



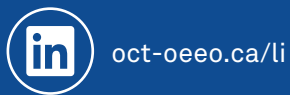
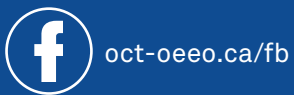
Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

2018 Annual Report

Setting the Standard for Great Teaching





Be part of the College conversation by using #octoeeo.

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Messages

Chair's Message



Transitioning

2018 was a transition year with the conclusion of the seventh Council and the inauguration of the eighth Council.

Promoting Council elections among our membership proved to be fruitful, with 69 candidates nominated to run for elected positions.

Although voter turnout was low, the interest from Ontario Certified Teachers (OCTs) to serve on Council is promising.

Self-regulation is enhanced by the willingness of OCTs to serve their profession in the public interest.

Those who concluded their distinguished service with us on Council include appointed members Marie-Claude Yaacov in March, Jane Ishibashi in August, and Marie-Thérèse Hokayem and James Knopp in September. Elected member Jennifer Stewart also left Council in February.

In September, Mary-Ellen Gucciardi and Gerry O'Reilly were appointed by Council as elected

members to fill two vacant positions on Council. In addition, Jonathan Rose was appointed to Council in February for a three-year term. The terms of service for appointed members Colleen Landers, Bill Petrie and Thomas Potter were also extended.

We are grateful for the dedication and contributions of those who left and welcome our new colleagues.

The 37-member Council understands the privilege of self-regulation and governs in the public interest. This is done with the utmost transparency and accountability, making decisions that set the direction for the teaching profession in Ontario.

Protecting students

Nothing is more important than the safety and well-being of Ontario students. This is why Council approved a series of recommendations to the Ministry of Education to amend the *Ontario College of Teachers Act*.

For example, we approved expanding the list of acts that would result in mandatory revocation of a teacher's licence, including touching of a sexual nature by a teacher of a student's genitals, anus, breasts or buttocks.

Council also approved the College's professional advisory to support students with mental health concerns, and an updated version of our advisory on the duty to report.

Governance

This year, the seventh Council's Governance Committee initiated an independent review of the College's governance structure and processes. Governance Solutions Inc. was selected to perform the review after a public request for proposals.

The report was presented to the eighth Council in November. The government simultaneously introduced Bill 48, the *Safe and Supportive Classrooms Act, 2018*, which includes proposed governance changes. Both the report and the bill were part of Council discussions.

Listening to you

In the summer, the College held focus group sessions with College members and the public. We conducted these sessions to gauge opinions on a number of College initiatives and communication products.

For example, we discussed OCTs' professional development, the College's branding and preferred topics for future professional advisories.

We conducted these sessions in English and French in Kingston, Ottawa, Kitchener, London, Timmins and Toronto. These cities were chosen to reflect different geographical regions, demographics and languages.

This feedback helps the College's staff and governing Council act with increased efficiency.

New strategic priorities

In the fall, Council engaged in the important task of reviewing the College's [mission, vision](#)

[and strategic priorities](#). Through participation of Council members and senior staff, our mission and vision continue to be clearly tied to our mandate.

Our revised strategic priorities continue to foster public confidence and trust.

Honouring future teachers

We were delighted this year to recognize three accomplished and impressive teacher candidates with our annual Ontario College of Teachers Scholarship Program.

Joseph W. Atkinson Scholarship for Excellence in Teacher Education Recipient:

Taylor Crawford from Oshawa. She is a teacher candidate at Queen's University.

Ontario College of Teachers Scholarship — Primary/Junior or Junior/Intermediate Recipient:

Sarah Salt from Campbellville. She is a teacher candidate at Brock University.

Ontario College of Teachers Scholarship — Intermediate/Senior Recipient:

Luke Sawczak from Georgetown. He is a teacher candidate at the Ontario Institute for Studies in Education.

Council members and staff are highly dedicated to the mandate of the College. I extend my sincere gratitude for everyone's professionalism and collaborative efforts. We continue to serve in the public interest and set the direction for the teaching profession in Ontario.



Nicole van Woudenberg, OCT
Chair of Council



Messages

Registrar's Message



Reaching for a higher standard

It's relatively easy to describe *what* we do. It's not always as easy to articulate *why* we do it. What is the intent of our actions, the impact

of our mandate? What ensures that the accomplishments we cite at the end of any given year are meaningful and serve to fulfill our mandate?

As the context evolves in which we do our work as the regulator of Ontario's teaching profession, we hold ourselves to the higher standard of *why*. Our accomplishments in 2018 reflect that.

The *what* of our work rests in a well-defined mandate established in Ontario's legislation. Simply put, we set standards, license teachers, accredit programs and courses that enable individuals to become teachers and to remain current in their practice, and resolve complaints against members. You'll find complete statistics and trends from 2018 in this report.

The *why* of our work is predicated on protecting and serving the public interest. At the very heart of that interest is student well-being and safety. This imperative guides and creates context for our initiatives and ongoing activities. It also helps to build public confidence in our organization and in the teaching profession itself.

For example, to reduce harm to students, the College asked the government to amend the *Ontario College of Teachers Act*. We wanted to expand the definition of acts of sexual abuse that would result in the removal of a licence to teach. We sought measures to ensure timely reporting of information by employers to the College. We also supported the idea of a program to provide funds for therapy and counselling for student victims of sexual abuse.

In April, we intervened at the Supreme Court of Canada to protect student privacy and legally establish acceptable and professional conduct between a teacher and a student.

By making harm reduction a goal, we have taken a closer look at "risk categories", those areas of our operation —such as

governance, finance, and practice — where we could anticipate risk early and intervene appropriately.

Through regular and cyclical review, we are able to mitigate risks and improve operational efficiencies and effectiveness.

For example, the College's Governance Committee initiated an independent, external review of the governance structure itself. The resulting report and recommendations, including the proposed establishment of a smaller policy governance board with external committees and rosters to carry out the statutory committee work, will be the focus of Council discussion in early 2019.

To support teachers' initial and continuing education, Additional Qualification (AQ) policy development and accreditation, the College took several steps. We met with Ministry of Education staff to review feedback processes and proposed regulatory changes, held design workshops for AQ course developers, developed AQ guidelines involving Inuktitut Elders and those from the Deaf and Hard of Hearing community, and met with teacher candidates in the first and second years of their initial teacher education programs at Ontario's faculties of education. Continual consultation and education help us to flag and address potential issues.

Understanding risk mitigation in self-regulation itself featured in our *Inspiring Public Confidence* Conference program, May 31 - June 1. By willingly sharing case studies and best practices, regulators continue to avoid risks and improve professional practices.

In the summer of 2018, the College conducted focus group research with parents

and members. Participants identified mental health as a topic worthy of consistent advice to the profession. Accordingly, the College developed a professional advisory about supporting students' mental health, which was released in November and will be promoted in seven community events in the spring of 2019. Experts and education stakeholders were heavily consulted in its creation. By providing a framework of ways educators can think, dialogue and act, we respect their professional judgment and ability to serve students at risk.

In November, Council identified managing risk strategically as one of three priorities for the College over the next five years, along with strengthening transparency and accountability, and improving stakeholder engagement.

To better connect with our members and the public, we refreshed our website, magazine and print materials. We stand a better chance of increasing understanding by using language that is clear, simple and (as much as possible) jargon free. And, by using social media and popular electronic platforms, we're able to talk directly to people, seek their thoughts, and answer their questions quickly. Striving to remain open and transparent provides proof of our effectiveness. Transparency also enhances confidence in process.

In 2018, the College renewed accreditation of initial teacher education programs at Redeemer University College, York University, Tyndale University College, the University of Ontario Institute of Technology and Laurentian University. As well, we reviewed and approved requests for substantial changes to programs at the Schulich School of Education at Nipissing University and the

Faculty of Education at the University of Windsor.

Through the leadership of our Council, the diligent work of our staff, and the insights of our colleagues in education and self-regulation, we strive to make learning richer and learning environments safer for Ontario students.

We value the public interest, honesty, integrity, diversity and inclusivity. We value quality, professionalism, fiscal

responsibility, effectiveness, and teamwork. I value the passion and commitment of people who put students first.

Go ahead, ask me why!



Michael Salvatori, OCT
Chief Executive Officer and Registrar





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 ethical standards and standards of practice
- issuing teaching certificates, which it may suspend or revoke
- accrediting teacher education programs and courses
- investigating and hearing complaints about individual members.

It is also mandated to communicate with the public on behalf of the profession. This annual report is one example of that communication. The College's [website](#) 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. Ethical standards and standards of practice 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.
- Principals and vice-principals, supervisory officers, private schools and faculties of education elect Council members to four of the 23 positions.
- 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 set the direction, recommend regulatory changes, and develop and approve policies and procedures directly related to the objects and mandate of the College.

Our Members – Ontario Certified Teachers (OCTs)

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 234,729 in 2018.

Our Services

The College offers OCTs 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.

