efficiency.

By better anticipating forthcoming needs and changes, Ontario certified teachers and the public can both be better served.

## Championing Future Teachers

We were delighted this year to recognize [three accomplished and committed teacher candidates](#) with our annual Ontario College of Teachers Scholarship Program, which honours excellence in teacher education and financially assists future teachers.

Devan Kernaghan is this year's recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education. He has gained a reputation for being resilient, generous, empathetic and highly motivated. Kernaghan overcame a brain injury while playing football in high school and continued on to succeed both academically and in varsity sports. As an academic assistant and peer tutor, he is known for his meaningful contributions to the campus community.

Nicole Billington is the recipient of the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship. Described by her professors as a patient, passionate and dedicated leader with a kind heart, she has been actively involved as a tutor and teaching assistant. She worked in a psychology laboratory as a research assistant focused on children and maltreatment.

She also supported a children's organization by volunteering in its theatre program for children and teens with autism. Through the same organization, she helped care for hospitalized newborns.

Kara Nagel is the recipient of the Ontario College of Teachers Intermediate/Senior Scholarship. She is known for her compassionate and spunky personality and for building connections with students so they feel included and respected. She persevered through many life challenges including homelessness and mental illness to become a great advocate for mental health.

I offer my sincere thanks to those Council members who served on the scholarship subcommittee

and read many compelling applications before offering their recommendations.

## Highlighting Dedication in Service

The year saw several departures and appointments within Council. Those who concluded their distinguished service with us include appointed members Marie-Louise Chartrand in October and Robert Gagné in November.

Claudia Patenaude-Daniels, OCT, was appointed to replace elected member William Ngassam, OCT, who left Council in the fall of 2016.

In addition, public members Marlène Marwah and Michelle Miner-Seal were appointed in November 2017, Jean-Luc Bernard, OCT, was reappointed for an additional year and Elizabeth Edgar-Webkamigad, OCT, Godwin Ifedi and Ronna Warsh were reappointed for three more years.

Council members and College staff show commitment to the profession every day through the expertise and care they bring to their duties.

I offer my gratitude to all of them for the many ways in which they contribute to the public interest.



Angela De Palma, OCT

## Messages

### Registrar's Message



Care and judgment are cornerstones in the foundation of teachers' professional practice.

Not surprisingly, in 2017 we exercised utmost care and judgment to reflect the standards of the profession and the public's expectations for member certification, accreditation and discipline.

Notably, we provided new and updated advice to teaching practitioners on two important and timely topics — student bullying and the appropriate use of social media and electronic communication.

We're cognizant of the care teachers provide to students; the care in their preparation and their commitment to the best outcomes for students. We also respect them as professionals who use their

best judgment to assess and address student needs in a variety of learning environments and situations.

Our advisory, [\*Responding to the Bullying of Students\*](#), provides a context for discussion and action that includes a definition, statistics, typical characteristics, and consideration of ethical standards and legal and disciplinary outcomes. It also offers a self-reflective framework to address bullying that encourages members to intervene early, support students, promote disclosure, provide guidance and review protocols.

#### Self-reflection

The advisory includes questions for professional self-reflection such as:

- How do I remain current with my responsibilities under my employer's policies, procedures, protocols and expectations regarding bullying?
- How do I encourage students to safely disclose bullying and cyberbullying behaviour?
- How do I ensure fairness in my treatment of students who bully and those who are bullied?

Council approved the advisory in June. By September, we had included it in our magazine,

*Professionally Speaking*, and mailed it directly to our almost 236,000 members. Further, we travelled to six Ontario communities to share it and to host panel discussions with local police service representatives, school board personnel and community agencies. All College advisories are predicated on our ethical standards of care, respect, trust and integrity. However, the issues are often societal in nature and require a full community response.

Similarly, our professional advisory on *Maintaining Professionalism — Use of Electronic Communication and Social Media* struck a chord with educators and parents when it was first introduced in 2011. In 2017, we updated the definition of electronic communication and provided current examples. We added more types of incidents we were seeing in professional misconduct decisions and additional advice to minimize risks. We also wanted to make it clear that the College encourages the use of electronic communication and social media to enhance teaching and learning.

Enhancing professional judgment in the ethic of does not end there.

## Ethic of Care

We developed, reviewed and revised Additional Qualification (AQ) courses. For example, the Standards of Practice and Education Committee approved 14 draft AQ course guidelines for provincial validation in subjects ranging from business studies, supporting Indigenous learning and holistic well-being, and teaching and learning through e-learning to Grade 7 and 8 health and physical education. The committee also approved 40 final AQ course guidelines to guide the design and implementation of AQ courses covering classroom management, mathematics, biology, chemistry, dance, dramatic arts, adapting

curriculum for the Catholic school system, First Nations, Métis and Inuit Studies, adapting curriculum for second-language learners, teaching LGBTQ students, safe and accepting schools, teaching students who are deaf/blind, and many more.

In 2017, we used the data collected from surveys of more than 2,500 AQ course candidates to inform our AQ policy development and accreditation practices.

The College conducted several reviews of initial teacher education programs at Western, Windsor, Nipissing, Wilfrid Laurier, York and Laurentian universities. These programs — based on the ethical standards and the standards of practice — develop the skill, knowledge and professional judgment of beginning teachers. In late 2017, the faculties of education at Redeemer University College and York University also submitted applications for the general accreditation of their programs.

Care and professional judgment were front and centre in our presentations on the College's professional advisories to teacher candidates in the second year of the enhanced initial education program at Ontario's faculties of education — the first full cohort of the program graduated in 2017.

Our standards also influence College policies and practices such as our diversity and inclusion policy, which clearly reflects our commitment to care and respect. Our commitment to student safety and welfare in the public interest was pivotal in our work to implement the *Protecting Students Act*, which was passed into law at the end of 2016.

We celebrated our 20th anniversary as the regulator of Ontario's teaching profession in 2017, and with continued foresight and resolve we will see another

20 years of dedication to improving teacher professionalism in the public interest.

## Clear Priorities

Our priorities are clear:

- 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 Council provides the leadership, our staff the dedicated industry to realize continuous improvement, and our partners the understanding and support that make serving the public possible and achievable.

Our collective success is a byproduct of care that is intentional and the exercise of professional judgment that is respectful, focused and public serving.

I thank one and all for their invaluable contributions.



Michael Salvatori, OCT







## Overview

# The College at a Glance

## Our Mandate

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

- setting standards of practice and ethical standards;
- issuing teaching certificates and may suspend or revoke them;
- accrediting teacher education programs and courses; and
- investigating 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](http://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 recommend regulatory changes and develop and approve policies and procedures.

## Our Members

Who are our members? Teachers, consultants, vice-principals, principals, supervisory officers, directors of education and those working in

non-school board positions must all 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 235,705 in 2017.

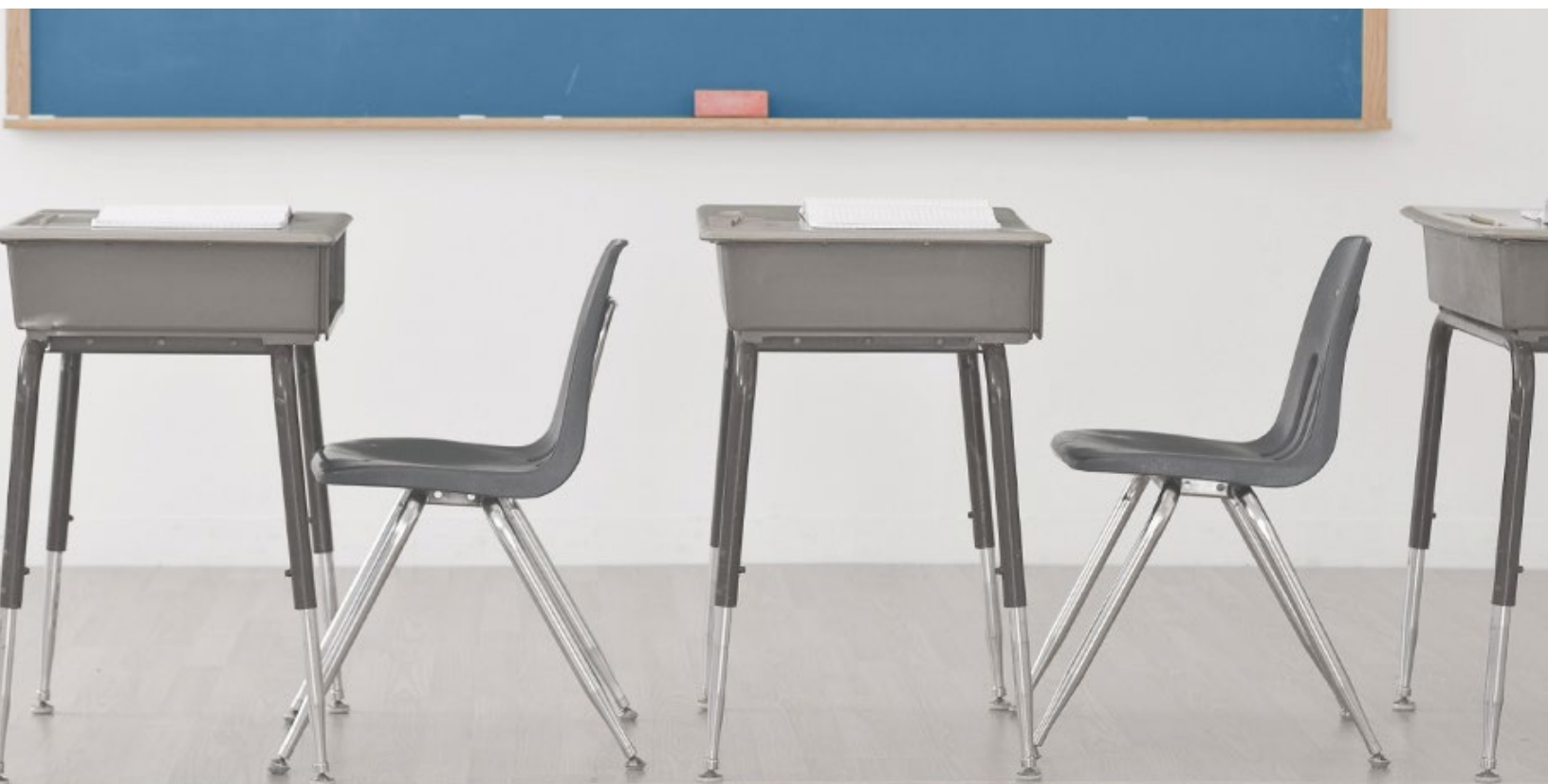
### Our Services

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. Standard correspondence at the College reflects, wherever possible, gender-neutral language. Providing members with the ability to self-identify supports our ongoing commitment to inclusivity and respect when communicating with applicants, College members and the public within diverse communities.

### Our Education Partners

The strength of Ontario's education system is the breadth and depth of the expertise contributed by individuals and organizations that 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.





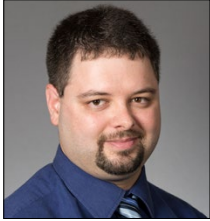
## Overview

### 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 Arsenault, OCT



Brian Beal, 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



Sara Nouini, OCT



Claudia Patenaude-Daniels, OCT



Brigitte (Bidal) Piquette, OCT



Robert Ryan, OCT



Anthony Samchek, OCT



Vicki Shannon, OCT



Jennifer Stewart, OCT



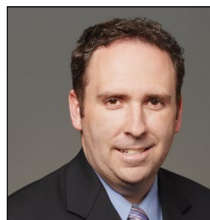
Stéphane Vallée, OCT



Nicole van Woudenberg, OCT



Ravi Vethamany, OCT



Wes Vickers, OCT

## Appointed Members



Jean-Luc Bernard, OCT



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



## Overview

## Professionalism & Transparency

The College regulates the teaching profession on behalf of all Ontarians. We are accountable to the public and are committed to professionalism and transparency.

Being professional means maintaining and growing public trust in the teaching profession. It also means ensuring Ontario's teachers meet the standards of practice, ethical standards and are qualified to teach.

Being transparent means our work is open and accessible to the public. It means making information easy to understand and available. It also means having conversations with the public to increase awareness of who we are and what we do.

Professionalism and transparency go hand in hand and are critical to growing the public's confidence in the teaching profession and its understanding of our role in education.

### Implementing New Legislation

Last year, we implemented changes from the *Protecting Students Act*, which passed in December 2016. Our work included:

- making bylaw changes that made the public register more transparent, including placing a

notation on a member's public register page if a matter is referred to the Discipline Committee;

- stipulating timelines for employers to provide additional information to the College as part of an employer report;
- expediting cases where a member has been found guilty of a significant crime. The Investigation Committee can — with the member's agreement — refer the matter to the Discipline Committee and/or the expedited criminal referral to the Discipline Committee; and
- issuing mandatory penalties as part of the amendments for acts of professional misconduct involving the sexual abuse of a student.

Information about the changes were made available on our website and also sent to the public via our e-newsletter, *The Standard*. Our members received additional communications through our magazine *Professionally Speaking* and the *Your College and You* e-newsletter.

### Sustained Awareness and Continued Engagement

The College commissions an annual survey to track public understanding of the College. Results from 2017 show awareness and knowledge of

the College's role and work remains steady. For example, 75 per cent of respondents said that the College sets the standards of practice for teachers, compared to 76 per cent in 2016. Eighty per cent identified the College as responsible for issuing, suspending or cancelling teaching licences, compared to 79 per cent a year earlier.

We continued to build on the public awareness initiative launched in 2014. We attended events, engaged with the public and had meaningful conversations.

We continued to communicate with parents and the broader community by distributing our *Quiz for Parents* brochure (which includes information on who we are and what we do) and writing articles in our various publications.

We also increased outreach through our social media properties, including [Pinterest](#), [Instagram](#), [Facebook](#), [Twitter](#), [YouTube](#) and [LinkedIn](#).

## Professional Advisories

The College educates members as part of its legislated duties. We issue and update professional advisories to help meet that expectation. Our goal is to guide and enhance the professional practice of our members. We work closely with members, subject matter experts and stakeholders to develop our advisories. To generate awareness of them, we plan and execute comprehensive rollout strategies to inform members and to show the public that teachers are committed to their professionalism.

Last year, the College revised its professional advisory on the [Use of Electronic Communication and Social Media](#). While we encourage the use of electronic communications and social media and learning, we also want to help teachers avoid crossing professional boundaries and potential pitfalls. The updates provide additional examples of

the types of incidents we are seeing in professional misconduct decisions and how to minimize risk.

We also issued a new professional advisory, [Responding to the Bullying of Students](#). We defined bullying, provided statistics on bullying and its characteristics, outlined legal and ethical considerations, as well as disciplinary outcomes. We also advised members to intervene early, provide support, disclose bullying and review existing protocols.

## Continued Transparency

By the end of 2017, 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.

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

- The College provides all disciplinary decisions for posting on [Canadian Legal Information Institute](#) (CanLII).
- 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*, and on the College's website.
- The public register, [Find a Teacher](#), also plays an important role in communicating the decisions of our Discipline Committee, as decisions are posted online.
- Where a member's licence has been impacted by a disciplinary hearing, the College provides this information to international educational authorities.

## Reviewing College Registration Practices

The College continues to review its registration practices on an annual basis.

Our Applicant Eligibility Assessment Tool provides potential applicants with general information about their qualifications. Our registration videos, available on our website, guide applicants through the online application process.