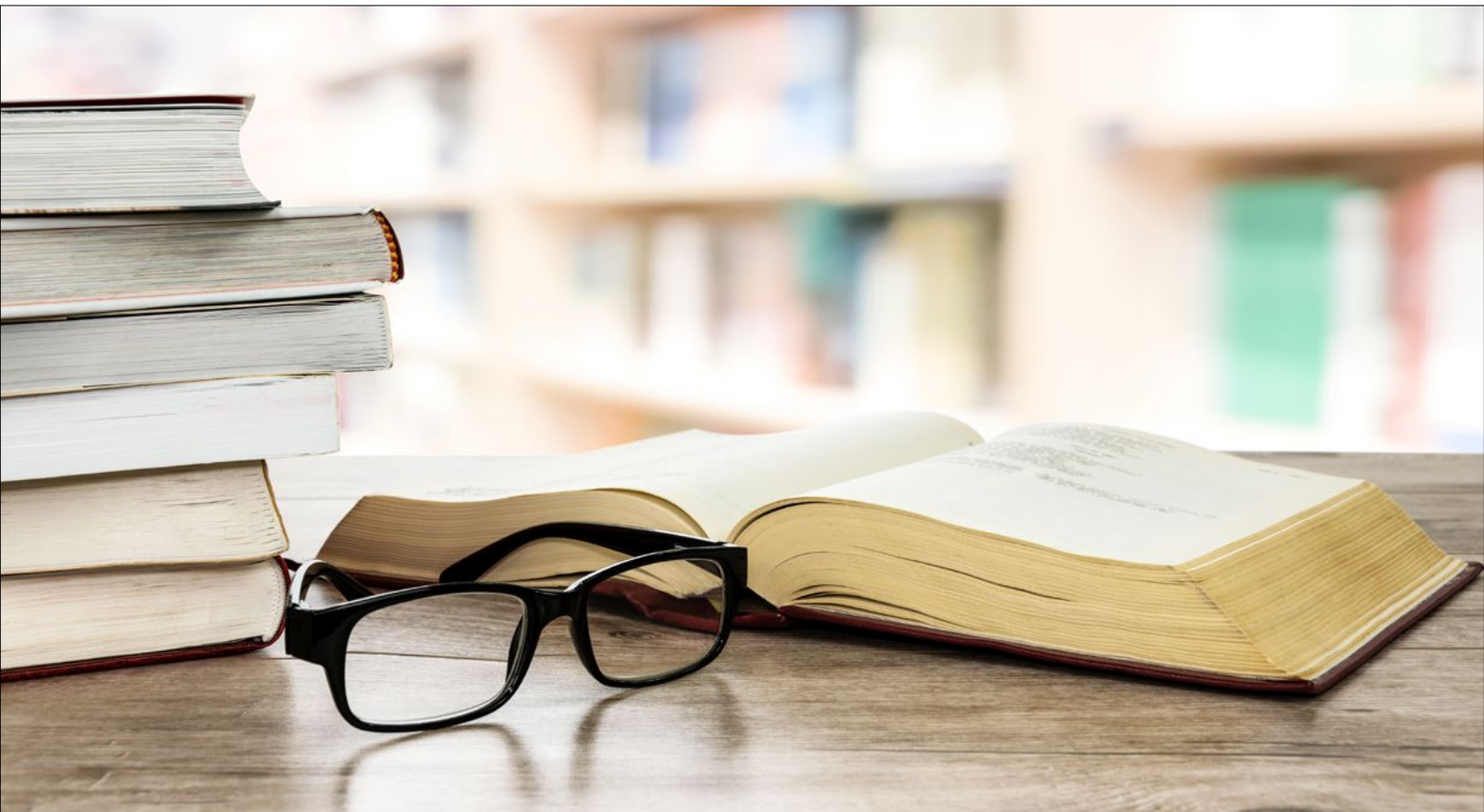
Our Education Stakeholders

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 OCTs or a response to government policy initiatives, we consult with education stakeholder as an integral part of addressing issues and opportunities facing the teaching profession.

College Mandate

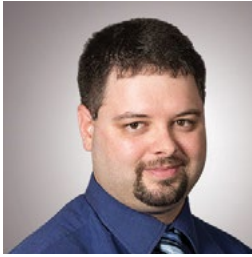
- To regulate the teaching profession and to govern its members.
- To develop, establish and maintain qualifications for membership in the College.
- To accredit professional teacher education programs offered by post-secondary educational institutions.
- To accredit ongoing education programs for teachers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



College Council (before June 30, 2018)

(Council membership after July , 2018 on page 14.)

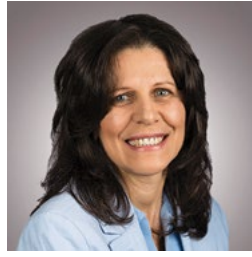
Elected Members



Pier-Olivier
Arsenaault, OCT



Brian Beal, OCT



Ann Ciaschini,
OCT



Angela De Palma,
OCT



Susan E. 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



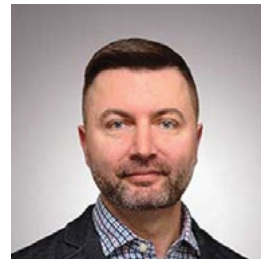
Anthony Samchek,
OCT



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



Elizabeth Edgar-
Webkamigad, OCT



Marie-Thérèse
Hokayem



Godwin Ifedi



Jane Ishibashi



James Knopp



Colleen Landers



Marlène Marwah



Michelle Miner-
Seal



Bill Petrie



Tom Potter



Jonathan Rose



Ronna Warsh



Marie-Claude
Yaacov

CEO and Registrar



Michael Salvatori,
OCT

College Council (after July 1, 2018)

Elected Members



Charles Dimitry
Abraham, OCT



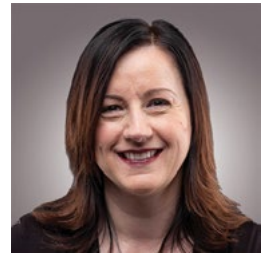
Diane Ballantyne,
OCT



Paige Bennett,
OCT



Chantal Côté, OCT



Irene Dembek,
OCT



Susan E. Elliott-
Johns, OCT



Rebecca Forte,
OCT



Melissa Gaffen,
OCT



Tim Gernstein,
OCT



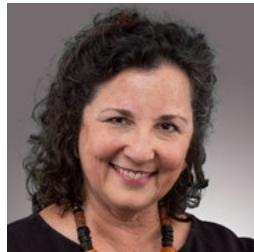
Erin Glen, OCT



Mary-Ellen
Gucciardi, OCT



John Hamilton,
OCT



Jacqueline
Karsemeyer, OCT



Shannon Marcus,
OCT



Mary-Anne
Mouawad, OCT



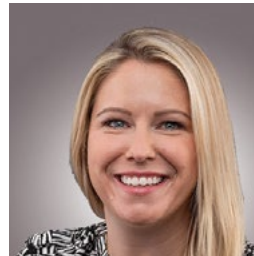
Sara Nouini, OCT



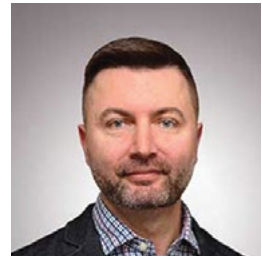
Alicia Nunn,
OCT



Gerry O'Reilly, OCT



Nicola Powadiuk,
OCT



Stéphane Vallée,
OCT



Nicole van
Woudenberg, OCT



Ravi Vethamany,
OCT



Stephen
Zimmermann, OCT

Appointed Members



Jean-Luc Bernard,
OCT



Bob Cooper, OCT



Elizabeth Edgar-
Webkamigad, OCT



Marie-Thérèse
Hokayem*



Godwin Ifedi



Jane Ishibashi**



James Knopp†



Colleen Landers



Marlène Marwah



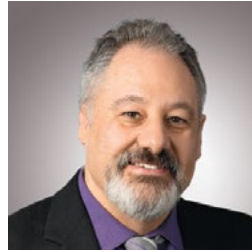
Michelle Miner-
Seal



Bill Petrie



Tom Potter



Vincent Rinaldo,
OCT



Jonathan Rose



Ronna Warsh

CEO and Registrar



Michael Salvatori,
OCT

* To September 7, 2018

** To August 24, 2018

† To September 4, 2018



Overview

Professionalism & Transparency

The College regulates the teaching profession in Ontario. We are mandated to protect students and are committed to professionalism and transparency.

Professionalism means ensuring those in the teaching profession are certified, qualified and deserve to teach in Ontario's publicly-funded schools. It means not resting on our laurels, and continuing to build on the work we've already done, while making improvements as needed.

Transparency means making our work open, available and accessible. It means engaging our stakeholders by talking with them instead of at them. It means providing answers using everyday language instead of education terminology.

Professionalism and transparency are part of our character. They work with our mission, vision and values. The following are just a few of those ways.

New Strategic Priorities

In November 2018, Council approved new strategic priorities to guide our work, to:

- strengthen transparency and accountability
- manage risk more strategically
- improve stakeholder engagement.

These priorities work together to support our mission, vision and values.

Independent governance review

In the spirit of continued improvement, we commissioned an [independent review](#) of our governance structure and processes by Governance Solutions Inc (GSI). From March to September 2018, GSI observed Council meetings and engaged with various stakeholders, including members of the public, members of the College, current and former Council members, teachers' federations, school boards, education associations and other regulators.

The comprehensive report produced by GSI listed 37 recommendations and is part of the College's commitment to greater efficiency and effectiveness.

Professional Advisory: Supporting Students' Mental Health

As part of our legislated duties, we educate members through professional advisories. These advisories guide and enhance the professional practice of our members. To ensure we provide relevant and useful advice, we work closely with members, subject matter experts and stakeholders to develop these advisories. They are mailed to our members, profiled in our member

magazine and promoted in our member and public newsletters and social media feeds.

This year's advisory, [Supporting Students' Mental Health](#), is intended to help Ontario Certified Teachers support students with mental health concerns. The advisory defines mental health and teachers' professional responsibilities while providing resources to help both students and teachers.

Brand refresh

In our ongoing effort to better communicate to the public, we underwent a brand refresh in 2018. As a result, our communication materials look cleaner and our language is simpler. We're also making it easier to navigate our website, as part of our commitment to be more open, available and accessible.

Public protection and ongoing transparency

By the end of 2018, College members and members of the public will have received access to more than 700 discipline decisions on our website involving College members over the past 21 years.

We also continue to provide public access to disciplinary decisions in other ways:

- providing all disciplinary decisions for posting on Canadian Legal Information Institute ([CanLII](#))
- making copies of Discipline Committee decisions available in the College's [Margaret Wilson Library](#); members of the public can also request electronic versions of the decisions
- providing full decisions to Quicklaw, one of several professional Canadian legal research services available to service subscribers

- including summaries of Discipline Committee decisions in the College's official publication, [Professionally Speaking](#), and on the [College's website](#)
- maintaining the online public register, as it also plays an important role in communicating the decisions of our Discipline Committee.

Find a Teacher

[Find a Teacher](#) continued to be the most viewed section on the College website, with 8.2 million page views in 2018.

This public register of all our members includes details of their qualifications and credentials, and a notation of every revocation, cancellation and suspension of a Certificate of Qualification and Registration.

OCT Membership App (only available for members)

Our convenient mobile app is available for [Apple](#) and [Android](#).

Follow Us on Twitter

[@OCT_OEEO](#) provides information about College news, events, teaching resources and more.

Access Us on Facebook

Our [Facebook](#) page allows users to:

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

YouTube

Our [YouTube](#) channel features information on:

- award-winning teachers and how they inspire their students to greatness
- how to register with us

- what happens during a disciplinary hearing
- our advice to teachers on the use of social media
- professional misconduct and student safety
- Indigenous education.

You can also interact with the College on [Instagram](#), [LinkedIn](#) and [Pinterest](#).

College News

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

- our mandate
- teacher qualifications
- how we support high standards in education
- College reports on trends in education
- education legislation.

College members can [subscribe](#) to the e-newsletter *Your College and You* for College news. It provides early access to new developments in the College's activities and the teaching profession.

Print and Online Versions of Our Magazine

[Professionally Speaking](#), our quarterly magazine for members, is one of public education's largest circulation magazines in North America. It 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.

Discover the Data in Annual Reports

The College's previous [annual reports](#) are loaded with information, allowing the public to explore a wide range of statistical information available about Ontario Certified Teachers.

Public Interest Committee

The Public Interest Committee did not meet in 2018 as it did not have the required appointed membership.





Accreditation Appeal Committee

The Accreditation Appeal Committee is established under Regulation 347/02, *Accreditation of Teacher Education Programs*. The committee considers appeals 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 appellants to present new information and request to have the decision reviewed.

In 2018, new Council members were appointed to the committee. At its orientation meeting, committee members participated in training sessions regarding issues that affect the accreditation appeal process, including the committee's mandate and processes, the legislative framework, the principles for accreditation and decision writing.

There were no appeals received by the committee in 2018.

To June 30, 2018:

- Godwin Ifedi (a)
- Marlène Marwah (a)
(from May 10, 2018)
- Brigitte (Bidal) Piquette, OCT (e)
- Jennifer Stewart, OCT (e) (to
February 6, 2018)
- Stéphane Vallée, OCT (e)

From July 1, 2018:

- Charles Dimitry Abraham, OCT (e)
- Melissa Gaffen, OCT (e)
- Alicia Nunn, OCT (e) (Chair)
- Bill Petrie (a)
- Jonathan Rose (a) (Vice-Chair)

(a) = appointed

(e) = elected

Accreditation Committee

The College's Accreditation Committee ensures high quality programs to prepare Ontario's teachers, through program review and accreditation. A rigorous review process assures the public that Ontario's teacher education programs meet the standards set out in regulation.

The Accreditation Committee appoints an accreditation panel to review each initial teacher education program in Ontario. New programs are reviewed before they can be offered to students, and existing programs are reviewed every seven years to confirm that they continue to meet standards and requirements.

In the reviews, panel members examine documents submitted by the program provider. Panels also visit program sites when considering a program for accreditation renewal. The panel interviews program faculty and stakeholders, examines materials, and reviews facilities and resources. Members of the public are always provided with an opportunity to offer [feedback](#) about the programs under review.

After the review, the panel develops its report, and sets out its recommendations and the evidence it considered. The committee considers the information in the panel's report and issues an accreditation decision.

Accreditation Reviews

In 2018, the committee considered four initial teacher education program reviews for accreditation of the following programs:

- Department of Education at Redeemer University College:

To June 30, 2018:

- Jean-Luc Bernard, OCT (a)
- Susan E. 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)
- Tom Potter (a) (from February 8, 2018)
- Nicole van Woudenberg, OCT (e) (Chair)

From July 1, 2018:

- Paige Bennett, OCT (e) (Vice-Chair)
- Jean-Luc Bernard, OCT (a)
- Susan E. Elliott-Johns, OCT (e)
- Rebecca Forte, OCT (e)
- Marie-Thérèse Hokayem (a) (to September 7, 2018)
- Colleen Landers (a) (Chair)
- Mary-Anne Mouawad, OCT (e)
- Tom Potter (a)

(a) = appointed

(e) = elected

- Consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree
- Concurrent 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:
 - Concurrent and consecutive programs of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
 - 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

- Department of Education at Tyndale University College:
 - Consecutive program of professional education with an area of study in the Primary/Junior and Junior/Intermediate divisions, including Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree

- Faculty of Education at the University of Ontario Institute of Technology:
 - Consecutive and concurrent programs of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree

The Accreditation Committee also rendered a decision regarding the renewal of a program of professional education at Laurentian University. That review had occurred earlier in 2017.

In late 2018, the faculties of education at Brock University and Université

Laurentienne submitted applications for the general accreditation of their programs. These reviews will occur in 2019.

Monitoring Programs with Conditions

When a teacher education program is accredited with conditions, the faculty provides the Accreditation Committee with a plan for satisfying the conditions, followed by annual reports that describe their progress. Faculties may also request that the committee remove conditions from accredited programs.

The Accreditation Committee received and reviewed a plan from the Department of Education, Tyndale University College, to satisfy the conditions on the consecutive Bachelor of Education program (Primary/Junior, Primary/Junior with a focus on teaching French as a Second Language and Junior/Intermediate divisions). The committee removed all conditions from this program.

The committee received and reviewed an annual report from the Faculty of Education, University of Windsor, to satisfy the conditions on the multi-session consecutive Bachelor of Education or Diploma in Technological Studies (Grades 9/10 and Grades 11/12 level). The committee removed all conditions from this program.

Substantial Change Decisions

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

- Schulich School of Education at Nipissing University:

- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Bachelor of Education degree or Diploma (known as “Teacher of Indigenous Languages as a Second Language program” or TILSL)
 - 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
- Faculty of Education at the University of Windsor:
 - 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
 - Faculty of Education at Lakehead University:
 - Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education (known as Indigenous Language Teacher’s Diploma program)
 - The committee approved the changes and additions to the programs at Nipissing University, the University of Windsor and Lakehead University.

Accreditation Resources

In order to provide a modern and streamlined review process for accreditation, staff continuously improve resources and practices. In 2018, resources were refreshed to reflect regulatory changes and program enhancements. Opportunities for feedback from faculties, panelists and committee members were provided, and input was implemented when applicable.

Committee Professional Development

Presentations were provided in support of continuous professional development for the Accreditation Committee. Topics included initial teacher education in Ontario, orientation of the Accreditation Committee of the eighth Council, panel training and legal training on writing reasons and conditions.

Public Input

The College invites public input regarding the teacher education programs under review. 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 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](#), [Twitter](#) or [LinkedIn](#).

Editorial Board

The College's quarterly award-winning magazine, [Professionally Speaking](#), is delivered to 232,314 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 received more than 10,000 views.

To June 30, 2018:

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

From July 1, 2018:

- Jean-Luc Bernard, OCT (a)
- Chantal Côté, OCT (e) (Vice-Chair)
- Melissa Gaffen, OCT (e)
- Tim Gernstein, OCT (e) (to November 20, 2018)
- Godwin Ifedi (a) (Chair)

(a) = appointed

(e) = elected

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 2018, *Professionally Speaking's* features and special sections covered important College initiatives related to its mandate including the [2018 College Council election](#), and the [election results](#). Other notable feature articles included "[Off-Duty Conduct](#)," which looked at maintaining a sense of professionalism in and out of the classroom and "[Learning to Lead](#)," which highlighted opportunities for leadership development, including several programs

and Additional Qualification (AQ) courses accredited by the College.

In March, *Professionally Speaking* published its second annual AQ supplement, focusing on the importance of ongoing professional learning for College members and key statistics from the College's 2017 [Transition to Teaching](#) study, which looks at the job market for new Ontario Certified Teachers. "[What I've learned about Success](#)," also published in the March issue, profiled past College scholarship recipients who share what they've learned as teachers and what keeps them motivated.

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.

In 2018, we conducted our biennial reader survey to gauge members' opinions about the magazine. Through the online survey and member focus groups hosted in various locations around the province, we identified a need to streamline the publication to enhance the reader experience through the use of plain language and a simpler design.

In December, we introduced an updated look to the magazine to coincide with the College's brand refresh. We introduced a new font to improve readability, more white space, easier navigation and shorter articles. These and other changes are part of our proactive and ongoing efforts to better connect our members and the public to the work of the College. Through the reader survey, members also

indicated their preferences for reading magazines in print versus online. The results indicated that French-language readers expressed a greater interest in reading the magazine online than English-language readers did. In response, the College launched a pilot project with the December issue of *Pour parler profession*, giving readers of the French-language edition of the magazine the option of receiving a print version in the mail, a link to the digital version via email or both. The pilot will continue for the March, June and September issues of 2019 and the results will be assessed to further inform our overall distribution policy for the magazine.

The board is pleased that the College magazine enjoyed another impressive awards season in 2018. *Professionally Speaking* received international recognition at the 2018 Tabbie Awards, picking up five honours (including two bronze and two Top 25). 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 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.

Executive Committee

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

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

The committee meets at least 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 2018, the committee ordered the suspension of two members' Certificates 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. One such request was received and approved by the committee in 2018.

Under the *Ontario College of Teachers Act*, the Registrar may also request the approval of the Executive Committee to initiate an

To June 30, 2018:

- Brian Beal, OCT (e)
- Jean-Luc Bernard, OCT (a)
- Angela De Palma, OCT (e) (Chair)
- Shanlee Linton, OCT (e)
- Myreille Loubert, OCT (e) (Vice-Chair)
- Shannon Marcus, OCT (e)
- Tom Potter (a)
- Robert Ryan, OCT (e)
- Vicki Shannon, OCT (e)
- Nicole van Woudenberg, OCT (e)
- Ravi Vethamany, OCT (e)

After July 1, 2018:

- Irene Dembek, OCT (e)
- Susan E. Elliott-Johns, OCT (e)
- Tim Gernstein, OCT (e) (Vice-Chair)
- Jacqueline Karsemeyer, OCT (e)
- Colleen Landers (a)
- Sara Nouini, OCT (e)
- Bill Petrie (a)
- Nicole van Woudenberg, OCT (e) (Chair)
- Ravi Vethamany, OCT (e)

(a) appointed

(e) elected

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 2018.

The Executive Committee made several appointments to fill statutory, standing, regulatory and special committee vacancies as they occurred throughout 2018. 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. In 2018, the committee approved an advisory on supporting students with mental health needs. The advisory on a member's duty to report that was originally released in 2016 was updated to align with changes implemented in 2018 to the *Children, Youth and Family Services Act*.

The Executive Committee updated the protocol for public presentations to Council by reducing the timeline from 10 days to two days in advance of the Council meeting for presenters to share documents to be distributed to Council members.