We also streamlined our Registration Appeal Committee processes, making them clearer and easier to understand.

Finally, we collaborated with the Ministry of Education to clarify language in the Teachers' Qualifications Regulation 176/10 regarding requirements for those who hold or previously held certification by a teacher regulatory authority outside of Canada.

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](#) on our website.

## Find a Teacher

[Find a Teacher](#) was the most viewed section on the College website, with 8.9 million page views in 2017. 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](#) and [Android](#).

## Follow us on Twitter

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

## Access Us on Facebook

Visit our [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
- Indigenous education.

## Check Us Out on Instagram.

## Connect with Us on LinkedIn.

## Pin 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](#) to the e-newsletter *Your College and You* to stay up-to-date on College news. It provides early access to new developments in the College's activities 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.





## Overview

### Public Interest Committee

- Eugenia Duodo (from September 8, 2017)
- Brian Evoy (Chair) (from June 6, 2017)
- Bill Kirkwood (Chair) (until March 3, 2017)
- Jacques Lupien (until August 2, 2017)

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 once in 2017, and reported on its activities at the March 2–3, 2017, Council meeting. In the absence of new appointed committee members to fill vacancies, the committee was unable to meet again in 2017 due to a lack of quorum.

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 2017, 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 status of recommendations previously made to Council with respect to ordering medical assessments, issuing reprimands, incompetence research and the publication of decisions on [Canadian Legal Information Institute](#) (CanLII). It also received information about the results of the public awareness survey conducted in the fall of 2016. As part of its ongoing updates on transparency initiatives undertaken by Ontario regulated health colleges, the committee received information on amendments to the Regulated Health Professions Act. The amendments increased both the amount of information contained in, and accessibility to, the health colleges' public registers.







## Committees at Work

### Accreditation Appeal Committee

- Robert Gagné (a) (Chair)  
(until November 2, 2017)
- Godwin Ifedi (a)
- Brigitte (Bidal) Piquette, OCT (e)
- Jennifer Stewart, OCT (e) (Vice-Chair)
- Stéphane Vallée, OCT (e)

(a) = appointed

(e) = elected

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.

There were no appeals received by the committee in 2017.



## Committees at Work

### Accreditation Committee

- Jean-Luc Bernard, OCT (a)
- Marie-Louise Chartrand (a)  
(from May 7, 2017 until October 19, 2017)
- Susan Elliott-Johns, OCT (e) (Vice-Chair)
- Marie-Thérèse Hokayem (a)
- Matthew Kavanagh, OCT (e)
- Colleen Landers (a)
- Richard Michaud, OCT (e)
- Claudia Patenaude-Daniels, OCT (e)  
(from March 2, 2017)
- Nicole van Woudenberg, OCT (e) (Chair)

(a) = appointed

(e) = elected

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.

## Accreditation Reviews

In 2017, the College conducted six initial teacher education program reviews for the following programs:

- Faculty of Education at The University of Western Ontario (Western University):
  - Consecutive program of professional education with areas of study in the Primary/Junior, including Primary/Junior with a focus on teaching French as a Second Language, Junior/Intermediate and Intermediate/Senior divisions, leading to a bachelor of education degree
- Faculty of Education at the University of Windsor:
  - Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a bachelor of education degree
  - Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a bachelor of education degree, including the Early Childhood Education concurrent program for Primary/Junior divisions
  - Multi-session consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 level, leading to a bachelor of education degree or a diploma in Technological Studies
- Schulich School of Education at Nipissing University:
  - Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a bachelor of education degree
  - Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a bachelor of education degree
  - Multi-session consecutive program of professional education for persons of First Nations, Métis or Inuit ancestry with an area of study in the Primary/Junior divisions, leading to a bachelor of education degree or certificate (“Aboriginal Teacher Certification Program” or ATP)
  - Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a diploma in education (known as “Teacher of Anishnaabemwin as a Second Language program” or TASL)
- Faculty of Education at Wilfrid Laurier University:
  - Consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a bachelor of education degree
- Faculty of Education at York University:
  - Consecutive and 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
  - Concurrent 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 and an applied degree

- School of Education at Laurentian University:
  - Concurrent program of professional education for the Primary/Junior and Junior/Intermediate divisions, leading to a bachelor of education degree

In late 2017, the faculties of education at Redeemer University College and York University submitted applications for the general accreditation of their programs.

### Substantial Change Decisions

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

- Faculty of Education at Lakehead University:
  - Concurrent program of professional education that combines studies in education with an area of study in the Primary/Junior divisions, leading to an Honours bachelor of education (Indigenous) degree
- Faculty of Education at York University:
  - Full-time 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
- Faculty of Education at the 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 (French-language program)
  - Multi-session consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a bachelor of

education degree (French-language program offered by partial or full distance education)

- Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a bachelor of education degree (French-language program)

- Faculty of Education at Queen’s University:
  - Consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with an area of study in the Primary/Junior divisions, leading to a bachelor of education degree or diploma in education (Aboriginal Teacher Education Program or ATEP)

The committee approved the changes and additions to the programs at Lakehead University, York University, the University of Ottawa and Queen’s University.

### Accreditation Resources

Resources that support the accreditation of initial teacher education programs, including the *Accreditation Panel Interview Resource: Getting at Evidence* and the *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 continued to be used in 2017.

### 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](#).





## Committees at Work

### 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

The College's quarterly award-winning magazine, *Professionally Speaking*, is delivered to 234,567 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.

The documentary-style [Great Teaching digital profiles](#), introduced in 2014, continue to gain traction with both English- and French-speaking audiences. These compelling “day-in-the-life” profiles can be watched on the College’s YouTube channel. One of these stories has even received more than 7,000 views.

These 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.

In 2017, *Professionally Speaking* features covered important College initiatives related to its mandate including the [Protecting Students Act](#) (cover story, March 2017), the professional advisory [Responding to the Bullying of Students](#) (cover story, September 2017) and the updated professional advisory [Use of Electronic Communication and Social Media](#) (December 2017). A copy of these advisories was stitched into the centre spread for the English magazine and poly-bagged with the French as companion pieces.

In March, *Professionally Speaking* published its second annual supplement on [Additional Qualifications](#) (AQs), highlighting the importance of ongoing professional learning for College members, as well as key statistics from the College’s 2016 *Transition to Teaching* study, which looks at the job market for new Ontario Certified Teachers. “[New Beginnings](#),” published in the September issue, highlighted how the College is responding to the *Truth and Reconciliation Commission Report*’s recommendations pertaining to education.

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 2017. *Professionally Speaking* received international recognition at the 2017 Tabbie Awards, picking up three honours (including one bronze and two Top 25), while on a national level the publication was runner-up for Trade Magazine of the Year at the 2017 Editors’ Choice Awards. *Pour parler profession* was also in the spotlight with a nomination in the Professional Article category at the 40th National Magazine Awards, whose mission is to celebrate excellence in Canadian consumer and business publications. The Tabbies, presented by TABPI (Trade Association Business Publications International), recognize editorial and visual excellence in English-language trade, association and business magazines worldwide. The 2017 Editors’ Choice Awards, presented by the Canadian Society of Magazine Editors, honour 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. It encourages discussion and feedback from College members through content such as the [Professional Practice](#) section, [book reviews](#) and letters to the editor.



## Committees at Work

### Executive Committee

- Brian Beal, OCT (e)
- Jean-Luc Bernard, OCT (a)  
(from November 28, 2017)
- Marie-Louise Chartrand (a)  
(until October 19, 2017)
- Angela De Palma, OCT (e) (Chair)
- Robert Gagné (a) (until November 2, 2017)
- Shanlee Linton, OCT (e)
- Myreille Loubert, OCT (e) (Vice-Chair)
- Shannon Marcus, OCT (e)  
(from November 28, 2017)
- Tom Potter (a) (from November 28, 2017)
- Robert Ryan, OCT (e)
- Vicki Shannon, OCT (e)  
(from November 28, 2017)
- Nicole van Woudenberg, OCT (e)
- Ravi Vethamany, OCT (e)

(a) appointed

(e) elected

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 in tandem with Council meetings in order to review and approve Council meeting agendas.

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 2017, 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 2017.

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 2017.

The Executive Committee made several appointments to fill statutory, standing, regulatory and special committee vacancies as they occurred throughout 2017. Several vacancies continued due to appointed member Council vacancies.

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 committee, in 2017, approved an advisory on responding to the bullying of students and an update to the advisory on the duty to report. The topic of supporting students with mental health needs was selected for the next professional advisory in 2018.

Subsequent to a review of the public presentation pilot to date, the Executive Committee provided Council with suggested amendments to improve the communications around public presentations, and recommended that public presentations continue to be a standing Council agenda item, with the Executive Committee providing a regular review.

Throughout the year, the committee reviewed the implementation plan for the utilization of

video-communication tools, such as GoToMeeting, during meetings and panels, which may allow for enhanced participation.

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 2017–18, the committee selected:

- Devan Kernaghan (Queen’s University) as the recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education;
- Nicole Billington (Nipissing University) as the recipient of the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship; and
- Kara Nagel (York University) as the recipient of the Ontario College of Teachers Intermediate/Senior Scholarship.

Council will present awards at its March 2018 meeting to those recipients in attendance.



## Committees at Work

### Finance Committee

- Brian Beal, OCT (e) (Vice-Chair)
- Marie-Louise Chartrand (a) (Chair) (until October 19, 2017)
- Colleen Landers (a)
- Shannon Marcus, OCT (e) (Chair) (from November 28, 2017)
- Bill Petrie (a)
- Vicki Shannon, OCT (e)

(a) = appointed

(e) = elected

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 to ensure mandated College services are properly funded, and that fees are maintained at levels appropriate to support the College's ongoing financial stability.

The College is financed primarily by members' fees. At the end of 2017, it processed 236,635 member payments. The actual number of processed payments decreased by 2,541 when compared to the 2016 actual, reflecting a lower number of pre-enhanced teacher education applicants.

For 2017, the College's operating budget was set at \$40,922,748. The College recorded a 1.7 per cent operating surplus equivalent to \$711,513 for 2017.



## Governance Committee

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

(a) = appointed  
(e) = elected

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 2017, the committee focused on planning for the 2018 election of Council members. The committee approved voting procedures to guide the administration of the election process. The committee also approved three communication opportunities for election candidates to engage with voters: providing answers to three questions, a candidate blog and an online voter forum. The committee monitored results of the outreach and engagement initiatives undertaken as part of the strategic communication plan to assess progress against objectives.

The Governance Committee recommended the continuation of a pilot program that allows Council members to assess the work of Council — as well as how they prepare for their role — through a self-evaluation tool. Results from this program will feed into an orientation program for incoming Council members in 2018.

Strategic planning was a focus of the committee in 2017. It assessed results from an education session attended by Council members centred on strategic decision-making in support of the College's strategic plan. The committee initiated the cyclical process to update the strategic plan, including the strategic priorities — a process that will begin with this seventh Council and continue with the incoming eighth Council in 2018.

Also in 2017, the committee began reviewing procedures for the next Council, including the process to develop Council committee memberships and how committee chairs are elected. It initiated an independent review of College governance beginning in 2018. The committee also interviewed and recommended an appointment for a Council vacancy for the French-Language Catholic Board Secondary position.





## Committees at Work

### Human Resources Committee

- Angela De Palma, OCT (e)
- Robert Gagné (a) (until November 2, 2017)
- Jane Ishibashi (a)
- Robert Ryan, OCT (e) (Vice-Chair)
- Wes Vickers, OCT (e) (Chair)

(a) = appointed

(e) = elected

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, in 2017 the committee revised the annual performance review process for the Registrar and CEO position and reviewed the job description for that role; the committee also finalized the College's revised Diversity and Inclusion policy.



## Committees at Work

### Investigation Committee, Discipline Committee, Fitness to Practise Committee

#### Investigation

- Pier-Olivier Arsenault, OCT (e)
- Marie-Louise Chartrand (a)  
(until October 19, 2017)
- Tim Gernstein, OCT (e) (Vice-Chair)
- Jacqueline Karsemeyer, OCT (e)
- James Knopp (a)
- Bill Petrie (a)
- Robert Ryan, OCT (e) (Chair)
- Anthony Samchek, OCT (e)
- Jennifer Stewart, OCT (e)

#### Discipline

- Jean-Luc Bernard, OCT (a)
- Ann Ciaschini, OCT (e)
- Robert Gagné (a) (Chair)  
(until November 2, 2017)
- Marie-Thérèse Hokayem (a)
- Godwin Ifedi (a) (from October 6, 2017)
- Jane Ishibashi (a)
- Colleen Landers (a)
- Shanlee Linton, OCT (e)
- Sara Nouini, OCT (e)
- Claudia Patenaude-Daniels, OCT (e)
- Brigitte (Bidal) Piquette, OCT (e)
- Tom Potter (a)
- Vicki Shannon, OCT (e) (Chair)  
(from November 28, 2017)

- Stéphane Vallée, OCT (e)
- Ravi Vethamany, OCT (e)
- Wes Vickers, OCT (e) (Vice-Chair);  
(Acting Chair) (from November 3–27, 2017)
- Marie-Claude Yaacov (a)

#### Fitness to Practise

- Jean-Luc Bernard, OCT (a)
- Ann Ciaschini, OCT (e)
- Robert Gagné (a) (until November 2, 2017)
- Marie-Thérèse Hokayem (a)
- Godwin Ifedi (a)
- Jane Ishibashi (a)
- Marie-Claude Yaacov (a)
- Colleen Landers (a)
- Shanlee Linton, OCT (e) (Chair)
- Sara Nouini, OCT (e)
- Claudia Patenaude-Daniels, OCT (e)
- Brigitte (Bidal) Piquette, OCT (e)
- Tom Potter (a)
- Vicki Shannon, OCT (e)
- Stéphane Vallée, OCT (e) (Vice-Chair)
- Ravi Vethamany, OCT (e)
- Wes Vickers, OCT (e)
- Marie-Claude Yaacov (a)

(a) = appointed

(e) = elected



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 2017.

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 2017, the Investigation Committee disposed of 347 complaints, and the Discipline and Fitness to Practise committees disposed of 107 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.

Timelines are now stipulated for employers to provide the College additional information pertaining to an employer report. In addition, in cases where a member has been found guilty of a significant crime, the Investigation Committee can — with the member's agreement — expedite the matter to the Discipline Committee. As well, mandatory penalties now form part of the amendments for acts of professional misconduct involving the sexual abuse of a student.

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; or
- 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; and
- 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; or
- 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. It makes decisions by considering the evidence related to the allegations and submissions of the College and the member.

Discipline Committee hearings are open to the public.

## 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 committee 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. Complaint resolution can be an effective alternative to an extended investigation. Complaints are disposed of through the ratification of a Memorandum of Agreement (MOA) by the Investigation Committee. Participation in the program occurs without prejudice to the parties.





## Committees at Work

### Quality Assurance Committee

- Marie-Louise Chartrand (a)  
(until October 19, 2017)
- Richard Michaud, OCT (e)
- Bill Petrie (a) (Vice-Chair)
- Tom Potter (a) (from October 20, 2017)
- Rob Ryan, OCT (e) (Chair)
- Nicole van Woudenberg, OCT

(a) = appointed

(e) = elected

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 also reviews the College's work related to Council's four Strategic Priorities. In 2017, 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 Corporate and Council Services Department about communications/outreach initiatives the College had recently undertaken, including the Public Awareness Initiative and establishing a network of communications professionals from other regulators. The Policy and Research Unit presented the process for making Act and regulatory amendments, including policy development, Council approvals, legislation drafting and how legislation comes into force. The committee was also presented information about the registration appeals process. The presentation included an overview of governing legislation, the Registration

Appeals Committee mandate, the Registrar's authority in relation to certification, as well as appeal statistics and how to request an appeal. The College Controller presented the committee with information on financial quality assurance measures, strategic initiatives and the topic of financial risk.