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

- the Joseph W. Atkinson Scholarship for Excellence in Teacher Education,

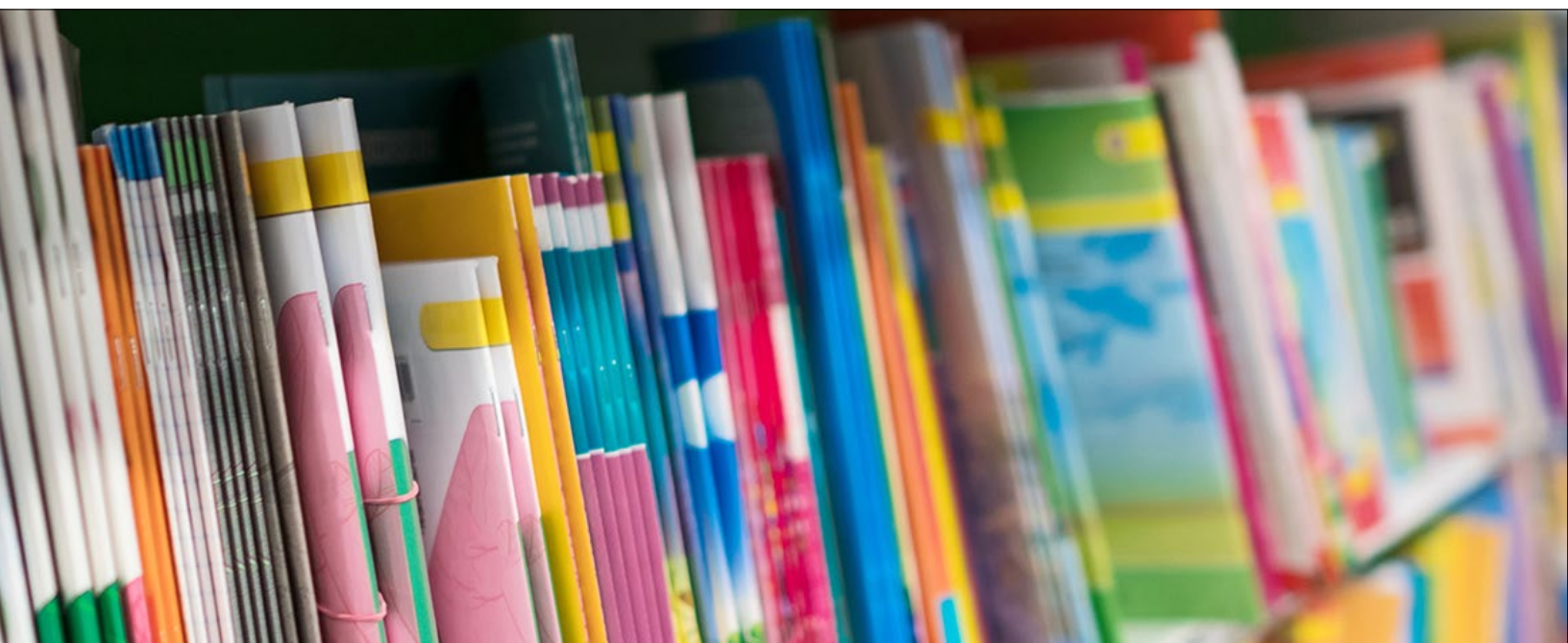
named in honour of the College's second registrar

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

For 2018 - 19, the committee selected:

- Taylor Crawford (Queen's University) as the recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education
- Sarah Salt (Brock University) as the recipient of the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship
- Luke Sawczak (Ontario Institute for Studies in Education) as the recipient of the Ontario College of Teachers Intermediate/Senior Scholarship.

Council presented awards to all three recipients at its December 2018 meeting.



Finance Committee

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

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

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

The College is financed primarily by members' fees. The number of College memberships processed was 234,729 in 2018, slightly less than planned by 92 members. At the same time there was an increase in the number of registrations, retirements, reinstatements, and evaluations during the year, with a net positive impact on revenue exceeding plan by \$616,622.

The 2018 College-approved operating budget was \$41,883,142. The recorded annual 2018 operating deficit was \$346,000, equivalent to 1% of the 2018 budget. The operating deficit was fully funded from cash reserves.

To June 30, 2018:

- Brian Beal, OCT (e) (Vice-Chair)
- Colleen Landers (a)
- Shannon Marcus, OCT (e) (Chair)
- Bill Petrie (a)
- Vicki Shannon, OCT (e)

From July 1, 2018:

- Colleen Landers (a) (Vice-Chair)
- Shannon Marcus, OCT (e)
- Bill Petrie (a) (Chair)
- Nicole van Woudenberg, OCT (e)
- Ravi Vethamany, OCT (e)

(a) = appointed

(e) = elected

Governance Committee

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

In 2018, the committee focused on the transition between the seventh and eighth Councils. The committee monitored results of the outreach and member engagement initiatives undertaken as part of the strategic communication plan to encourage voter participation and engagement in the election process. The committee approved a two-day orientation program for incoming Council members to prepare for their governance roles on Council and committees. It proposed committee memberships based on interest, skills and competencies for the inaugural eighth Council meeting on July 4, 2018. The committee also received applications, interviewed short-listed candidates and recommended individuals to fill the two vacant positions on Council.

Strategic planning continued to be a focus of the committee in 2018. It undertook the regular process of updating the strategic plan, including the strategic priorities, working with an external consultant, resulting in a two-day strategic planning session for Council members and senior staff. The committee proposed a revised plan based on input from this session. In November, Council approved its new 2018-23 strategic plan, including new strategic priorities.

The committee also undertook an independent review of College governance. Working

To June 30, 2018

- Angela De Palma, OCT (e)
- Matthew Kavanagh, OCT (e) (Chair)
- Myreille Loubert, OCT (e)
- Sara Nouini, OCT (e) (Vice-Chair)
- Tom Potter (a)
- Jonathan Rose (a)
(from May 10, 2018)
- Ronna Warsh (a)
- Marie-Claude Yaacov (a)
(to March 10, 2018)

From July 1, 2018

- Irene Dembek, OCT (e)
- Tim Gernstein, OCT (e)
- John Hamilton, OCT (e)
- Sara Nouini, OCT (e)
- Tom Potter (a) (Chair)
- Jonathan Rose (a) (Vice-Chair)
- Ronna Warsh (a)

(a) = appointed

(e) = elected

with Governance Solutions Inc., the review involved consultation, document and best practice review, and focused on ways to improve the efficiency and effectiveness of key governance practices and structures. The 37 recommendations from the final report were received by Council in December.

Human Resources Committee

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

The Human Resources Committee usually meets three to four times a year. Among other business, in 2018 the committee reviewed the annual performance review process for the Deputy Registrar position, and reviewed and revised the Chair Service Agreement both for an elected member and for an appointed member of Council.

To June 30, 2018:

- Angela De Palma, OCT (e)
- Jane Ishibashi (a)
- Marlène Marwah (a) (from February 8, 2018)
- Robert Ryan, OCT (e) (Vice-Chair)
- Wes Vickers, OCT (e) (Chair)

From July 1, 2018:

- Paige Bennett, OCT (e)
- Marlène Marwah (a)
- Michelle Miner-Seal (a) (Chair)
- Alicia Nunn, OCT (e) (Vice-Chair)
- Nicole van Woudenberg, OCT (e)

(a) = appointed

(e) = elected



Investigation Committee, Discipline Committee, Fitness to Practise Committee

Three College committees share the responsibility of disposing of complaints against members of the teaching profession.

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 is contacted by approximately 1,000 members of the public and the profession annually who raise issues concerning College members. About half of these concerns are resolved appropriately at the school or the local school board. The remaining half represent public 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 2018, the Investigation Committee disposed of 386 complaints, and the Discipline and Fitness to Practise committees disposed of 72 matters.

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 (MOA) reached through complaint resolution or
- refer the matter to a Discipline or a Fitness to Practise hearing
- resolve matters related to teacher performance appraisal through an undertaking, an agreement entered into by a member with the College. This process was first considered by the Investigation Committee on September 14, 2017.

To June 30, 2018:

- Pier-Olivier Arsenault, OCT (e)
- Tim Gernstein, OCT (e) (Vice-Chair)
- Jacqueline Karsemeyer, OCT (e)
- James Knopp (a)
- Michelle Miner-Seal (a)
(from February 8, 2018)
- Bill Petrie (a)
- Robert Ryan, OCT (e) (Chair)
- Anthony Samchek, OCT (e)
- Jennifer Stewart, OCT (e)
(to February 6, 2018)

From July 1, 2018:

- Tim Gernstein, OCT (e)
- Erin Glen, OCT (e)
- Jacqueline Karsemeyer, OCT (e) (Chair)
- James Knopp (a)
(to September 4, 2018)
- Colleen Landers (a)
- Shannon Marcus, OCT (e)
- Michelle Miner-Seal (a)
- Gerry O'Reilly, OCT (e) (from
November 9, 2018)
- Nicole van Woudenberg, OCT (e)
(to November 9, 2018)
- Stephen Zimmermann, OCT (e)
(Vice-Chair)

(a) = appointed

(e) = elected

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. Since January 31, 2018, complaints are disposed of through the adoption of a MOA by a single member panel of the Investigation Committee. Participation in the program occurs without prejudice to the parties.

Discipline Committee

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

- direct the Registrar to revoke the member's teaching certificate
- direct the Registrar to suspend the certificate for up to two years
- direct the Registrar to impose terms, conditions or limitations on the member's teaching certificate
- direct that the imposition of a penalty be postponed for a specific period and not be imposed if specified terms are met within that period.

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

- require the member to be reprimanded, admonished or counselled by the committee
- impose a fine of up to \$5,000 payable to the Minister of Finance, 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.

To June 30, 2018:

- Jean-Luc Bernard, OCT (a)
- Ann Ciaschini, OCT (e)
- Marie-Thérèse Hokayem (a)
- Godwin Ifedi (a)
- Jane Ishibashi (a)
- Colleen Landers (a)
- Shanlee Linton, OCT (e)
- Marlène Marwah (a) (from February 8, 2018)
- Sara Nouini, OCT (e)
- Claudia Patenaude-Daniels, OCT (e)
- Brigitte (Bidal) Piquette, OCT (e)
- Tom Potter (a)
- Jonathan Rose (a) (from May 10, 2018)
- Vicki Shannon, OCT (e) (Chair)
- Stéphane Vallée, OCT (e)
- Ravi Vethamany, OCT (e)
- Wes Vickers, OCT (e) (Vice-Chair)
- Marie-Claude Yaacov (a) (to March 10, 2018)

From July 1, 2018:

- Diane Ballantyne, OCT (e)
- Jean-Luc Bernard, OCT (a)
- Irene Dembek, OCT (e)
- Rebecca Forte, OCT (e)
- John Hamilton, OCT (e) (Vice-Chair)
- Marie-Thérèse Hokayem (a) (to September 7, 2018)
- Godwin Ifedi (a)

- Jane Ishibashi (a) (to August 24, 2018)
- Marlène Marwah (a)
- Sara Nouini, OCT (e)
- Alicia Nunn, OCT (e)
- Tom Potter (a)
- Jonathan Rose (a)
- Stéphane Vallée, OCT (e)
- Ravi Vethamany, OCT (e) (Chair)

(a) = appointed

(e) = elected

Fitness to Practise Committee

The Fitness to Practise Committee hears matters and determines whether 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.

To June 30, 2018:

- Jean-Luc Bernard, OCT (a)
- Ann Ciaschini, OCT (e)
- Marie-Thérèse Hokayem (a)
- Godwin Ifedi (a)
- Jane Ishibashi (a)
- Colleen Landers (a)

- Shanlee Linton, OCT (e) (Chair)
- Marlène Marwah (a)
(from February 8, 2018)
- Sara Nouini, OCT (e)
- Claudia Patenaude-Daniels, OCT (e)
- Brigitte (Bidal) Piquette, OCT (e)
- Tom Potter (a)
- Jonathan Rose (a)
(from May 10, 2018)
- Vicki Shannon, OCT (e)
- Stéphane Vallée, OCT (e) (Vice-Chair)
- Ravi Vethamany, OCT (e)
- Wes Vickers, OCT (e)
- Marie-Claude Yaacov (a)
(to March 10, 2018)

From July 1, 2018:

- Diane Ballantyne, OCT (e)
(Vice-Chair)
- Jean-Luc Bernard, OCT (a)
- Irene Dembek, OCT (e) (Chair)
- Rebecca Forte, OCT (e)
- John Hamilton, OCT (e)
- Marie-Thérèse Hokayem (a)
(to September 7, 2018)
- Godwin Ifedi (a)
- Jane Ishibashi (a)
(to August 24, 2018)
- Marlène Marwah (a)
- Sara Nouini, OCT (e)
- Alicia Nunn, OCT (e)
- Tom Potter (a)
- Jonathan Rose (a)
- Stéphane Vallée, OCT (e)
- Ravi Vethamany, OCT (e)

(a) = appointed

(e) = elected

Quality Assurance Committee

Council's Quality Assurance Committee reviews the performance of the College relative to its objects as defined in the Ontario College of Teachers Act and ensures that the objects are achieved. The committee reviews each of the [11 objects](#) and identifies opportunities to further support their achievement. The committee also reviews the College's work related to Council's [strategic priorities](#). In 2018, the committee of the seventh Council concluded its term and prepared a report to Council that outlined its findings. The report highlighted the presentations to the committee that reflected Council and its committees' work towards meeting the objects and Council's strategic priorities.

The committee noted that the College was meeting the objects and Council's strategic priorities. The committee recommended to Council that the advancement of the following areas be pursued:

- AQ offerings and availability
- the professional designation
- consistency in English and French social media content
- awareness of Council's Strategic Priorities
- Council member training on the legislative amendment process
- the overdue fee collection process.

In 2018, the committee of the Eighth Council held its orientation session and inaugural meeting. The work plan for the committee's term was approved at this inaugural meeting and the reports of the sixth and seventh committee were reviewed.

(Quality Assurance Committee)

To June 30, 2018:

- Richard Michaud, OCT (e)
- Bill Petrie (a) (Vice-Chair)
- Tom Potter (a)
- Robert Ryan, OCT (e) (Chair)
- Nicole van Woudenberg, OCT (e)

From July 1, 2018:

- Diane Ballantyne, OCT (e) (Chair)
- Godwin Ifedi (a)
- Marlène Marwah (a)
- Nicole van Woudenberg, OCT (e)
- Stephen Zimmermann, OCT (e) (Vice-Chair)

(e) = appointed

(a) = elected

Registration Appeals Committee

The Registration Appeals Committee is a statutory committee established under the Ontario College of Teachers Act that is objective, fair and transparent. It reviews and makes decisions on appeals from applicants who were not granted College membership 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 direct the Registrar to:

- issue a certificate
- issue a certificate if the applicant fulfils requirements specified in the regulations
- issue a certificate subject to specified TCLs
- direct the Registrar to refuse to issue a certificate.

When a member requests an appeal to remove or modify the TCLs imposed on his/her certificate, the committee may make an order:

- refusing the appellant's request
- directing the Registrar to remove any TCLs
- directing the Registrar to impose specified TCLs on the certificate.

The committee's work ensures that applicants are treated fairly, while maintaining the public's confidence in the decisions that the Registrar makes on behalf of the teaching profession. The committee considers appeals in both English and French.

In 2018, new Council members were appointed to the committee. At its orientation meeting, committee members participated in training sessions regarding issues that affect the registration appeals process, including:

To June 30, 2018:

- 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)

From July 1, 2018

- Jean-Luc Bernard, OCT (a) (from October 25, 2018)
- Chantal Côté, OCT (e)
- Elizabeth Edgar-Webkamigad, OCT (a)
- Sara Nouini, OCT (e) (Chair)
- Stéphane Vallée, OCT (e) (Vice-Chair)

(a) = appointed

(e) = elected

- credential assessment
- the professional suitability requirement
- human rights issues
- guiding principles for deliberations and decisions writing.

The Registration Appeals Committee received 21 appeals in 2018. Of this number, 11 were from members who were certified with TCLs, while 10 were from applicants who were denied certification.

In 2018, the committee met 11 times and made 16 decisions. Typically, decisions are based on documents the appellants and the College submit. The committee will also consider requests for an oral presentation on an individual basis.

- sessions on the committee's mandate and processes
- the legislative framework
- the certification process

A total of six appellants made oral presentations to the committee in 2018, and 10 appeals were reviewed as part of a paper review process.

Reasons for Appeal in 2018 and decisions rendered

REASON	
Terms, conditions or limitations on a certificate	4
Teacher education program requirement not satisfied	4
Teacher education program requirement and academic requirement not satisfied	0
Academic degree requirement not satisfied	4
Language proficiency requirement not satisfied	0
Teacher education program requirement and language proficiency requirement not satisfied	4
TOTAL	16
APPEAL OUTCOMES	
Original decision upheld	8
Original decision overturned	6
Original decision modified	2
APPEAL OUTCOMES TOTAL	16

Standards of Practice & Education Committee

The Ethical Standards for the Teaching Profession, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession* (PLF) together convey a collective vision of teacher professionalism in Ontario. This collective vision is the foundation of initial teacher education, continuing teacher education, professional practice, 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 many 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 committee also reviews Additional Qualification (AQ) policy guidelines and associated research.

In 2018, the 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
- engagement in research to support AQ policy development, AQ accreditation,

To June 30, 2018

- Elizabeth Edgar-Webkamigad, OCT (a)
- Susan E. 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)

From July 1, 2018

- Charles Dimitry Abraham, OCT (e)
- Elizabeth Edgar-Webkamigad, OCT (a)
- Susan E. Elliott-Johns, OCT (e) (Chair)
- Erin Glen, OCT (e)
- Mary Ellen Gucciardi, OCT (e) (from October 25, 2018)
- Marie-Thérèse Hokayem (a) (to September 7, 2018)
- James Knopp (a) (to September 4, 2018)
- Mary-Anne Mouawad, OCT (e) (Vice-Chair)
- Nicola Powadiuk, OCT (e) (to October 25, 2018)

(a) = appointed

(e) = elected

- ethical professional practice, teacher leadership and standards implementation
- development and implementation of policies related to the standards and teacher education
- educative processes related to ethical

leadership and practice as outlined in the ethical standards

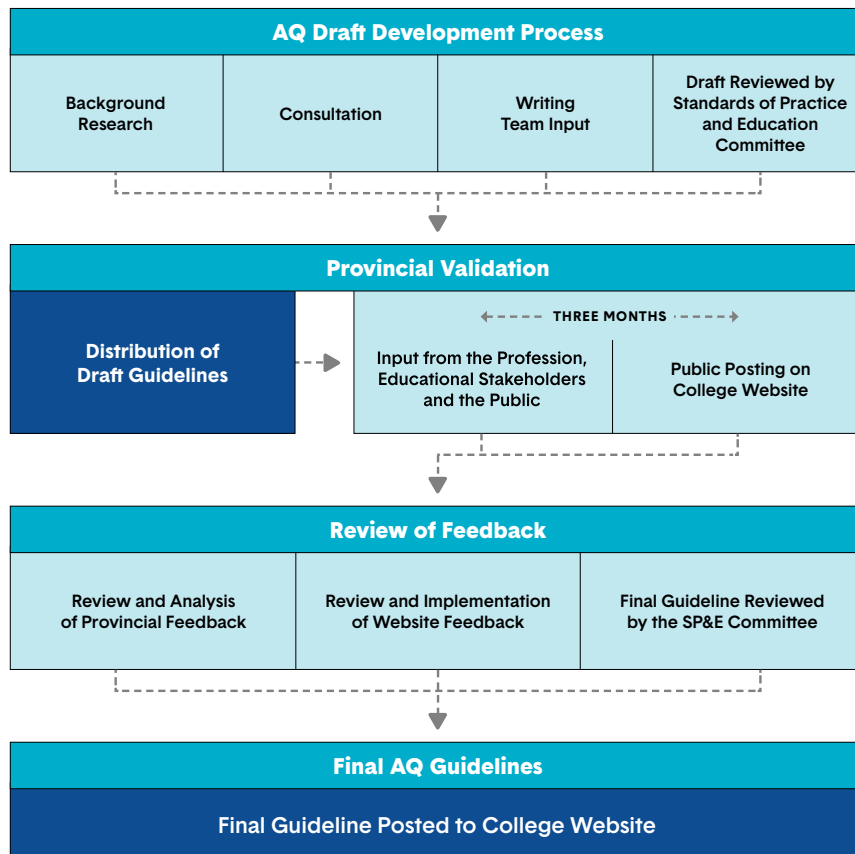
- implementation of the revised *Professional Learning Framework for the Teaching Profession*
- broadening membership engagement in the work of the College, and in particular, engaging members such as retired and Indigenous educators
- supporting the implementation and education of the standards and the PLF through accreditation practices associated with Additional Qualifications (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 contents of these teacher education policy guidelines reflect the knowledge and skills associated with the various dimensions of teaching and educational leadership. 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 committee supports the collaborative development of AQ policy guidelines through engagement with the teaching profession, learners, AQ providers, educational stakeholders and the public. A range 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.