The committee heard from the Investigations and Hearings Department, which presented the efforts undertaken to implement the [\*Protecting Students Act\*](#). The presentation also covered quality

assurance and streamlining measures such as the dissemination of information to employers to ensure consistency, metrics used to measure performance, streamlining agreements with members and the use of decision editors.

The committee also assessed a presentation on a survey about private schools in Ontario. The committee concluded that the professional designation helps to recognize the unique standards and training of College-certified teachers who work at private schools.





## Committees at Work

### Registration Appeals Committee

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

(a) = appointed

(e) = elected

The Registration Appeals Committee is a statutory committee established under the Ontario College of Teachers Act. The committee is an objective, fair and transparent appeal body for applicants and members. It reviews and makes decisions on appeals from applicants who were not granted membership in the College or who had terms, conditions or limitations (“TCLs”) placed on their Certificate of Qualification and Registration (“certificate”).

- when an applicant is denied certification and requests an appeal of the Registrar’s decision, the committee may make an order directing the Registrar to issue a certificate, to issue a certificate if the applicant fulfils requirements specified in the regulations, to issue a certificate subject to specified TCLs or direct the Registrar to refuse to issue a certificate;
- when a member requests an appeal to remove or modify the TCLs imposed on his certificate, the committee may make an order refusing the appellant’s request, directing the Registrar to remove any TCLs or directing the Registrar to impose specified TCLs on the certificate.

The committee’s work ensures applicants are treated fairly and maintains public confidence in the decisions the College Registrar makes on

behalf of the teaching profession. The committee considers appeals in both English and French.

The committee received 28 appeals in 2017. The majority of these appeals were from applicants denied certification (18) as opposed to appeals from College members certified with TCLs (10).

In 2017, the committee met nine times and rendered 21 decisions. The committee undertakes a paper review or may hold an oral presentation at the request of an appellant. A total of eight appellants made an oral presentation to the committee in support of their appeal and a further 13 were reviewed as part of a paper review process.

## Reasons for Appeal in 2017 (decisions rendered)

### Reason

Appeal a condition on a certificate	11
Teacher education program not acceptable	5
Teacher education program along with academic and/or language proficiency	1
Academic degree not acceptable	2
Language proficiency as a primary reason	0
Both teacher education program and language proficiency not acceptable	2
Professional suitability: committee refused to conduct a review	0
<b>Total</b>	<b>21</b>

### Appeal Outcomes

Original decision upheld	18
Original decision overturned	2
Original decision modified	1
<b>Total</b>	<b>21</b>



## Committees at Work

### Standards of Practice & Education Committee

- Elizabeth Edgar-Webkamigad, OCT (a)
- Susan Elliott-Johns, OCT (e)
- Marie-Thérèse Hokayem (a)
- Jacqueline Karsemeyer, OCT (e)
- James Knopp (a)
- Colleen Landers (a)
- Shannon Marcus, OCT (e)
- Richard Michaud, OCT (e) (Vice-Chair)
- Ravi Vethamany, OCT (e) (Chair)

(a) = appointed

(e) = elected

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, ongoing professional learning 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.

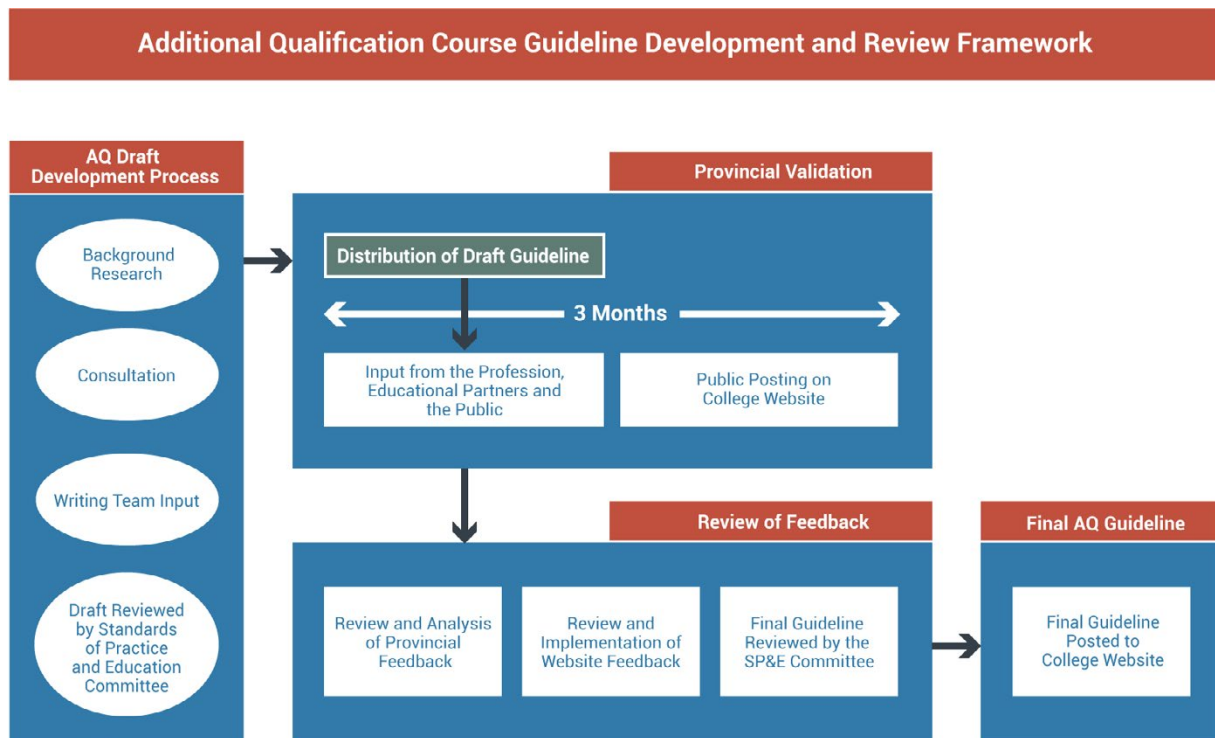
In 2017, the SP&E Committee focused on:

- 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 implementation of the revised *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 Indigenous teachers; and
- supporting the implementation and education of the standards and the PLF through accreditation practices associated with AQs.

## Continuing Teacher Education: Review of AQ Course Policy Guidelines

AQ courses are offered by approved providers 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. The SP&E Committee supports the collaborative development of AQ policy guidelines through engagement with the teaching profession, learners, AQ providers, educational partners and the public. A diversity of inclusive practices is employed to invite shared leadership and ownership in the democratic AQ review process used by the College. The following AQ conceptual framework has been endorsed by the SP&E Committee to guide AQ policy development.

Figure 1. Additional Qualification Course Guideline Development and Review Framework



In 2017, the committee approved 14 draft AQ course guidelines for provincial validation. These AQ guidelines included:

**Schedule A:**

- Business Studies, Entrepreneurship — Senior
- Business Studies, Information and Communication Technology — Intermediate and Senior
- Computer Studies — Intermediate and Senior
- Economics — Senior

**Schedule C:**

- Alternative Education
- First Nations' School Leader Program: Leadership
- First Nations' School Leader Program: Supporting Indigenous Learning and Holistic Well-Being — Schedule C
- Health and Physical Education — Grades 7 and 8
- Teaching and Learning Through e-Learning
- Teaching Lenape

**Schedule D (Three-Part Specialist):**

- Business Studies, Entrepreneurship
- Computer Studies
- Supporting First Nations, Métis and Inuit Students: Guidance and Counselling
- Schedule E, Honour Specialist:
- Computer Studies

In 2017, the committee approved 40 final AQ course guidelines to guide the design and implementation of AQ courses. These AQ guidelines included:

**Schedule A**

- Business Studies, General — Intermediate and Senior
- Dance — Intermediate and Senior
- Dramatic Arts — Intermediate and Senior
- Environmental Science — Senior
- First Nations, Métis and Inuit Studies — Intermediate and Senior

- History — Intermediate and Senior
- Mathematics — Intermediate and Senior
- Science, Biology — Intermediate and Senior
- Science, Chemistry — Intermediate and Senior

**Schedule C:**

- Adapting Curriculum for the Catholic School System
- Adapting Curriculum for Second-Language Learners
- Adult Education
- Classroom Management
- Français — 7<sup>e</sup> et 8<sup>e</sup> année
- Mentoring
- Teaching First Nations, Métis and Inuit Children
- Teaching LGBTQ Students
- Safe and Accepting Schools
- Teaching Combined Grades

**Schedule D (Three-Part Specialist):**

- Enseignement et leadership en situation minoritaire
- First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures
- First Nations, Métis and Inuit Studies
- Inclusive Classroom
- Reading
- Teacher Leadership
- Teaching Students Who Are Blind/Low Vision
- Teaching Students Who Are Deafblind

**Schedule E, Honour Specialist:**

- Anglais
- Family Studies
- French as a Second Language
- First Nations, Métis and Inuit Studies
- Mathematics
- History
- Science, Biology
- Science, Chemistry
- Social Science
- Spécialiste en études supérieures
- Visual Arts, Honour Specialist

**Program:**

- Principal's Qualification Program
- Supervisory Officer's Qualification Program

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

The SP&E 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 geographical regions in Ontario. A variety of consultation methods were employed to ensure that these provincial leadership qualifications are reflective of and responsive to the province's rich diversity. As well, this multi-method consultation approach was developed to ensure that these leadership guidelines accurately reflect the necessary professional knowledge, skills and practices required of principals and supervisory officers in a diverse and changing educational landscape.

## AQ Provincial Writing Teams

The SP&E Committee received information regarding nine AQ provincial writing teams that engaged members of the profession in 2017 for the following AQ course guidelines, as identified within the Teachers' Qualifications Regulation 176/10:

**Schedule C:**

- Alternative Education
- First Nations' School Leader Program: Leadership

- First Nations' School Leader Program: Supporting Indigenous Learning and Holistic Well-Being
- Science and Technology — Grades 7 and 8
- Teaching and Learning Through e-Learning
- Teaching Students with Communication Needs (Autism Spectrum Disorders)

**Schedule D, Three-Part Specialist:**

- Special Education
- Supporting First Nations, Métis and Inuit Students: Guidance and Counselling

**Programs:**

- Teaching Students Who Are Deaf or Hard of Hearing

Online surveys have provided rich data that have helped to inform the development of the following AQ policy guidelines. These surveys have focused on the following:

- Schedule D: Special Education
- Schedule C: Teaching Students with Communication Needs (Autism Spectrum Disorders)
- Teaching Students Who Are Deaf or Hard of Hearing

## AQ Provincial Consultations

The Ontario College of Teachers regularly engages with College members, educational partners and the public in reviewing and developing Additional Qualification (AQ) policy guidelines. This process is essential in supporting AQ policy guidelines that reflect current practices and foster exploration of concepts and inquiries related to innovative and emerging practices within various areas of education.

The following three Open Space Technology Consultations occurred in 2017 and informed the work of the committee:

- Ecological Consciousness
- Special Education
- Teaching Students Who Are Deaf or Hard of Hearing

The Committee had opportunities to enrich its work by participating in some of these sessions and experiencing the AQs coming to life. The Open Space sessions enabled members of the public, the profession, as well as students and educational partners, to engage in AQ policy development conversations together.

### Written Reports

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

- Open Space Report: Ecological Consciousness
- Open Space Report: Special Education
- Open Space Report: Teaching Students Who Are Deaf or Hard of Hearing
- Teaching Students Who Are Deaf or Hard of Hearing Policy Guideline Revision: Survey Analysis

### Teacher Educative Sessions

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

- Indigenous languages;
- AQ Accreditation Practices that align with the AQ guidelines;
- AQ Guideline Development Processes; and
- Teaching Students Who Are Deafblind.

### Find an AQ

In 2017, 206 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

In 2017, data was collected from 2,502 AQ course candidate surveys that focused on approximately 200 AQ courses, and this helped to inform AQ policy development and accreditation practices.

### 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. The accreditation processes are an enactment of the standards and the PLF and also help to support the Committee’s focus related to the ongoing implementation of the standards and the PLF. In 2017, 380 AQ courses were accredited by the College, which had the standards and PLF as foundational elements. There was a five per cent increase in AQs accredited from the previous year.

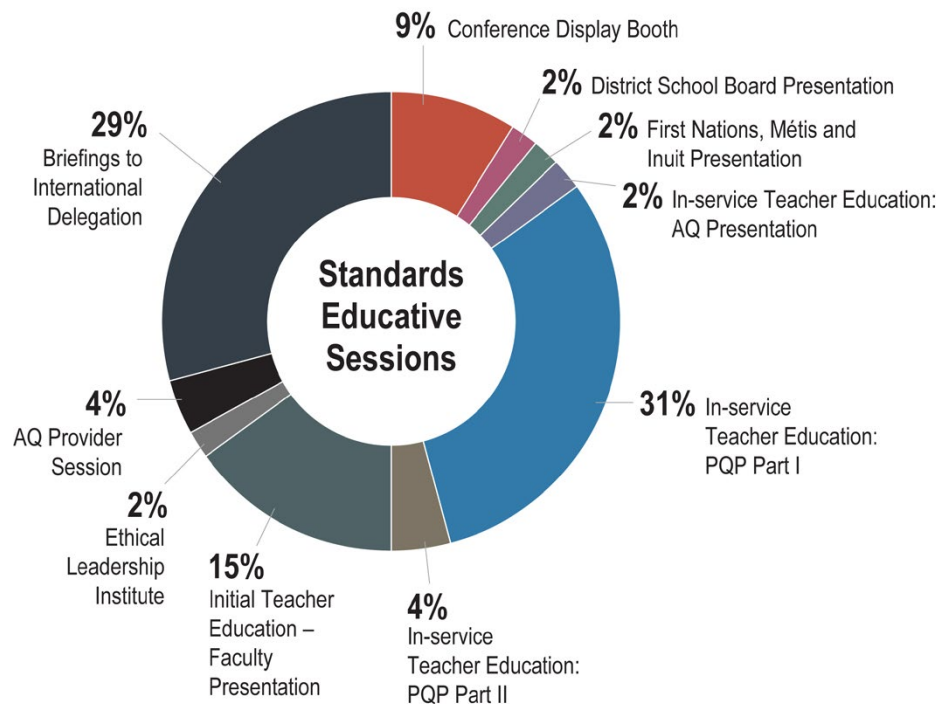
### Professional Education for AQ Providers

The committee received information related to the 400 AQ developers and instructors who attended three AQ institutes focused on explicitly and intentionally integrating core concepts embedded in the standards into AQ course submissions. These experiential institutes offered AQ course developers and instructors the opportunity to explore AQ course guideline concepts and design them through the lenses of universal design, differentiated instruction, professional inquiry and critical pedagogy.

### Standards Education

Standards educative sessions along with standard-based resources continue to influence and support

Figure 2. Standards Educative Sessions



teacher education and leadership development. These educative sessions support the integration of the ethical standards, the standards of practice and the PLF within teacher education. In 2017, staff facilitated 54 sessions for over 5,600 participants, including teacher candidates, new teachers, teacher-educators and leaders, principal candidates, AQ course developers and internationally educated teachers. Figure 2, above, provides a breakdown of these educative sessions during 2017.