Additional Qualification Course Guideline Development and Review Framework



Draft AQ Course Guidelines Approved

In 2018, the committee approved 39 draft AQ course guidelines and one program for provincial validation. These AQ guidelines include:

SCHEDULE A (INTERMEDIATE AND SENIOR) (TWO GUIDELINES):

- Media Arts

SCHEDULE B (12 GUIDELINES): Technological Education

- Green Industries, Grades 9-10
- Green Industries, Grades 11-12
- Hairstyling and Aesthetics, Grades 9-10
- Hairstyling and Aesthetics, Grades 11-12
- Health Care, Grades 9-10
- Health Care, Grades 11-12
- Hospitality and Tourism, Grades 9-10
- Hospitality and Tourism, Grades 11-12
- Manufacturing Technology, Grades 9-10

- Manufacturing Technology, Grades 11-12
- Transportation Technology, Grades 9-10
- Transportation Technology, Grades 11-12.

SCHEDULE C (12 GUIDELINES):

- Occasional Teaching
- Science and Technology, Grades 7-8
- Student Assessment and Evaluation
- Teaching Onondaga
- Teaching Students with Communication Needs (Autism Spectrum Disorders)
- Arts, Grades 7-8
- Use and Knowledge of Assistive Technology
- Action Research
- Orientation to Teaching in Ontario
- Teaching Students with Behavioural Needs
- Teaching Students with Communication Needs (Autism Spectrum Disorders)
- Teaching Students with Communication Needs (Learning Disability).



SCHEDULE D (THREE-PART SPECIALIST)**(12 GUIDELINES):**

- Integration of Information and Computer Technology
- Guidance and Career Education
- Social Studies, Primary and Junior
- Special Education.

SCHEDULE E, HONOUR SPECIALIST**(ONE GUIDELINE):**

- Technological Education.

PROGRAM:

- “Teaching Students who are Deaf or Hard of Hearing” Program.

Final AQ Course Guidelines Approved

In 2018, the committee approved 83 final AQ course guidelines to guide the design and implementation of AQ courses. These AQ guidelines included:

SCHEDULE A (INTERMEDIATE AND SENIOR UNLESS OTHERWISE STATED) (33 GUIDELINES):

- Business Studies – Accounting (Senior)
- Classical Studies – Greek
- Classical Studies – Latin
- Family Studies
- Health and Physical Education
- Native Languages – Cayuga
- Native Languages – Cree
- Native Languages – Lenape
- Native Languages – Mohawk
- Native Languages – Ojibwe
- Native Languages – Oji-Cree
- Native Languages – Oneida
- Native Languages – Onondaga
- Philosophy (Senior)
- Politics (Senior)
- Geography
- Physics (Senior)
- Science General
- Social Science General (Senior).

SCHEDULE C (THREE GUIDELINES):

- Education Law
- Special Education for Administrators
- Teaching in the Catholic School System

SCHEDULE D (THREE-PART SPECIALIST) (36 GUIDELINES):

- Business Studies – Accounting
- Family Studies
- Health and Physical Education
- Native Languages – Cayuga
- Native Languages – Cree
- Native Languages – Lenape
- Native Languages – Mohawk
- Native Languages – Ojibwe
- Native Languages – Oji-Cree
- Native Languages – Oneida
- Native Languages – Onondaga
- Writing

SCHEDULE E, HONOUR SPECIALIST (11 GUIDELINES):

- Classical Studies
- Geography
- Native Languages – Cayuga
- Native Languages – Cree
- Native Languages – Lenape
- Native Languages – Mohawk
- Native Languages – Ojibwe
- Native Languages – Oji-Cree
- Native Languages – Oneida
- Native Languages – Onondaga
- Science, Schedule E.

Regulatory Motions Approved and Referred to Council in 2018

The SP&E Committee recommended 14 regulatory changes to Council. Council subsequently recommended the following 14 regulatory changes to the Minister of Education:

1. the name of the *Classroom Management* Additional Qualification course be changed to *The Learning Environment*

- in Schedule C of the Teachers' Qualifications Regulation
2. the name of the *Inclusive Classroom* Additional Qualification course be changed to *Equitable and Inclusive Schools* in Schedule D of the Teachers' Qualifications Regulation
 3. the French name of the *Health and Physical Education, Grades 7 and 8/Santé et éducation physique – 7^e et 8^e année* Additional Qualification Course be changed to *Éducation Physique et Santé – 7^e et 8^e année* in Schedule C of the Teachers' Qualifications Regulation to align with the title of the French curriculum guideline
 4. the French name of the *Pre-School Education for Children who are Deaf or Hard of Hearing/Éducation préscolaire des élèves sourds ou malentendants* Additional Qualification Course be changed to *Éducation préscolaire: Qualification additionnelle en surdit * in Schedule C of the Teachers' Qualifications Regulation
 5. a *Supervisory Officer's Development Course* Additional Qualification be added to the Teachers' Qualifications Regulation
 6. the name of the *Supporting First Nations, M tis and Inuit Students: Guidance and Counselling* Additional Qualification course be changed to *First Nations, M tis and Inuit Students: Counselling and Support* in Schedule D of the Teachers' Qualifications Regulation
 7. the *Teaching Students with Communication Needs (Autism Spectrum Disorders)* Additional Qualification course be revoked in Schedule C of the Teachers' Qualifications Regulation
 8. a new *Teaching Students with Communication Needs (Autism Spectrum Disorders)* Additional Qualification course be enacted in Schedule D of the Teachers' Qualifications Regulation
 9. the French name of the *Teaching Students who are Deaf or Hard of Hearing/Enseigner aux  l ves Sourds ou Malentendants* Additional Qualification Program be changed to Qualification additionnelle en surdit  in the Teachers' Qualifications Regulation
 10. the following Additional Qualifications be revoked within O. Reg. 176/10, Teachers' Qualifications Regulation:
 - *Teaching Students Who Are Deaf or Hard of Hearing - American Sign Language (ASL)*
 - *Teaching Students Who Are Deaf or Hard of Hearing - Langue des signes qu b coise (LSQ)*
 - *Teaching Students Who Are Deaf or Hard of Hearing - Aural and Oral Communication*
 11. an Additional Qualification entitled, *Teaching Students who are Deaf or Hard of Hearing*, be enacted within O. Reg. 176/10, Teachers' Qualifications Regulation.

Principal's Qualification Program (PQP) and Supervisory Officer's Qualification Program (SOQP)

The committee received information related to the following quality assurance mechanisms that have been developed and implemented to ensure that candidates of these provincial leadership qualifications are receiving the professional knowledge, skills and practices required of principals and supervisory officers in a diverse and changing educational landscape.

- AQ focus group sessions for instructors of both the Principal's Qualification Program (PQP) and Supervisory Officer Qualification Program (SOQP), to review the online delivery format of these courses
- Developing and implementing an SOQP survey for new SOQP providers and candidates enrolled in these programs

- Developing and implementing a PQP survey for PQP candidates to help inform the implementation of the PQP course guideline
- Designing focus group methodology for the PQP instructors and members with the PQP qualification
- Engaging with AQ providers related to the implementation of Aqs and responding to inquiries related to implementation practices.

AQ Provincial Writing Teams

The SP&E Committee received information regarding 17 AQ provincial writing teams that engaged members of the profession in 2018 for the following AQ course guidelines, as identified within the Teachers' Qualifications Regulation 176/10:

SCHEDULE A:

- Media Arts

SCHEDULE C:

- Orientation to Teaching in Ontario
- Use and Knowledge of Assistive Technology
- Teaching in a French Immersion Setting
- Teaching Students with Communication Needs (Learning Disability)
- Teaching Students with Behavioural Needs
- Teaching Students with Intellectual Needs (Mild Intellectual Disability)
- Teaching Students with Intellectual Needs (Developmental Disability)
- Teaching Students with Physical Needs
- Teaching Students with Communication Needs (Speech and Language)
- Teaching Students with Intellectual Needs (Giftedness)
- Teaching Students with Multiple Needs.

SCHEDULE D: THREE-PART SPECIALIST:

- Actualisation linguistique en français/ Programme d'appui aux nouveaux arrivants (ALF/PANA) (For teaching in

French-language schools only)

- Guidance and Career Education
- Integration of Information and Computer Technology in Instruction
- Science and Technology, Primary and Junior.

SCHEDULE E: HONOUR SPECIALIST:

- Technology Education.

AQ Provincial Consultations

The College regularly engages with College members, educational stakeholders and the public in reviewing and developing 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. An Open Space Technology Consultation for the Kindergarten AQ course guidelines was facilitated for 68 participants, and informed the work of the committee.

The committee had the opportunity to enrich its work by participating in this session and experience the Aqs coming to life. The session enabled parents, early childhood educators and members of the teaching profession, including experienced Kindergarten educators, to engage in AQ policy development conversations together. Focus groups were also conducted for Kindergarten AQ providers and early childhood educators as part of the consultation process.

Written Reports

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

- *Review of the Schedule D Special Education Additional Qualification Course Guidelines – Open Space Participant Discussion Notes, November 14th, 2017*

- *Standards of Practice and Education Committee – June 2015 to May 2018 (Accomplishment Report)*
- *Standards of Practice and Education Committee – Highlights of Standards of Practice and Education Work from September 2015 to June 2018*
- *Supporting the Ongoing Education and Professional Practice of the Teaching Profession: Additional Teaching Qualifications (October 2018)*
- *Inquiring into Early Learning: Principles, Pedagogies and Partnerships - Open Space Participant Notes - Schedule D Kindergarten Additional Qualification Course Guidelines Review Process.*

- Autism
- School gardening
- Special education
- Social studies
- Teaching students who are deaf or hard of hearing
- Teaching students with communication needs (learning disability)
- Technological education.

Teacher Educative Sessions

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

- Integration of Anishinaabe posters within professional practice
- Action research

Find an AQ

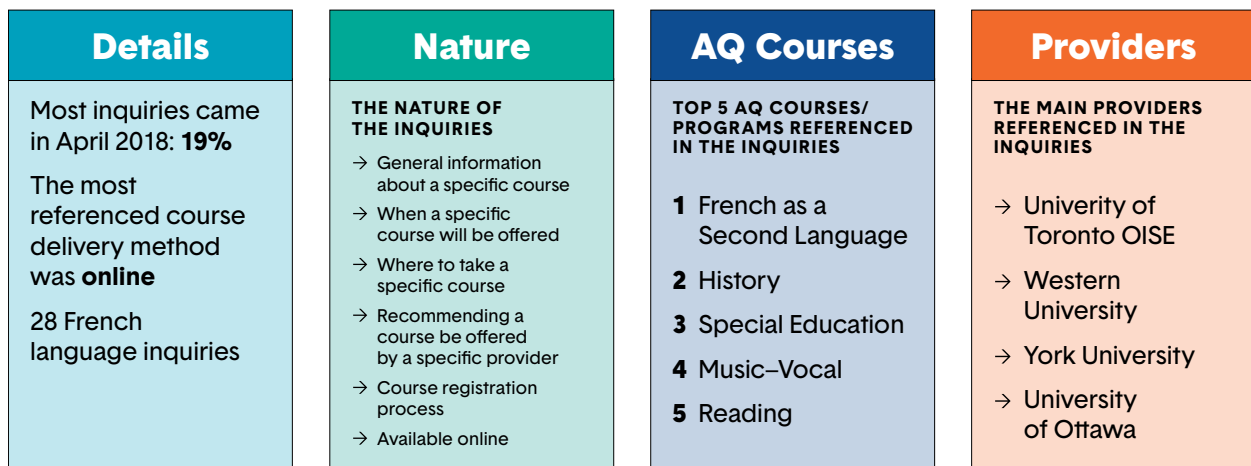
In 2018, 205 AQ related member queries were received via the College’s online search tool, *Find an AQ*. This is a significant increase in member AQ inquiries since the committee recommended enhancements to the search tool. This has resulted in the College being able to more directly support members’ inquiries related to specific AQs.

Revised AQ Candidate Survey

By the end of 2018, data was collected from 4,256 AQ course candidate surveys that focused on approximately 200 AQ courses.

Find an AQ Feedback Analysis

205 INQUIRIES RECEIVED FROM JANUARY TO DECEMBER, 2018



This helped 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 help support the committee’s focus related to the ongoing implementation of the standards and the PLF. In 2018, 211 AQ courses were accredited by the College, which had the standards and PLF as foundational elements.

Ongoing Education for AQ Providers

The committee received information related to two AQ institutes for AQ designers and instructors 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.

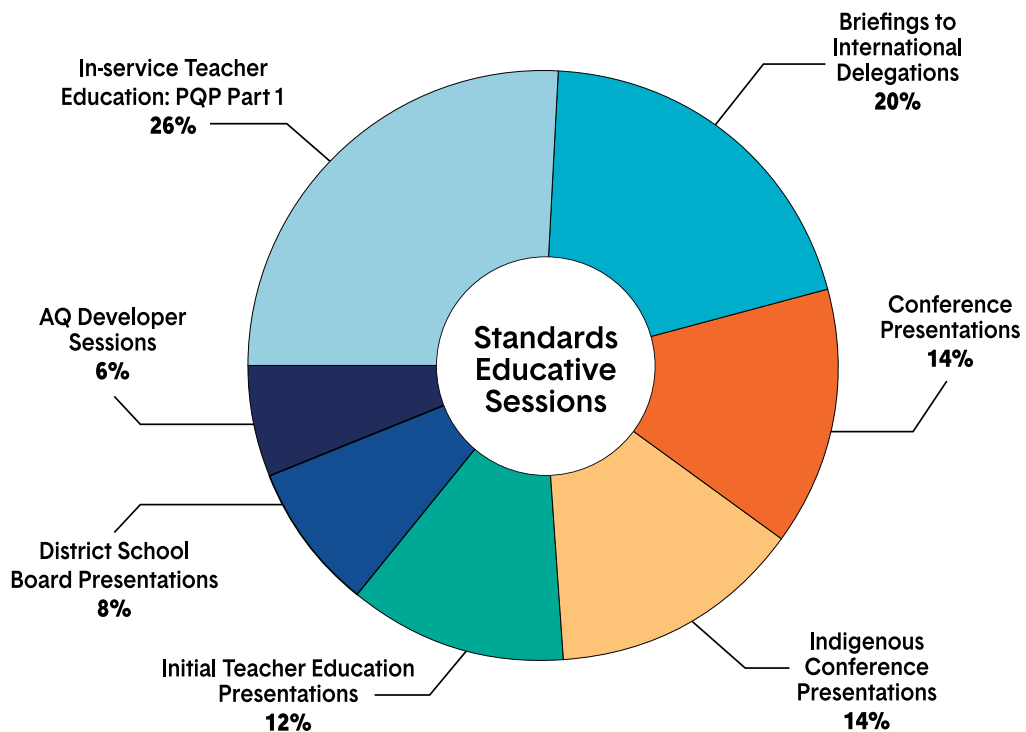
Standards Education

Standards educative sessions along with standards-based resources continue to influence and support 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 2018, staff facilitated 41 sessions for 800 participants, including teacher candidates, new teachers, teacher-educators and leaders, principal candidates, AQ course developers and internationally educated teachers. The chart below provides a breakdown of these educative sessions during 2018.

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 initiatives support the College mandate related to the enforcement of the standards and providing for the ongoing education of educators. 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.

As recommended by the committee, the College developed posters depicting four images of the educator and the learner that emanate from the Foundations of Professional Practice, and these posters have been shared with all district school boards, First Nations schools, school principals and AQ providers, to support ongoing professional learning and education.

These new resources have been well received by the profession and have facilitated professional inquiry, reflection and dialogue in the many rich concepts embedded within the vision of the educator and learner, as illuminated in the ethical standards and standards of practice and professional learning framework.

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, 134,934 posters featuring original art created by a First Nation member of the profession have been requested by members of the profession, educational stakeholders 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 following new standards-based teacher education resources were recently developed and released on the College's website:

- *Acting on our Ethics: Caring for Haiti*
- *Exploring Leadership Practices through Case Inquiry: Supporting Inclusive Schools*
- *Inquiring into Professional Practice: Narratives of Educators of Mathematics*
- [YouTube Video](#) - Ethical Standards for the Teaching Profession – Teaching: A Professional Commitment!
- [YouTube Video](#) - Standards of Practice for the Teaching Profession – Teaching: Professional Commitment!

Steering Committee

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

To June 30, 2018:

- Jean-Luc Bernard, OCT (a) (from February 8, 2018)
- Myreille Loubert, OCT (e)

From July 1, 2018:

- Tim Gernstein, OCT (e)
- Colleen Landers (a) (from October 25, 2018)

(a) = appointed

(e) = elected





Transition to Teaching

Our 2018 *Transition to Teaching* survey shows an improved job market for early-career teachers in Ontario.

French as a Second Language and French-language teachers continue to be in high demand, confirming widely recognized shortages of members holding these qualifications across the province.

Early-career English-language graduates also report better job outcomes as the pool of unemployed teachers from a recent surplus quickly recedes.

Ontario will need more teachers in the years ahead to fill anticipated classroom vacancies across the province. The current forecast suggests the new supply is not enough to meet this need.

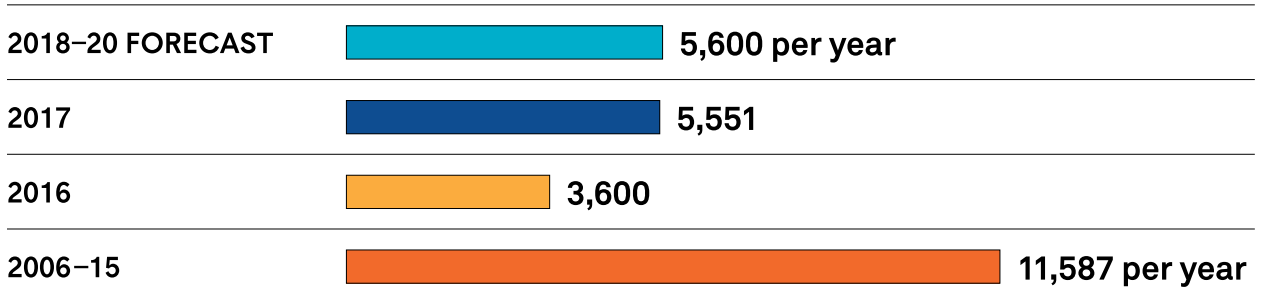
Although their numbers are lower than in previous years, unemployed Ontario graduates and Ontario-licensed teachers educated in other jurisdictions may help school boards meet their recruitment goals in the coming years. Graduates who moved out of province during the surplus may also help, as long as school board hiring conditions allow their return.

The increase in Ontario faculty of education applications in 2018 shows promise that a new generation of teachers will be ready to meet board hiring requirements.

Despite a stronger job market, some early-career teachers find it difficult to move from daily occasional rosters to permanent contracts. This is especially true for English-language program graduates who do not hold a French as a Second Language qualification. Less than one in three of these teachers in English-language school boards hold permanent positions after five years, compared to more than 80 per cent of French-language program graduates and French as a Second Language teachers.

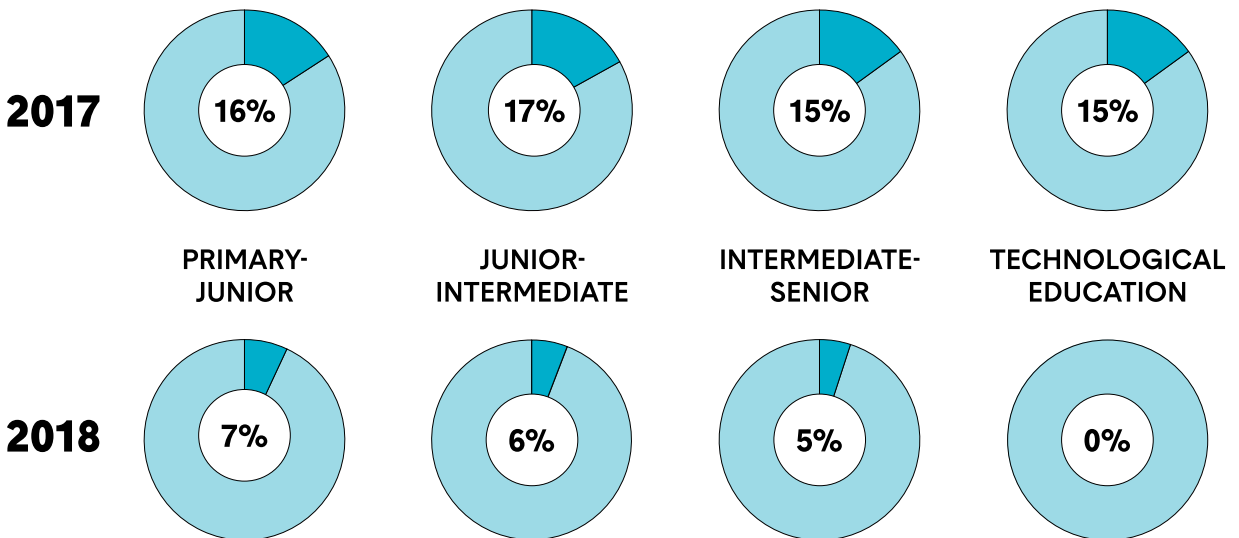
Although occasional teaching continues to be the norm for early-career teachers and English-language teachers, first-year teachers are now experiencing better access to occasional rosters earlier in the school year, and to more daily teaching assignments per week.