### 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. These resources supported ethical professional practice and were collaboratively developed with members of the teaching profession.

### Ethical-Based Resources

*Strengthening a Vision: A Critical Discourse on the Ethical Standards for the Teaching Profession* is an inquiry-based resource that was inspired by the reflective writing of one member of the Ontario teaching profession. This resource was developed to foster a deeper examination of ethical professional practice. The Ontario College of Teachers has developed the following new teacher education resources designed to support inquiry into the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*:

- Posters depicting the educator and learner
- Posters depicting the educator and the learner from an Anishinaabe perspective

These posters reflect the vision of the educator articulated in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice*

*for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*. This vision of educators positions them as critical pedagogues and innovative scholars who help to advance social and ecological justice.

The vision of the student is of a learner who is empowered, independent, a democratic citizen, knowledgeable, creative, collaborative, a critical thinker, ethical, reflective, accepting, inclusive, courageous, self-efficacious, a problem-solver, and whose voice and sense of efficacy are integral to shaping the learning process.

### First Nations Teacher Education Resources

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

- *Exploring the Standards of Practice for the Teaching Profession through Anishinaabe Art Discussion Guide*
- Posters depicting the Educator and Learner from an Anishinaabe perspective (see previous section)

The College continues to receive very positive feedback regarding *Exploring the Standards of Practice for the Teaching Profession through Anishinaabe Art*. To date, more than 130,000 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.

These resources help to support the meaningful inclusion of First Nations cultures and worldviews within initial and continuing teacher education. It is evident that these visuals have had significant impact beyond their original intent and have become a focal point for reflection and a core dimension in many AQ courses.

### 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 was 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 promises 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*.





## Committees at Work

### Steering Committee

- Robert Gagné (a) (until November 2, 2017)
- Myreille Loubert, OCT (e)
- Elizabeth Edgar-Webkamigad, OCT (a) (December 7–8, 2017)

(a) = appointed

(e) = elected

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.



## Statistics

### Transition to Teaching

The sharp drop in new Ontario teaching licenses issued in 2016, following a multi-year decline in new entrants to the Ontario teaching market, resulted in a strong improvement in early-career teacher employment outcomes in the 2016–17 school year.

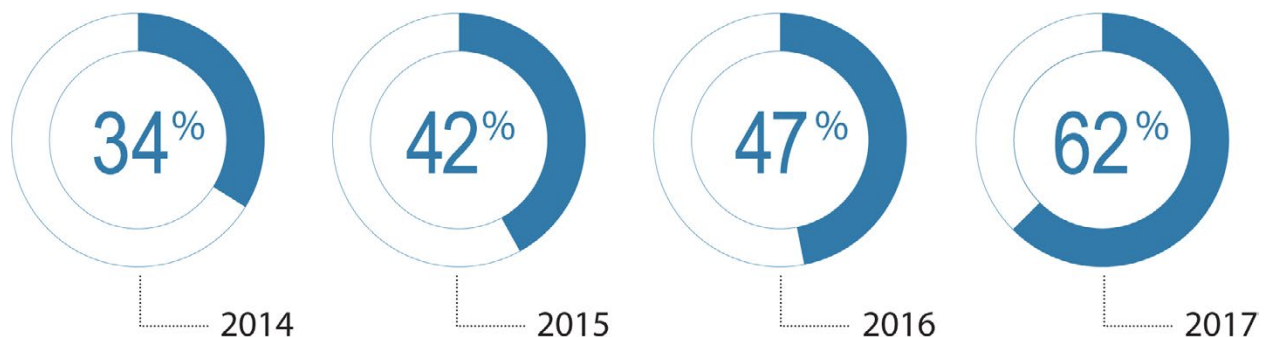
French as a second language and French-first language teachers continue to enjoy high demand and low rates of unemployment in the first year after licensure.

English-language education graduates report much improved job outcomes across all divisions. Intermediate-Senior qualified math and science teachers are quickly returning to the high demand market of a decade ago.

Annual supply of new teachers will remain at historic lows for the next several years as teacher retirements rise gradually from year to year. The years ahead will bring a near balance of annual new teachers and retirements, a supply and demand circumstance that should extend this recent improving job market throughout the province.

The next few years will require vigorous recruitment by Ontario's school boards, not only to fill vacancies in the current high demand qualification areas, but increasingly to fill occasional teaching, long-term occasional (LTO) and permanent positions across the board.

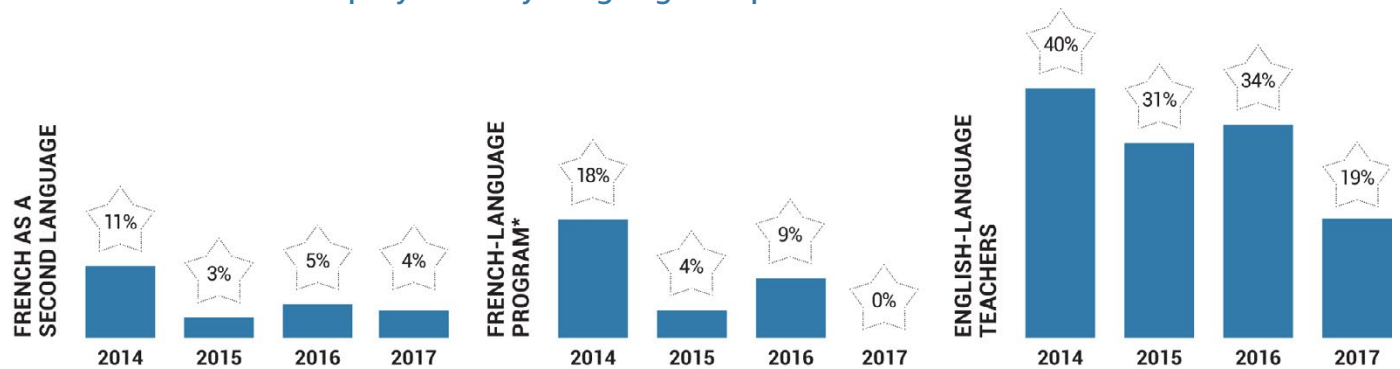
First-year full employment increased from:



## Unemployment rate for new English-language teachers in Ontario:

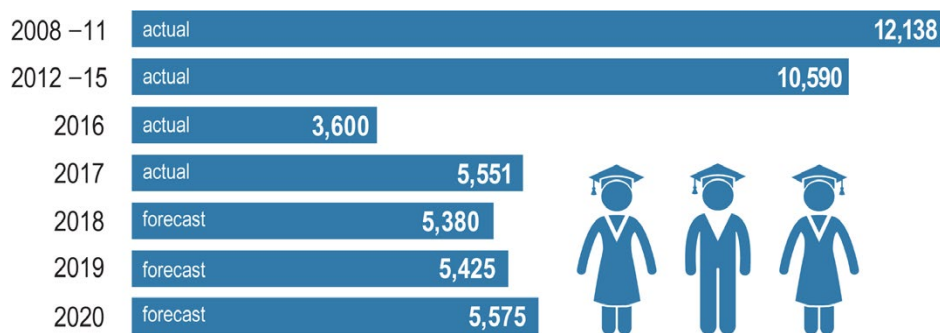


## Ontario teacher unemployment by language of qualifications:



\*The 2017 survey results for French-language program graduates represent only six respondents.

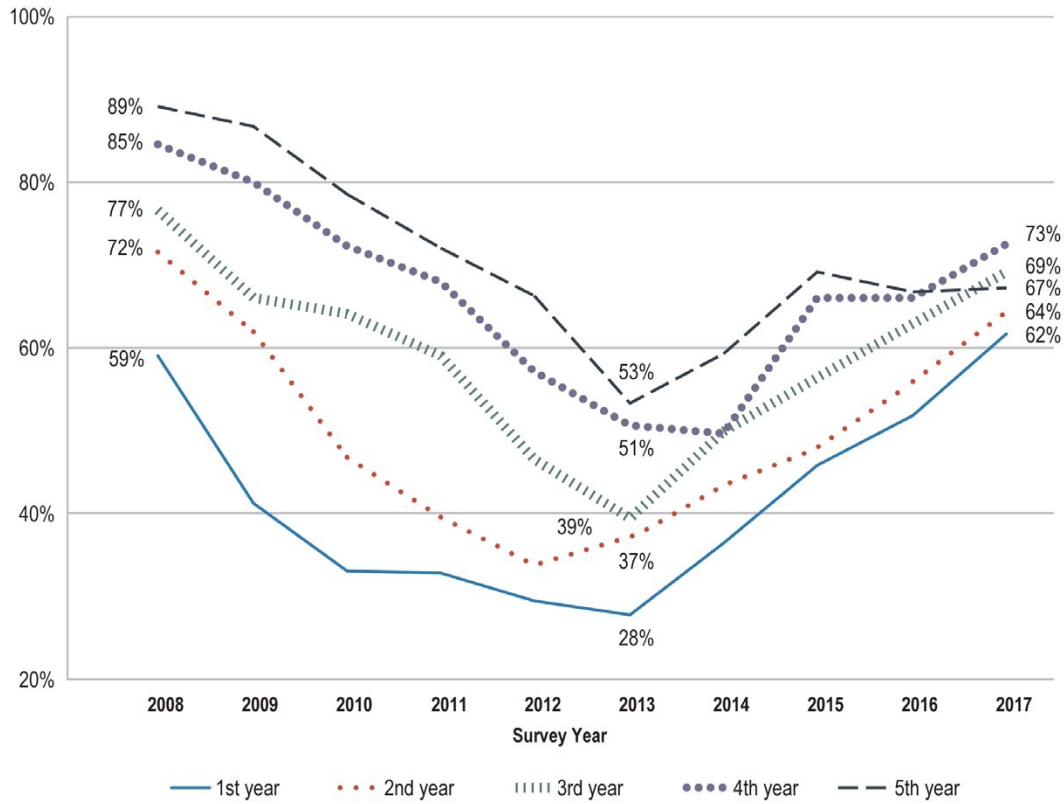
## New teachers licensed annually (by year):



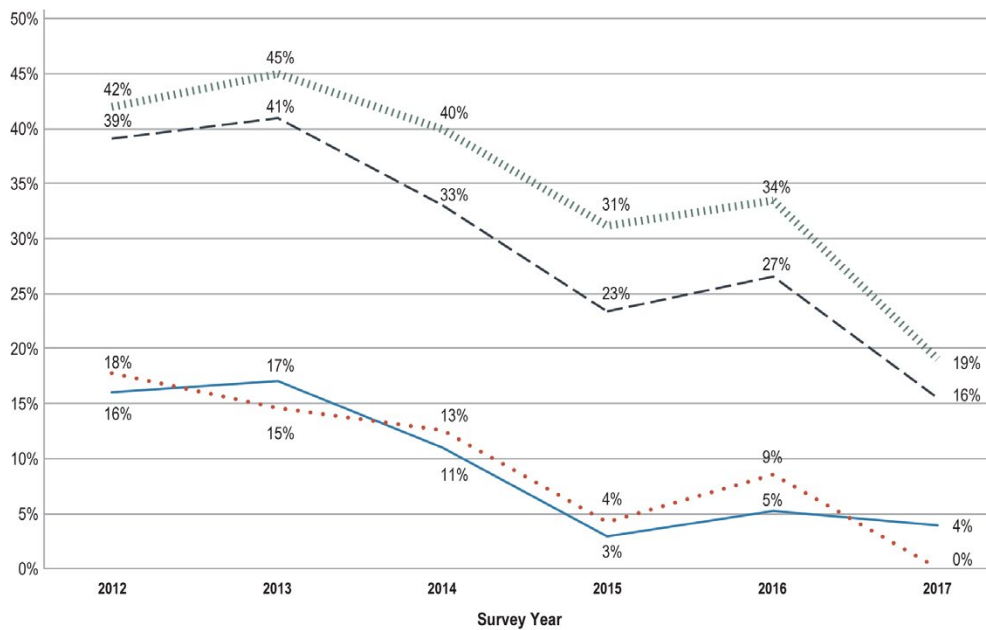
## First-year English-language graduates with math or science qualifications report lower unemployment than those without math, science or French qualifications



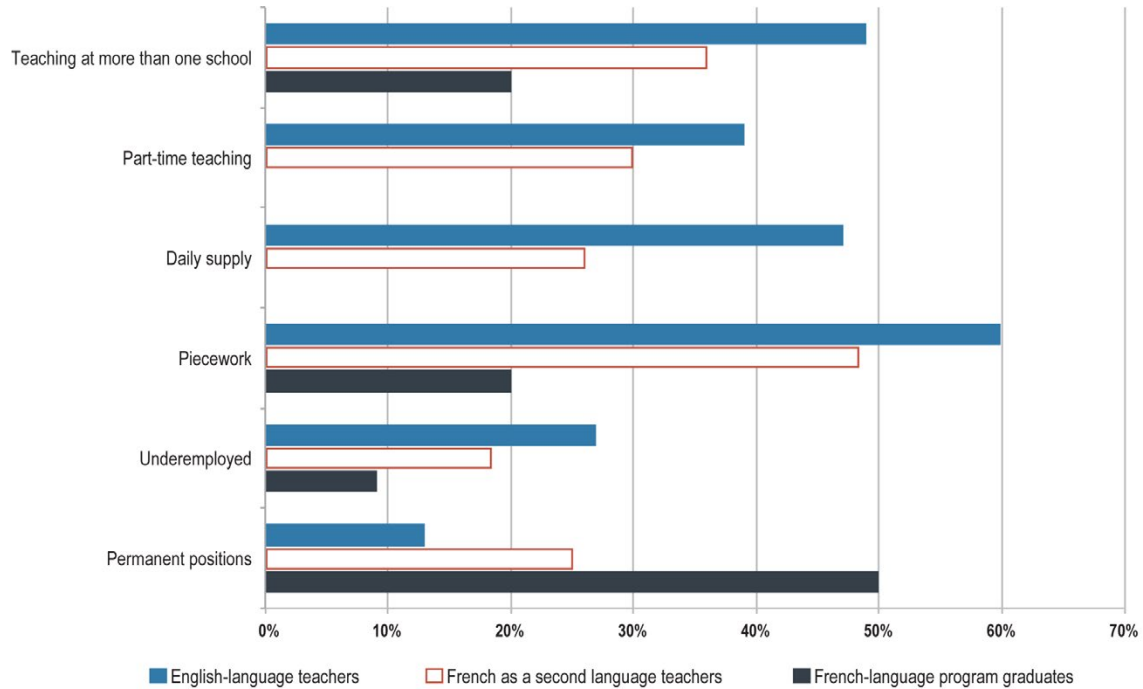
### Considered fully employed by year of teaching career:



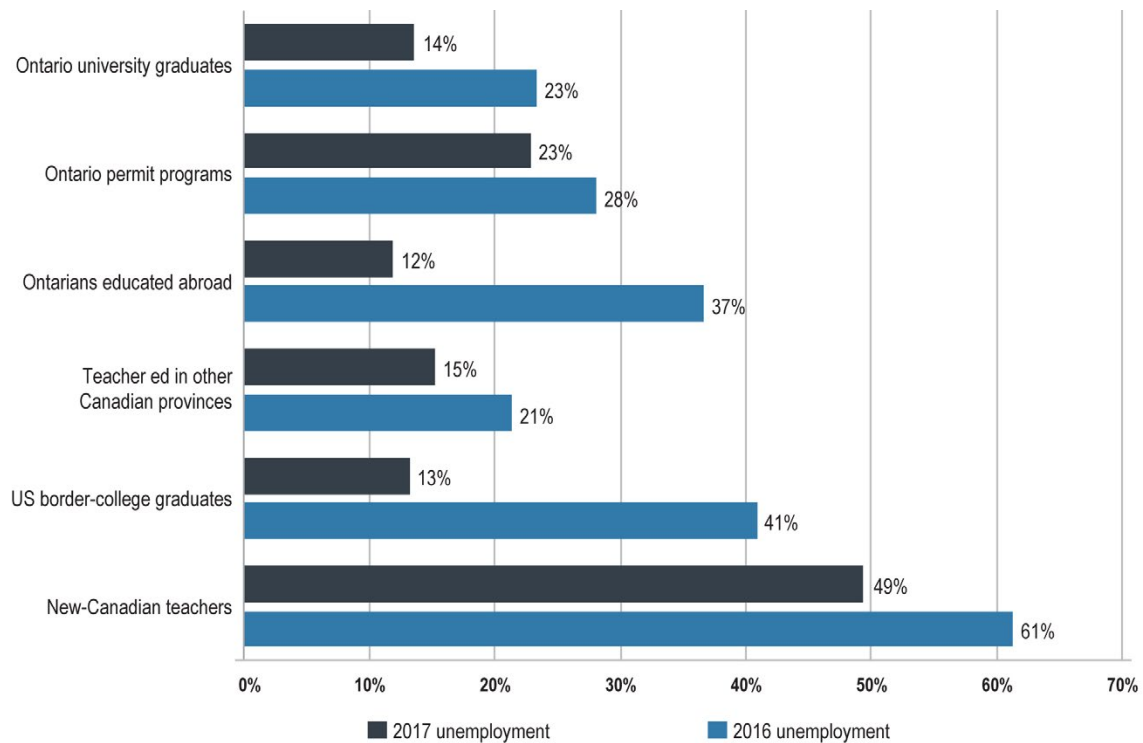
### First-year Ontario resident teacher unemployment language group:



## Job outcome measures for first-year Ontario resident English/French-language teacher groups in the 2016–17 school year:



## Employment outcomes for different first-year newly certified teacher groups:

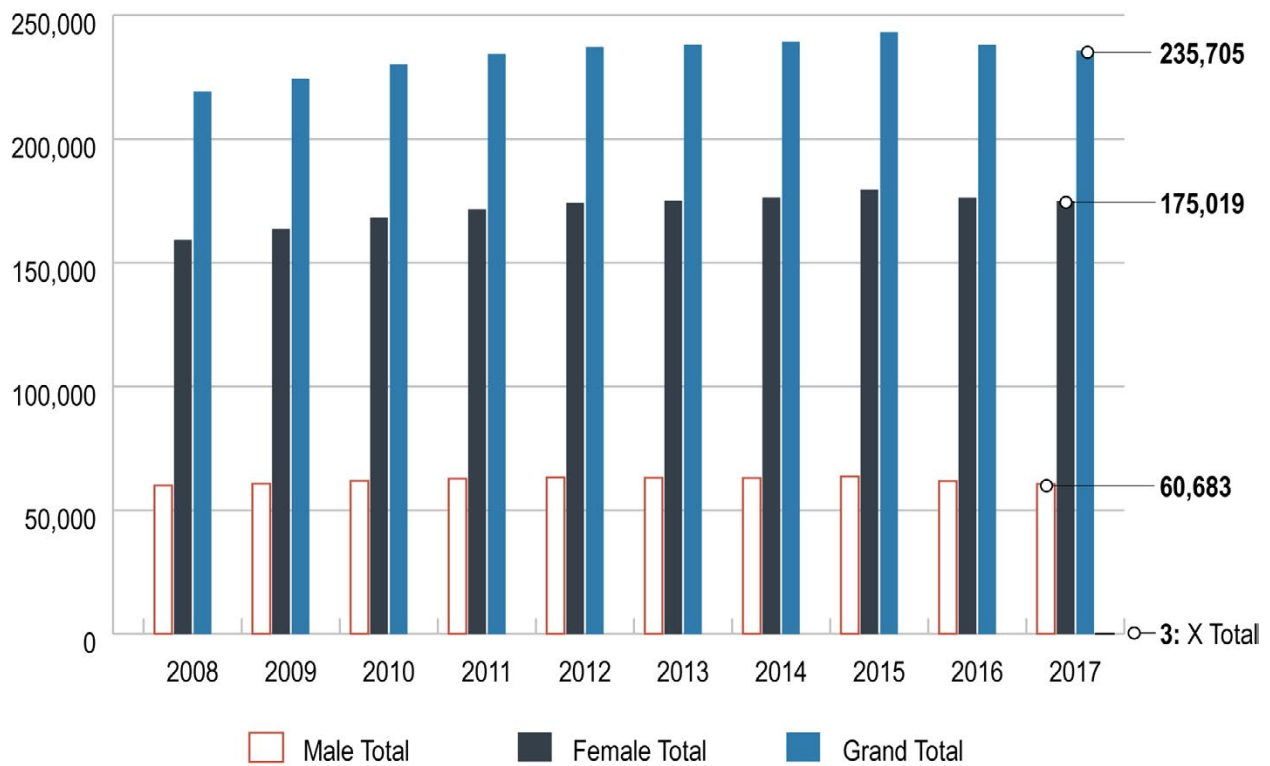


# Statistics



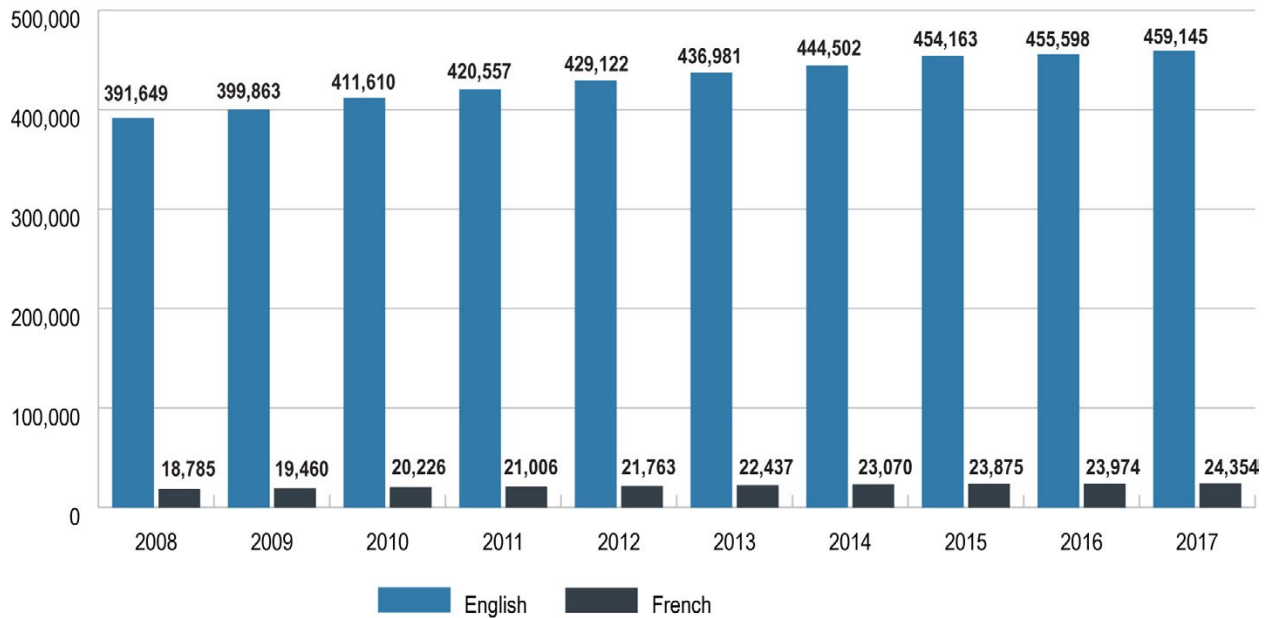
## Membership in the College

### Total Number of Members in Good Standing

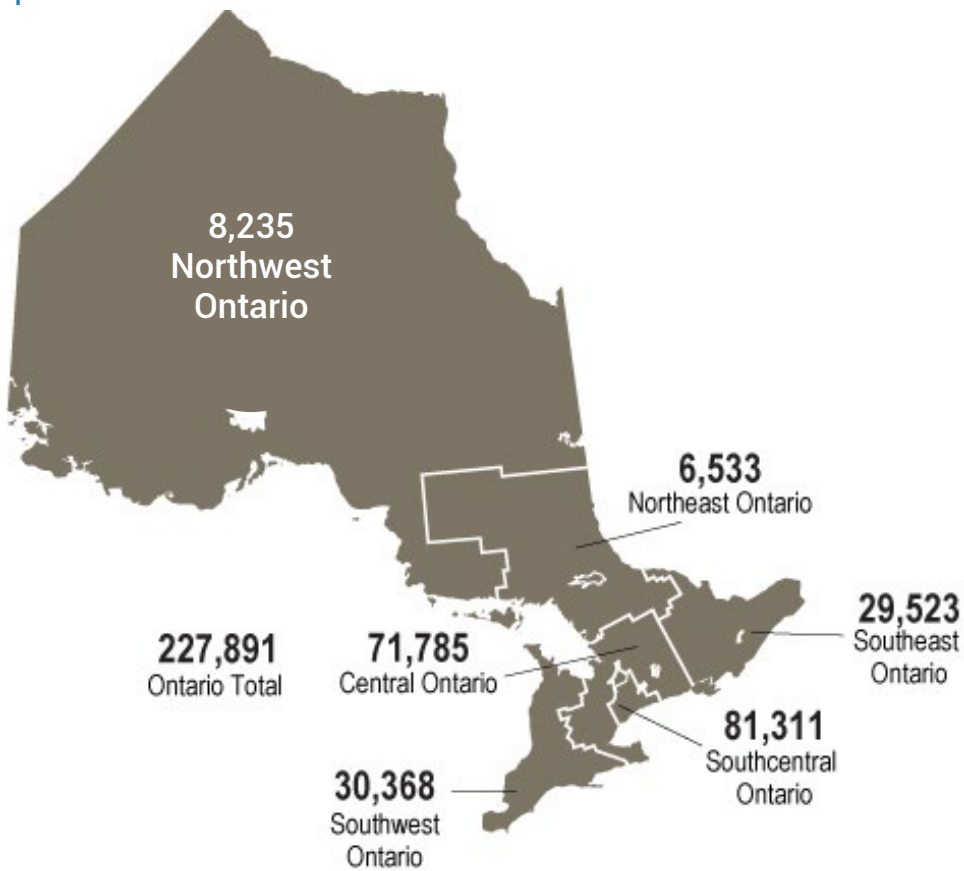


"X" is a third gender identifier for use by people identifying as Trans, Non-Binary, Two Spirited or Binary, as well as anyone who chooses not to display their gender identity.

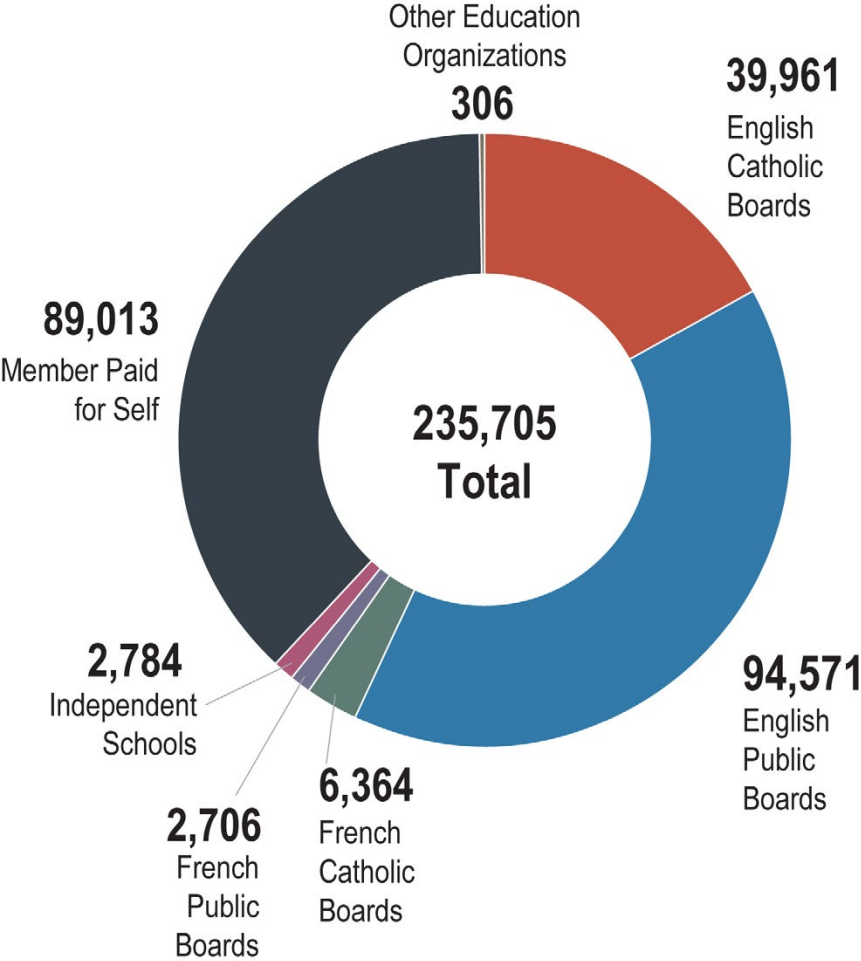
## Individuals Appearing on the Public Register



## Geographic Distribution of Members



Where Members are Employed (Based on Fee Payment Information)

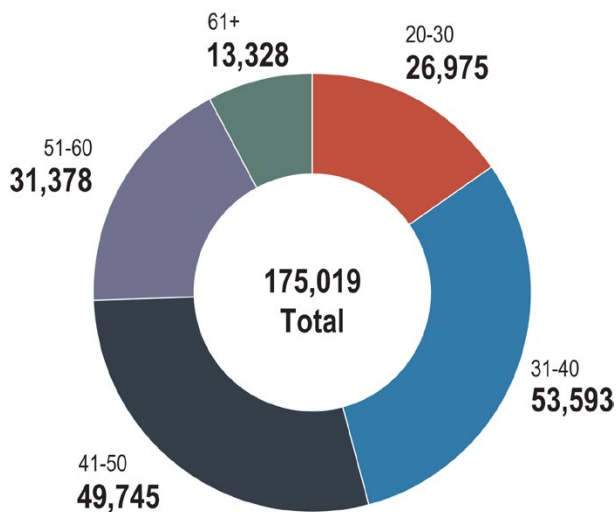


# Statistics

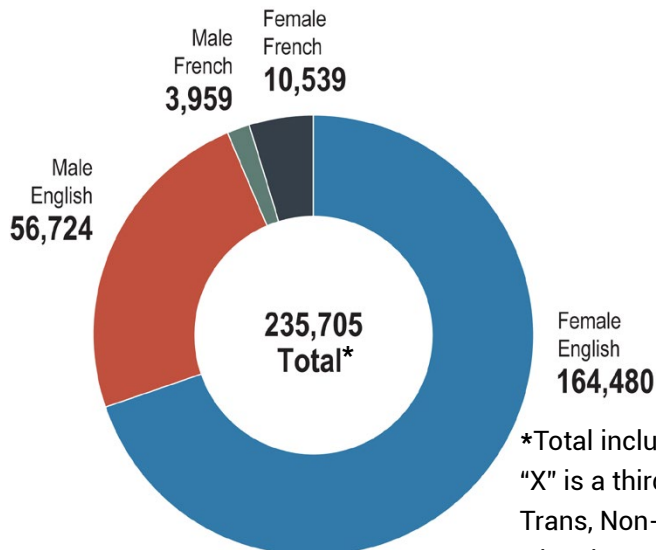
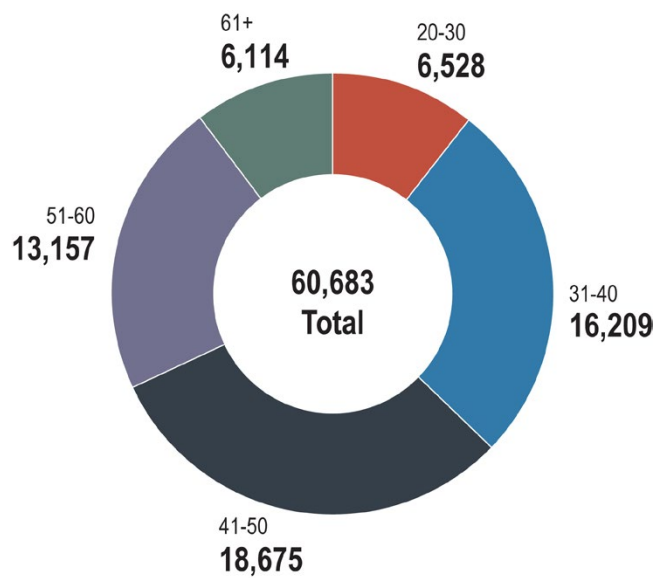


## Membership Demographics

Age of Female Members



Age of Male Members

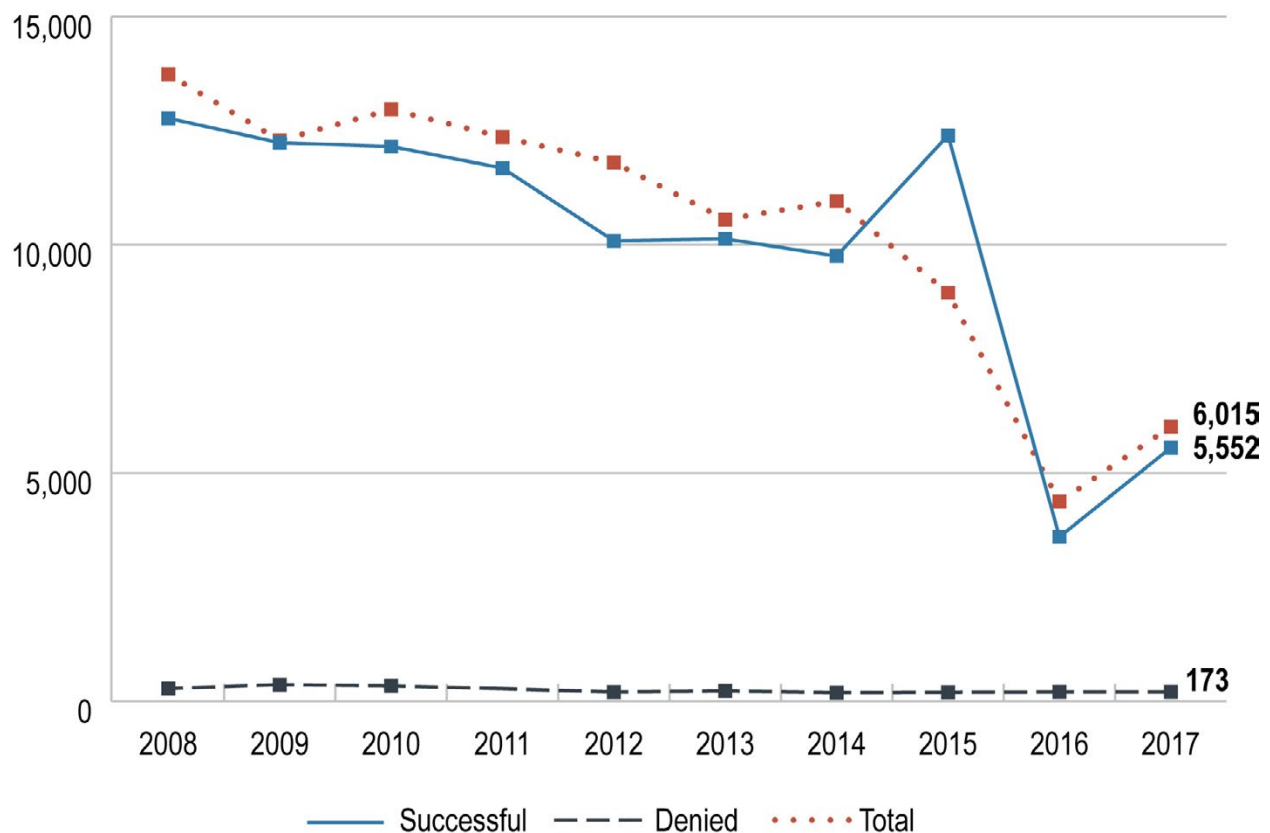


\*Total includes **Gender X**; English: 1, French: 2.  
 "X" is a third gender identifier for use by people identifying as Trans, Non-Binary, Two Spirited or Binary, as well as anyone who chooses not to display their gender identity.



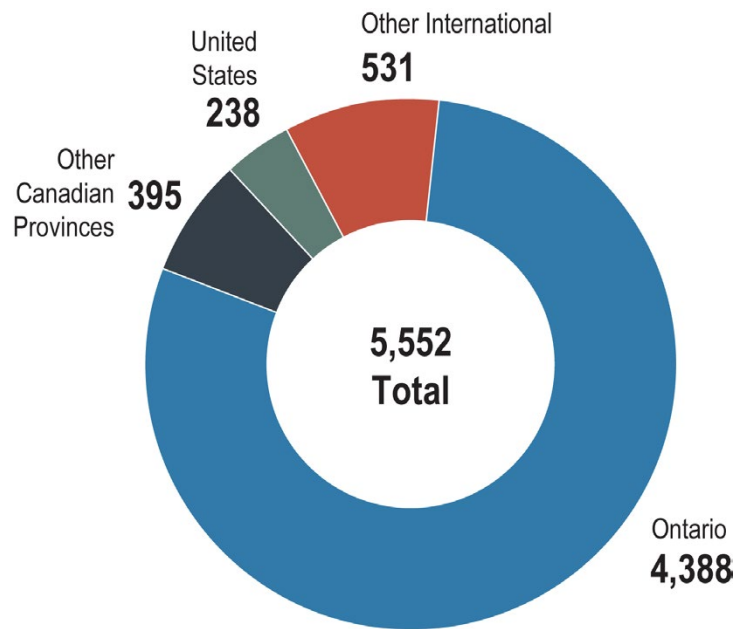
## Applications for Membership

### Application Results

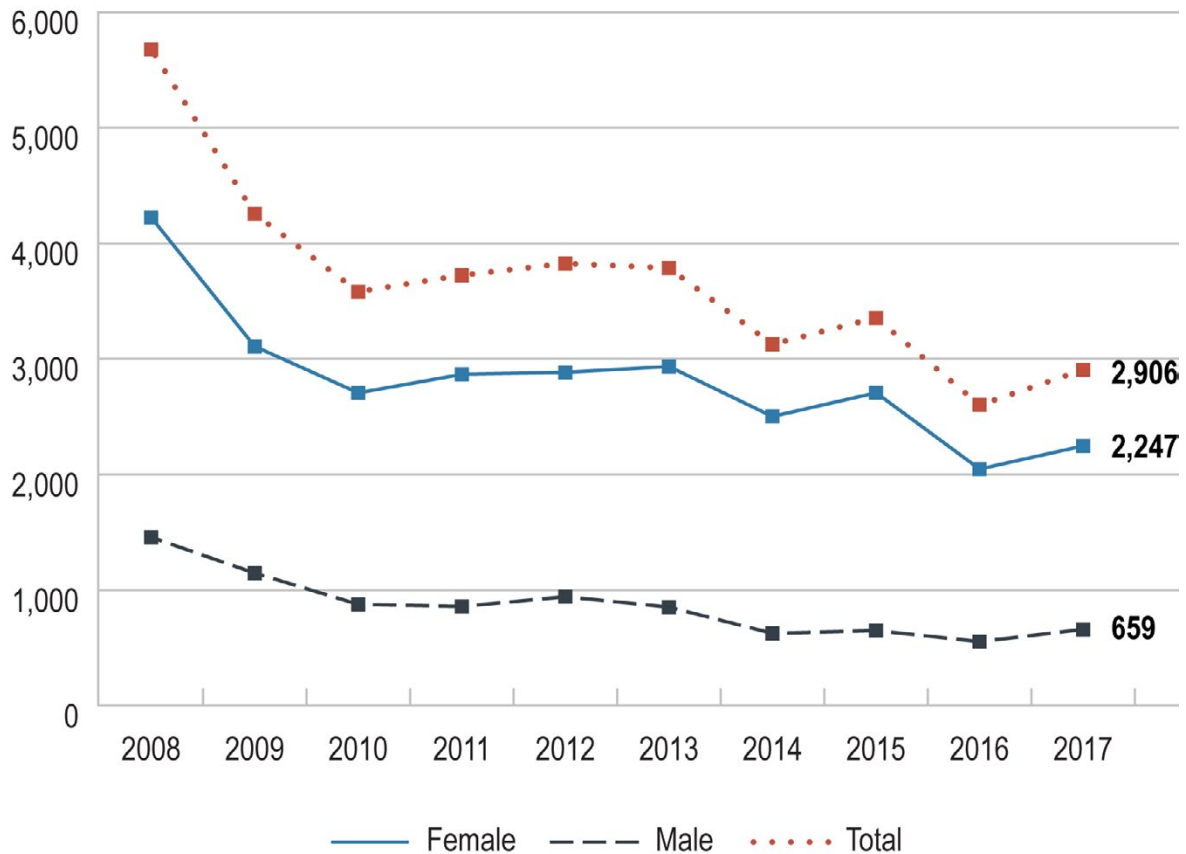


Note: in any given year, the number of successful applications and the number of denied applications do not necessarily correlate to the total applications for that year. Total applications indicates how many applications were initiated in any given year. Successful applications and denied applications could have been initiated in years previous to the year that they were successful/denied.

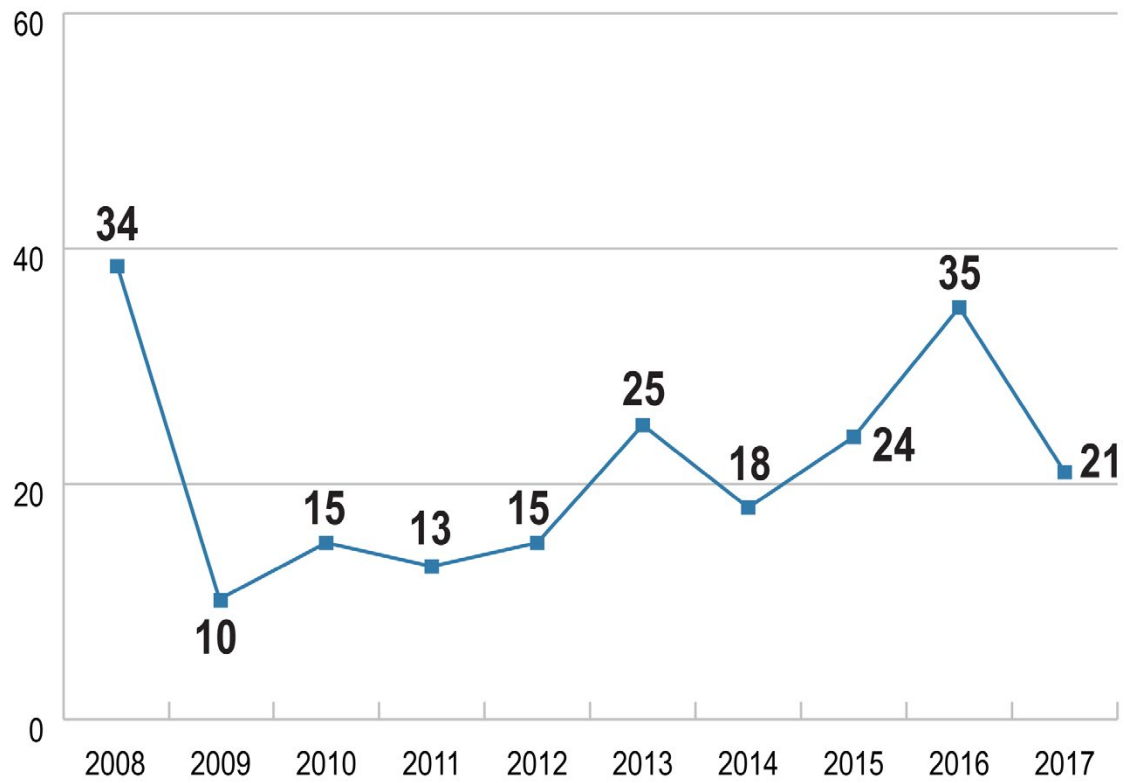
## Total Number of Successful Applications for Membership



## Total Number of New Teacher Induction Program Completions Annually



## Total Number of Registration Appeal Decisions Rendered Annually

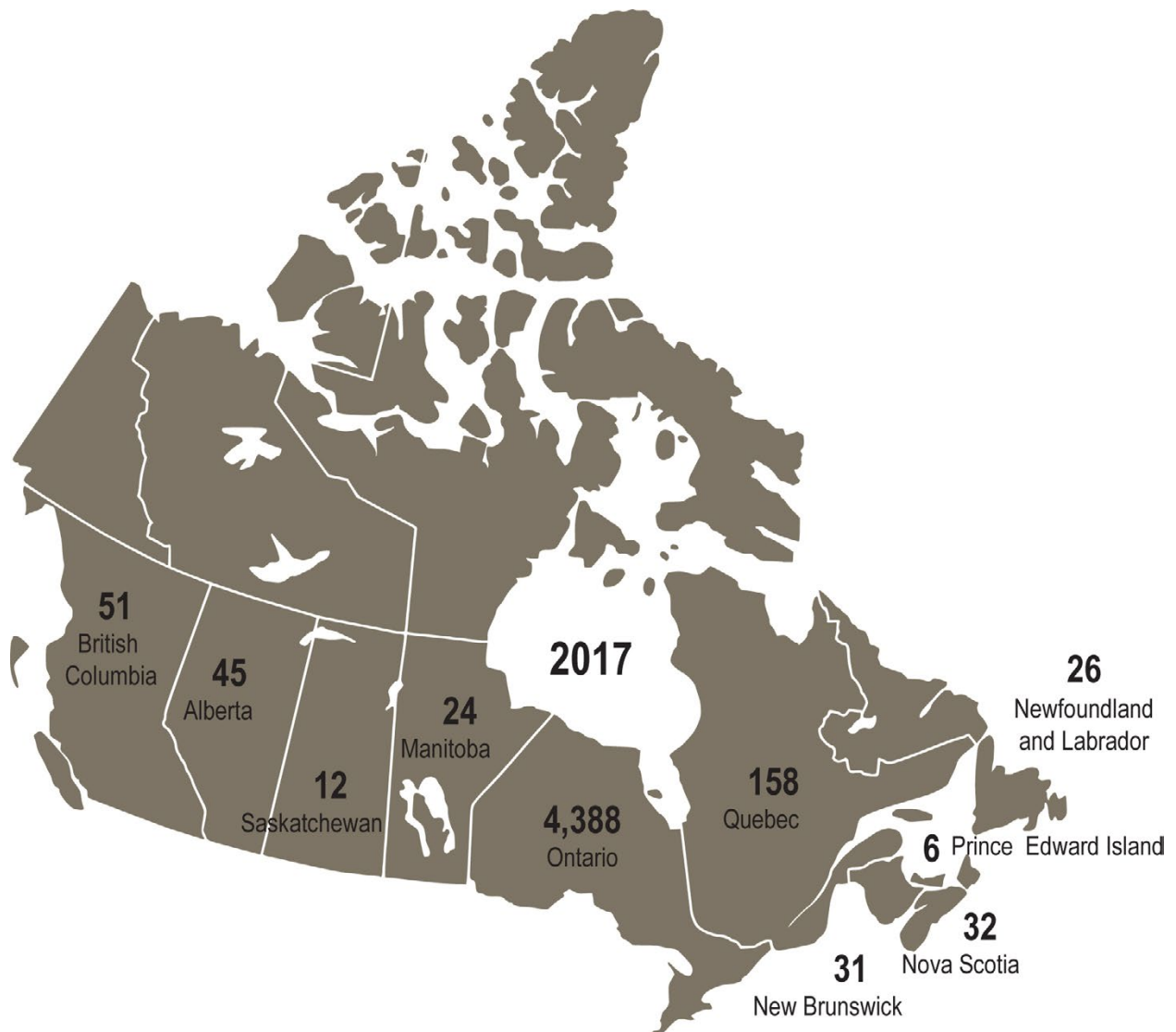


# Statistics



## Volume & Sources of Teacher Education

Total Number of New Members by Province of Initial Certification Annually





## Total Number of New Members by Ontario Faculty of Education Annually

Faculty of Education / Faculté d'éducation	2017
Charles Sturt University, Ontario / Université Charles-Sturt	3
College of Education, Niagara University, Ontario / Faculté d'éducation, Université Niagara	106
École des sciences de l'éducation, Université Laurentienne, Ontario	58
Faculté d'éducation, Université d'Ottawa, Ontario	258
Faculty of Education, Brock University, Ontario / Faculté d'éducation, Université Brock	533
Faculty of Education, Lakehead University, Ontario / Faculté d'éducation, Université Lakehead	275
Schulich School of Education, Nipissing University, Ontario / École des sciences de l'éducation Schulich, Université Nipissing	386
Faculty of Education, Queen's University, Ontario / Faculté d'éducation, Université Queen's	461
Faculty of Education, The University of Western Ontario, Ontario / Faculté d'éducation, Université de Western Ontario	261
Faculty of Education, University of Ottawa, Ontario / Faculté d'éducation, University of Ottawa	276
Faculty of Education, University of Windsor, Ontario / Faculté d'éducation, Université de Windsor	179
Faculty of Education, Wilfrid Laurier University, Ontario / Faculté d'éducation, Université Wilfrid-Laurier	52
Faculty of Education, York University, Toronto, Ontario / Faculté d'éducation, Université York, Toronto	600
Ontario Institute for Studies in Education of the University of Toronto / Institut d'études pédagogiques de l'Ontario, Université de Toronto	539
Redeemer University College, Ontario / Collège universitaire Redeemer	35
School of Education, Laurentian University, Ontario / École des sciences de l'éducation, Université Laurentienne	72
Trent University, Ontario / Université Trent	118
Tyndale University College & Seminary, Ontario, Canada / Collège universitaire et séminaire Tyndale	43
University of Ontario Institute of Technology, Ontario / Institut universitaire de technologie	133



## Statistics

# 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 2017			
Junior-Intermediate Divisions		Intermediate-Senior Divisions	
French as a Second Language	148	English	477
Science – General	148	History	437
English	144	Mathematics	322
History	125	Science – Biology	294
Mathematics	103	French as a Second Language	255

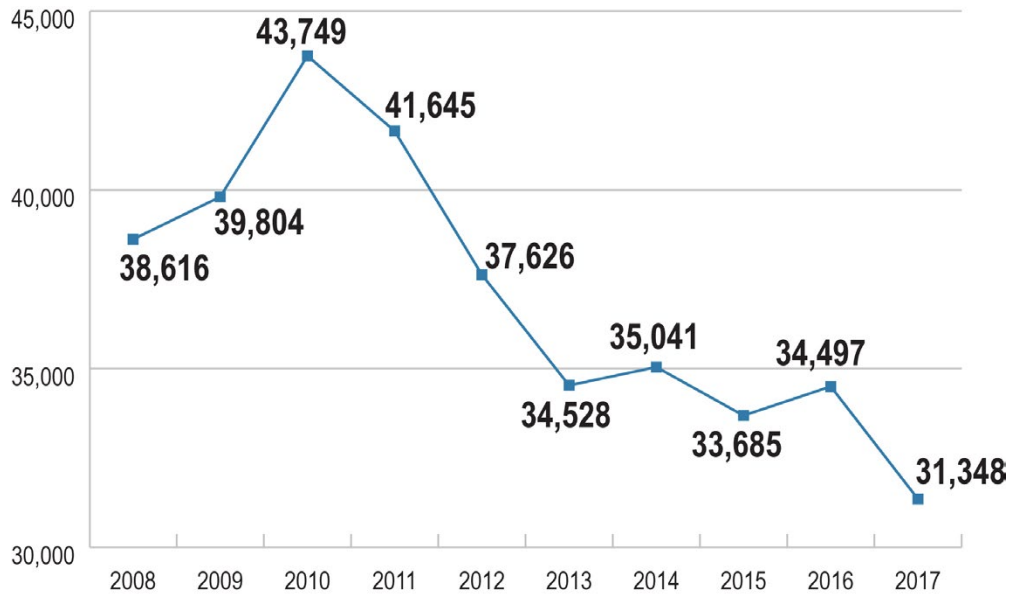
### Science – General & French as a Second Language

Top 2017 qualifications that members have when entering the College in the Junior-Intermediate level.

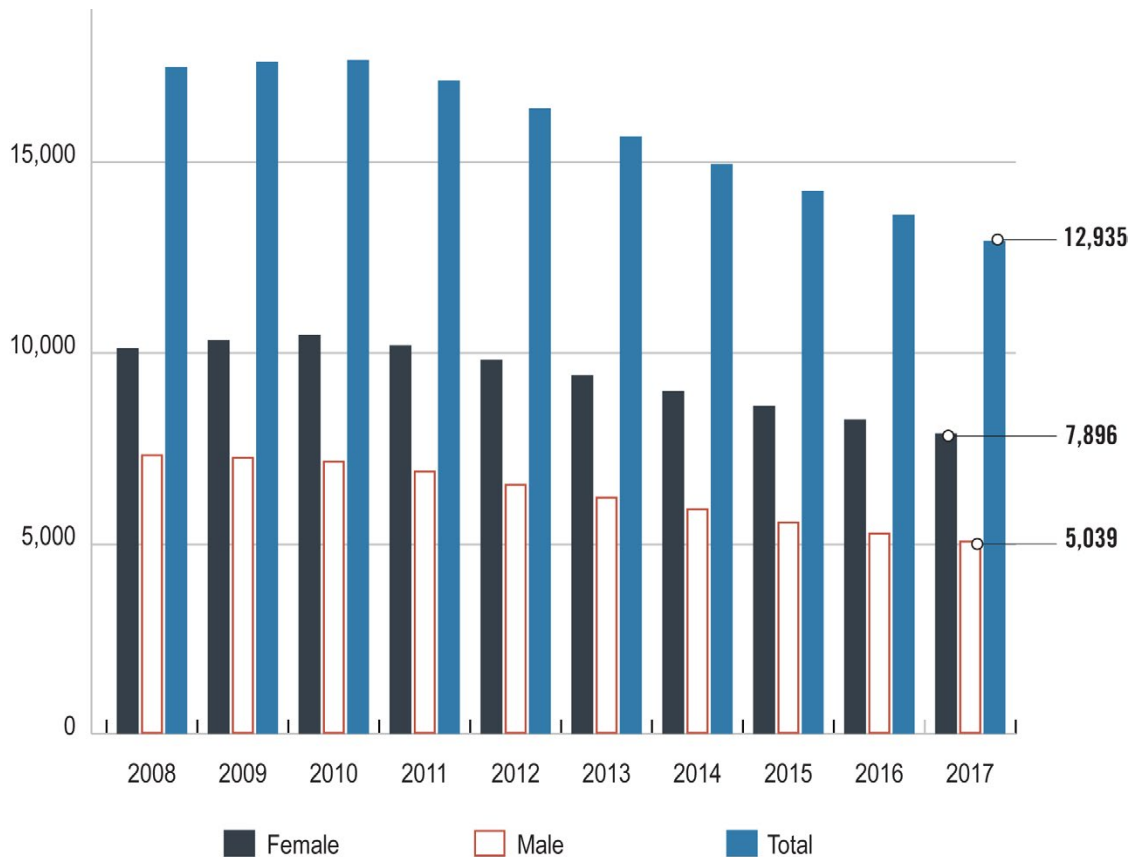
### English

Top 2017 qualifications that members have when entering the College in the Intermediate-Senior level.

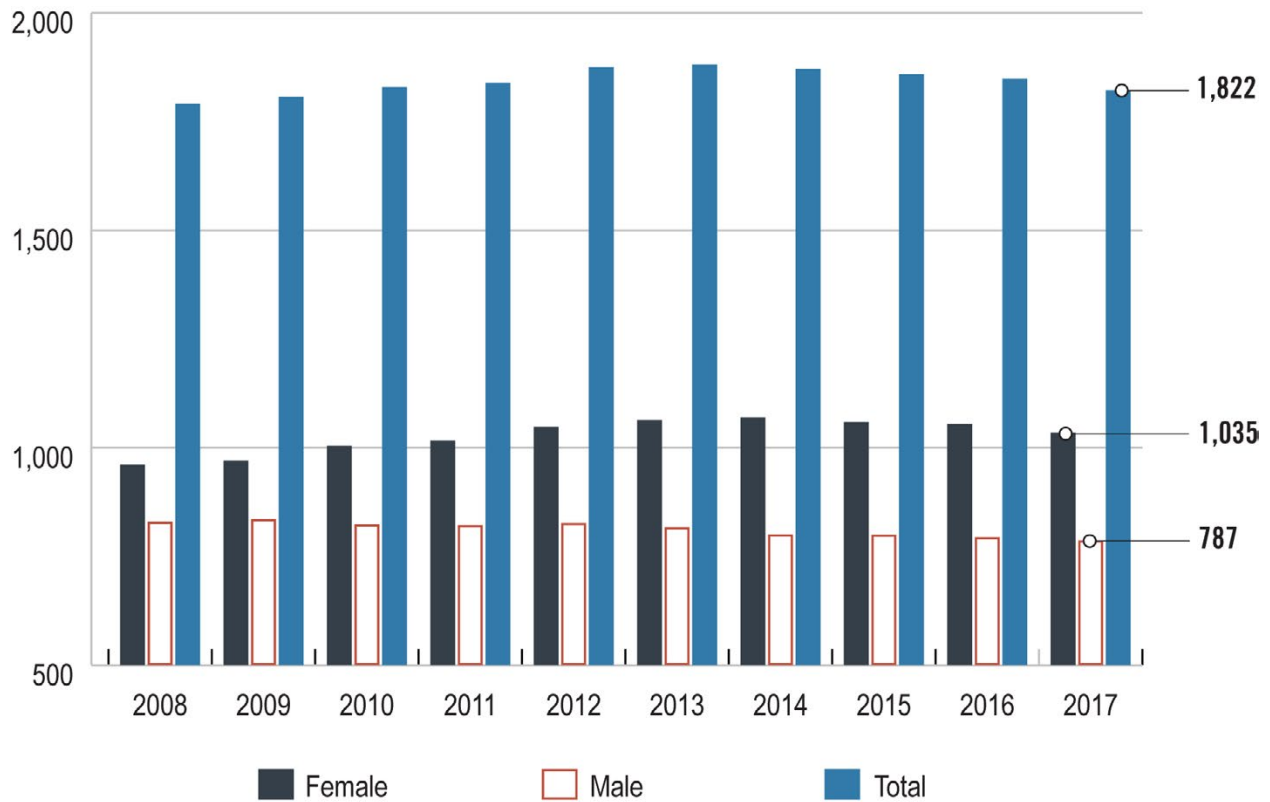
### Total Number of Additional Qualifications Awarded Annually



### Members with Principal's Qualifications (by Gender)



## Members with Supervisory Officer's Qualifications (by Gender)



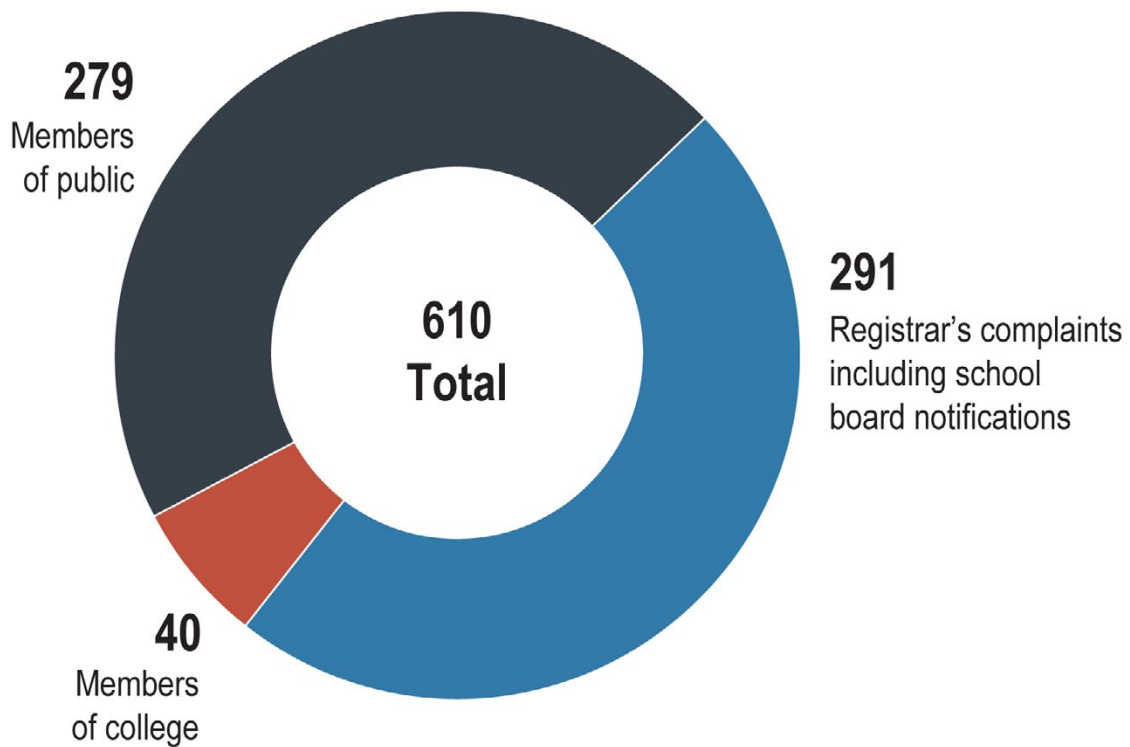
Total Number of Additional Qualifications Awarded Annually by Subject 2017	
Special Education, Part 1	3,591
Mathematics, Primary and Junior, Part 1	3,070
Teaching English Language Learners, Part 1	1,801
Special Education, Part 2	1,628
Kindergarten, Part 1	1,470
Religious Education in Catholic Schools, Part 1	1,376
Special Education, Specialist	1,231
Mathematics, Primary and Junior, Part 2	1,009
Guidance and Career Education, Part 1	866
Reading, Part 1	825

Number of Submitted AQ Courses by Provider Accredited Annually	
Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)	1
Brock University	12
Catholic Community Delivery Organization (CCDO)	0
Catholic Principals' Council of Ontario (CPCO)	1
Centre franco-ontarien de ressources pédagogiques (CFORP)	0
Charles Sturt University in Ontario	0
Dufferin Peel Catholic District School Board	0
Durham District School Board	12
Eastern Ontario Staff Development Network (EOSDN)	0
Elementary Teachers' Federation of Ontario (ETFO)	29
Halton Catholic District School Board	1
Hamilton-Wentworth District School Board	3
Huron-Superior Catholic District School Board	2
Indigenous Education Coalition (IEC)	0
Kawartha Pine Ridge District School Board	0
Lakehead District School Board	2
Lakehead University	35
Laurentian University	8
Niagara University	26
Nipissing University	1
Ontario English Catholic Teachers Association (OECTA)	14
Ontario Institute for Studies in Education (OISE) at the University of Toronto	109
Ontario Principals' Council (OPC)	1
Ontario School Counsellors' Association	1
Ottawa Catholic School Board	0
Peel District School Board	1
Queen's University	5
Rainy River District School Board	0
Redeemer University College	1
Regis College	0
Saint Paul University	0
Seneca College of Applied Arts & Technology	1
Six Nations Polytechnic	1
St. Clair Catholic District School Board	0
The University of Western Ontario	0
Toronto District School Board	4
Trent University	3
Université d'Ottawa	8
Université Laurentienne	18
Université Saint-Paul	1
University of Ontario Institute of Technology	5
University of Ottawa	14
University of Windsor	20
Upper Canada District School Board	0
W. Ross MacDonald School for the Blind/Ministry of Education Provincial Schools Branch	2
Wilfrid Laurier University	1
York Catholic District School Board	6
York Region District School Board	7
York University	24

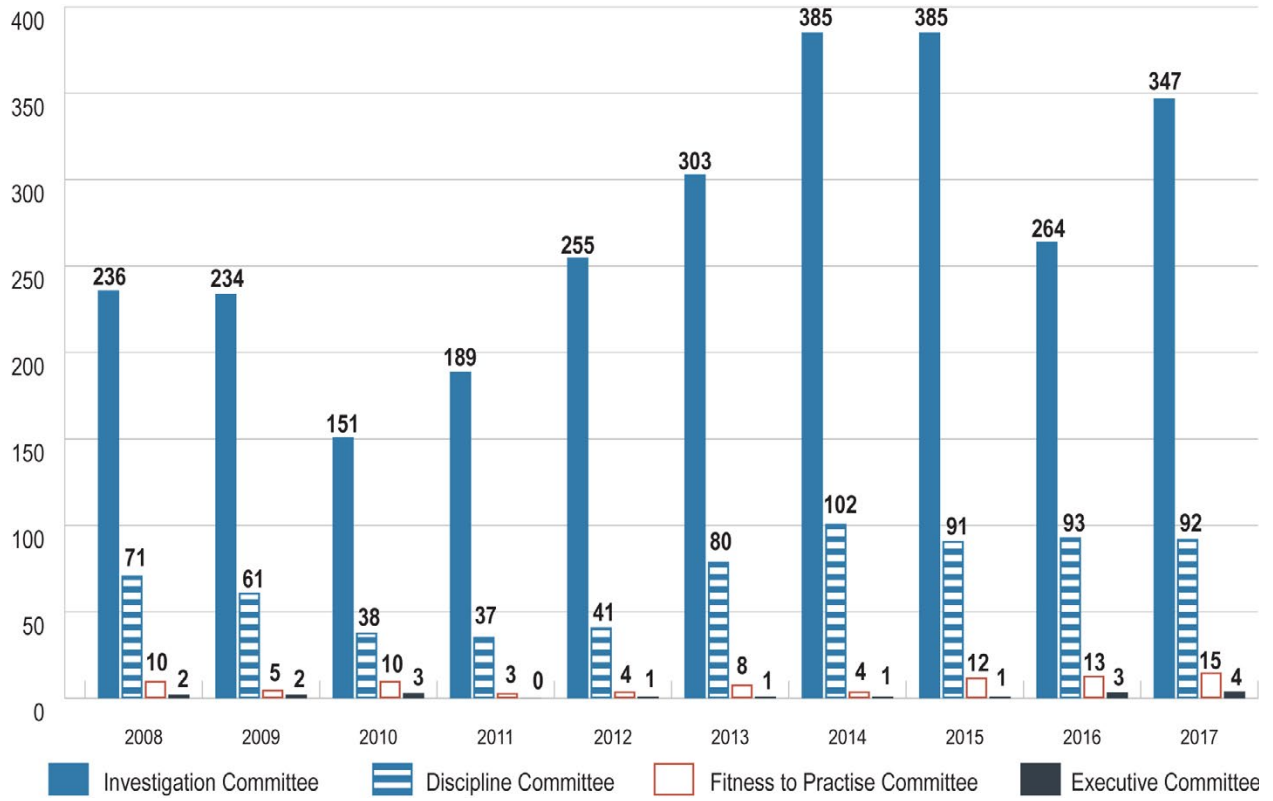
# Statistics

## Complaints, Investigations & Discipline

### Origin of Complaints



## Disposition of Complaints





## Statistics

### Historical Statistics

The following statistics — which provide historical data — are available in Microsoft Excel format and can be downloaded from our [website](#).

#### 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

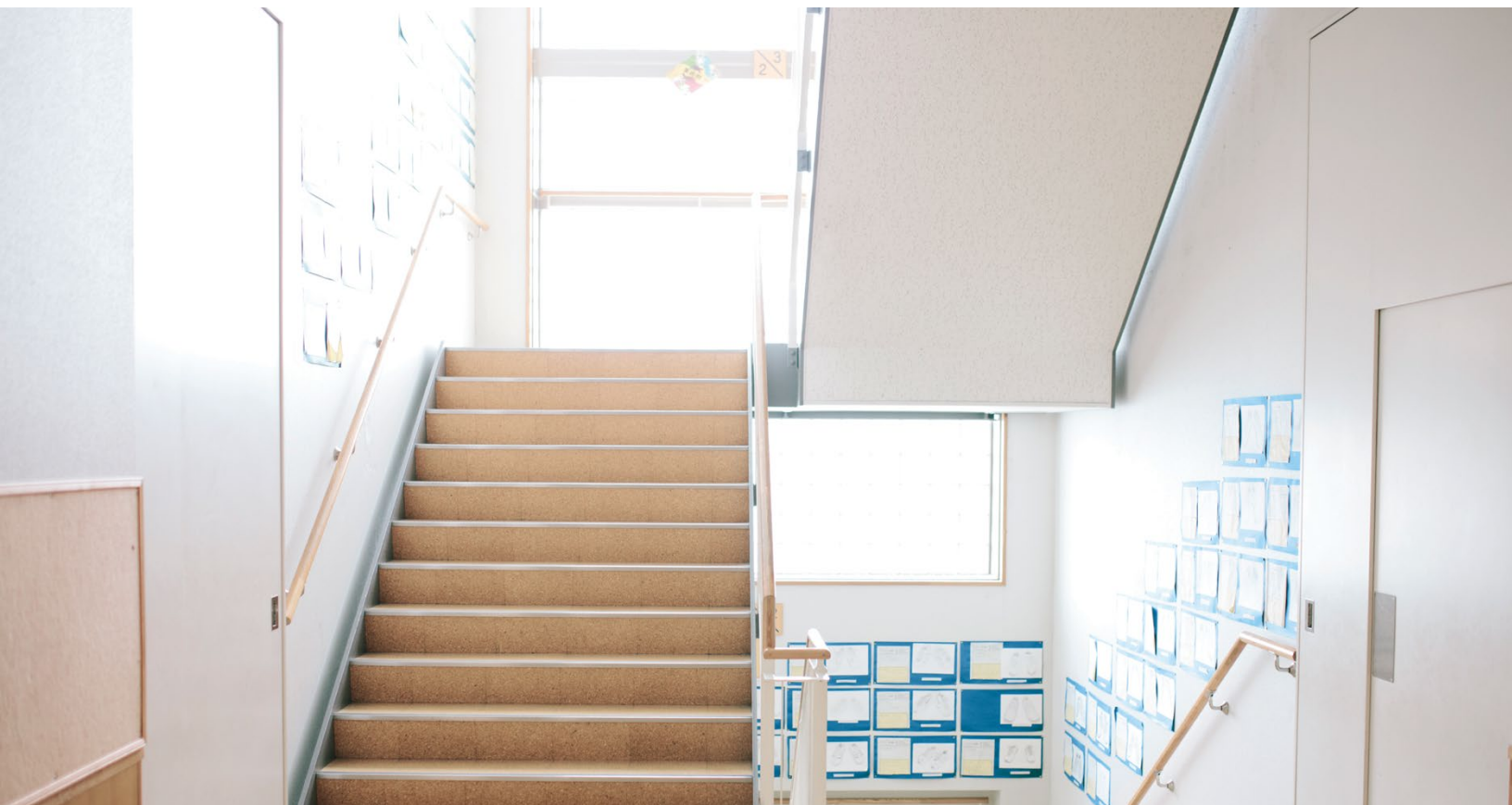
- Total Number of Members by US State of Initial Certification
- Total Number of New Members by Country of Initial Certification Annually (excluding US and Canada)
- Total Number of New Members by Ontario Faculty of Education Annually
- Total Number of New Members by Province of Initial Certification Annually
- Total Number of New Members by US State of Initial Certification Annually

## Qualifications of College Members

- Additional Basic Qualifications Held by Members - 2017
- 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 2017
- Origin and Disposition of Complaints 2017
- 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 Auditors' Report

## 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, 2017, 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, 2017, 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.



Chartered Professional Accountants,  
Licensed Public Accountants  
Vaughan, Canada

June 7, 2018

# Balance Sheet

(In thousands of dollars)

December 31, 2017, with comparative information for 2016

	2017	2016
<b>Assets</b>		
Current assets:		
Cash	\$6,067	\$4,363
Investments ( <a href="#">note 5</a> )	6,641	7,073
Accounts receivable	396	485
Deposits and prepaid expenses	174	251
	13,278	12,172
Capital assets ( <a href="#">note 2</a> )	29,025	29,713
	\$42,303	\$41,885
<b>Liabilities and Members' Equity</b>		
Current liabilities:		
Accounts payable and accrued liabilities ( <a href="#">note 3</a> )	\$4,488	\$4,346
Deferred revenue	665	649
Deferred salaries	239	-
Mortgage payable ( <a href="#">note 4</a> )	719	679
	6,111	5,674
Mortgage payable ( <a href="#">note 4</a> )	14,761	15,480
Members' equity	21,431	20,731
Commitments and contingencies ( <a href="#">notes 6 and 7</a> )	-	-
	\$42,303	\$41,885

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 & Changes in Members' Equity

(In thousands of dollars)

Year ended December 31, 2017, with comparative information for 2016

	2017	2016
Revenue:		
Annual membership fees	\$35,496	\$35,876
Other fees	1,514	1,175
Advertising	1,020	980
Special projects	48	99
Interest and other	298	285
	38,376	38,415
Expenditures:		
Employee salaries	\$16,844	\$16,809
Employee benefits ( <a href="#">note 8</a> )	4,582	4,637
Council and committees	630	690
Services to members and applicants	3,383	3,215
Professional practice	569	454
Investigations and hearings	3,960	4,312
Operating support	4,366	4,528
Mortgage interest	914	978
Amortization	2,329	2,463
Council elections	99	-
	37,676	38,086
Excess of revenue over expenditures	700	329
Members' equity, beginning of year	20,731	20,402
Members' equity, end of year	\$21,431	\$20,731

See accompanying notes to financial statements.

## Statement of Cash Flows

(In thousands of dollars)

Year ended December 31, 2017, with comparative information for 2016

	2017	2016
Cash provided by (used in):		
Operating activities:		
Excess of revenue over expenditures	\$ 700	\$ 329
Amortization which does not involve cash	2,329	2,463
Change in non-cash operating working capital:		
Accounts receivable	89	445
Deposits and prepaid expenses	77	(70)
Accounts payable and accrued liabilities	142	486
Deferred revenue	16	132
Deferred salaries	239	-
	3,592	3,785
Financing activities:		
Repayment of mortgage principal	(679)	(2,463)
Investing activities:		
Purchases of investments	(9,568)	(11,004)
Proceeds from redemption of investments	10,000	12,000
Purchase of capital assets	(1,641)	(1,276)
	(1,209)	(280)
Increase in cash	1,704	1,042
Cash, beginning of year	4,363	3,321
Cash, end of year	\$ 6,067	\$ 4,363

See accompanying notes to financial statements.

# Notes to Financial Statements

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(In thousands of dollars)

Year ended December 31, 2017

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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:

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

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**(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:

			2017	2016
	Cost	Accumulated amortization	Net book value	Net book value
Land	\$7,660	\$ -	\$7,660	\$7,660
Building	12,834	3,208	9,626	10,053
Building improvements	14,951	6,761	8,190	8,883
Furniture	5,855	4,746	1,109	1,207
Equipment	4,661	3,995	666	992
Computer equipment	1,929	1,606	323	328
Software	1,653	202	1,451	590
	\$49,543	\$20,518	\$29,025	\$29,713

Included in software are \$1,357 (2016 - \$528) 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, 2017 are government remittances owing of \$239 (2016 - \$218).

## 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.

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

	2017	2016
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$93, maturing June 30, 2020	\$10,789	\$11,262
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$40, maturing June 30, 2020	4,691	4,897
	15,480	16,159
Less current portion	719	679
	\$14,761	\$15,480

Principal payments are due as follows:

2018	\$719
2019	\$762
2020	\$13,999
	\$15,480

## 5. Investments:

	2017	2016
Bank of Montreal 1.48% GIC, matured February 22, 2018	\$5,138	-
Bank of Montreal 1.75% GIC, maturing November 20, 2018	1,503	-
Bank of Montreal 1.46% GIC, matured February 21, 2017	-	5,063
Bank of Montreal 1.42% GIC, matured August 22, 2017	-	2,010
	\$6,641	\$7,073

Included in the investment balance is \$67 (2016 - \$73) 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:

2018	\$61
2019	3
	\$64

## 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 multiemployer 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 \$1,656 (2016 - \$1,600), 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, 2017, no amounts (2016 - 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

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For additional information:  
Ontario College of Teachers  
101 Bloor Street West  
Toronto ON M5S 0A1

Telephone: 416-961-8800  
Fax: 416-961-8822  
Toll-free in Ontario: 1-888-534-2222  
Email: [info@oct.ca](mailto:info@oct.ca)  
[www.oct.ca](http://www.oct.ca)