New teachers licensed annually in Ontario

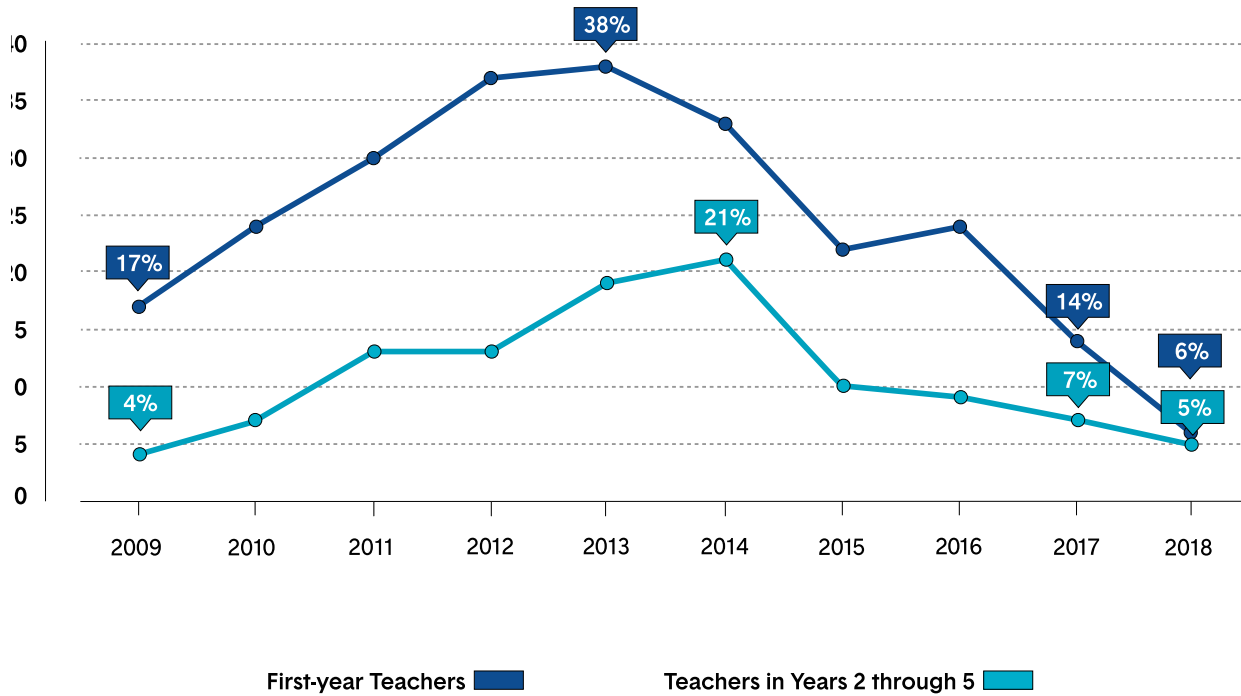


The reduction from 2015 to 2016 in teachers licensed annually was due to the introduction of the four-semester enhanced teacher education program.

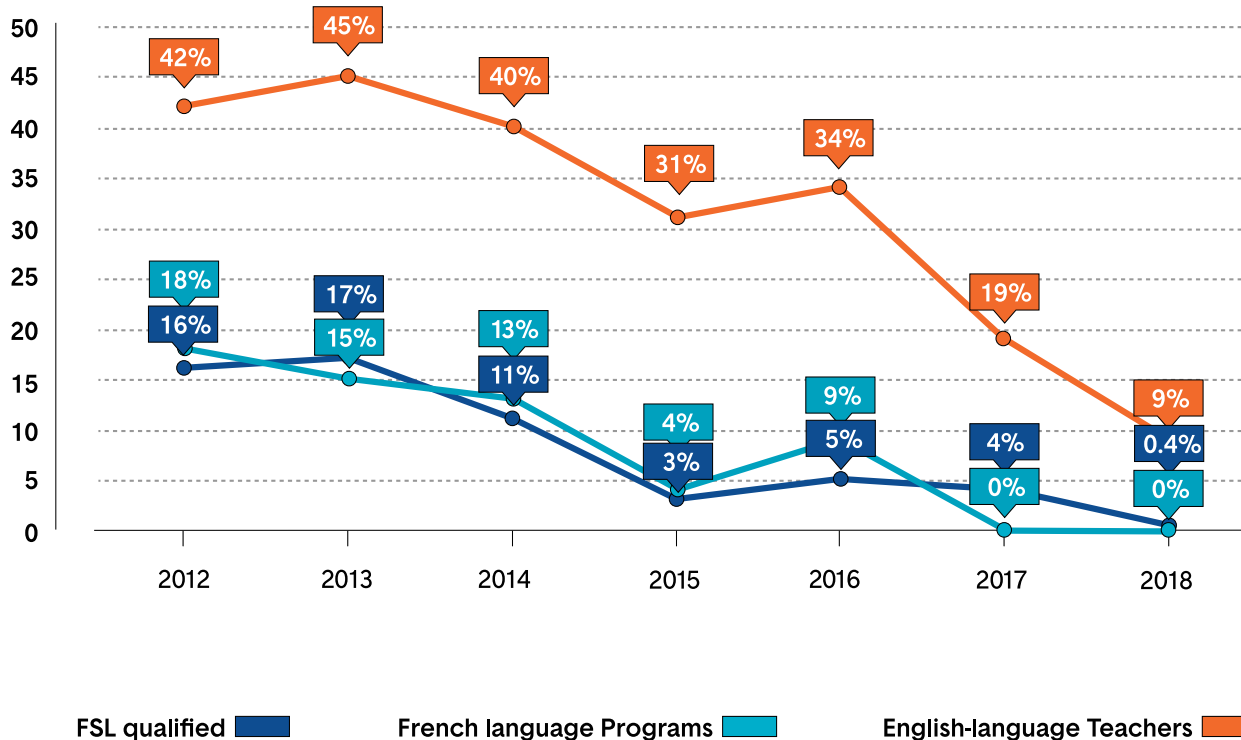
Unemployment rates for first-year teachers



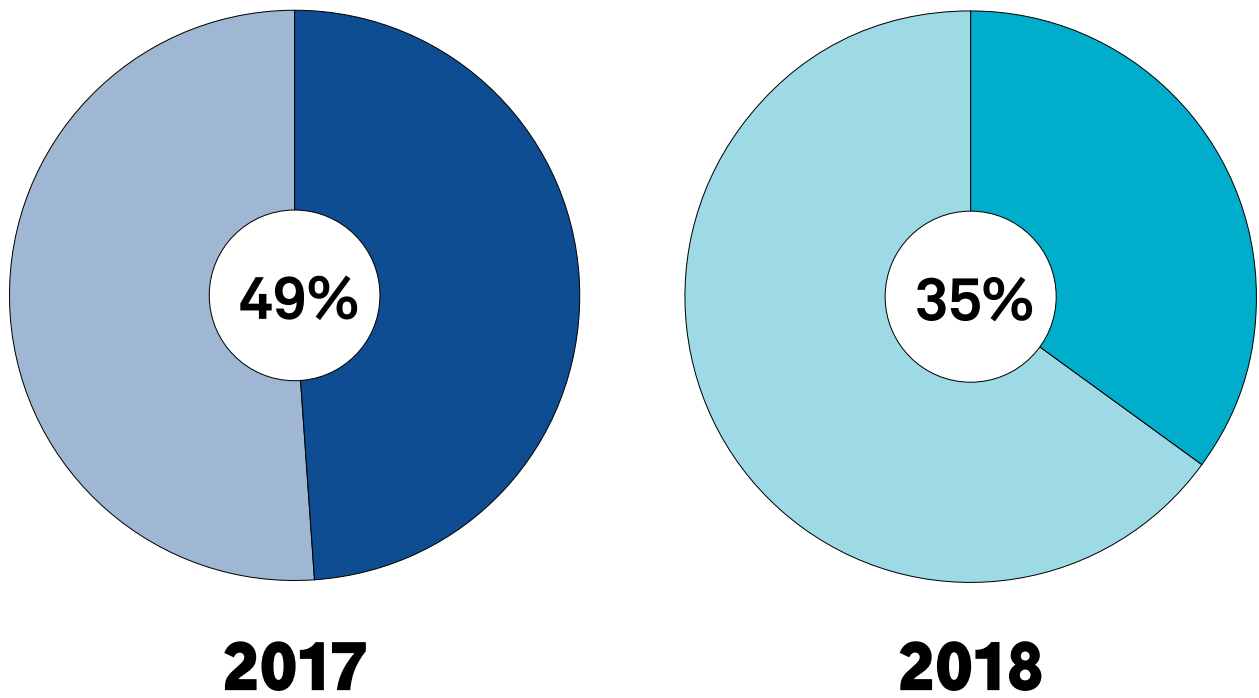
Unemployment rates for early-career teachers



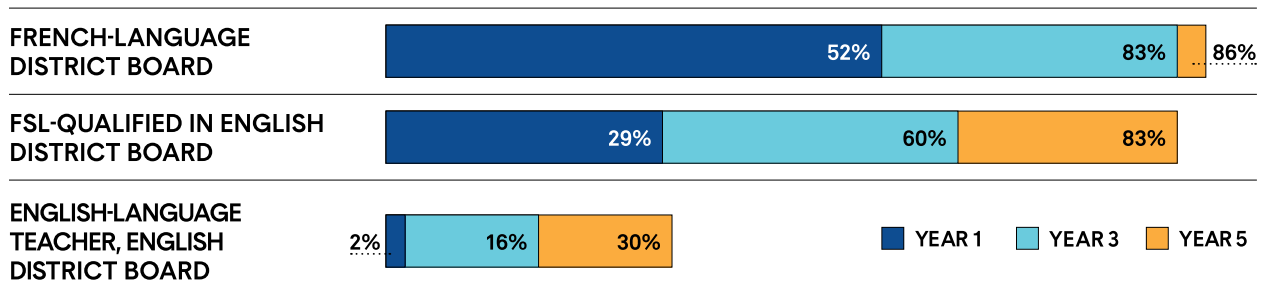
Unemployment rates for Ontario-resident first-year teachers by language of qualification



Unemployment rate for teachers who are new to Canada

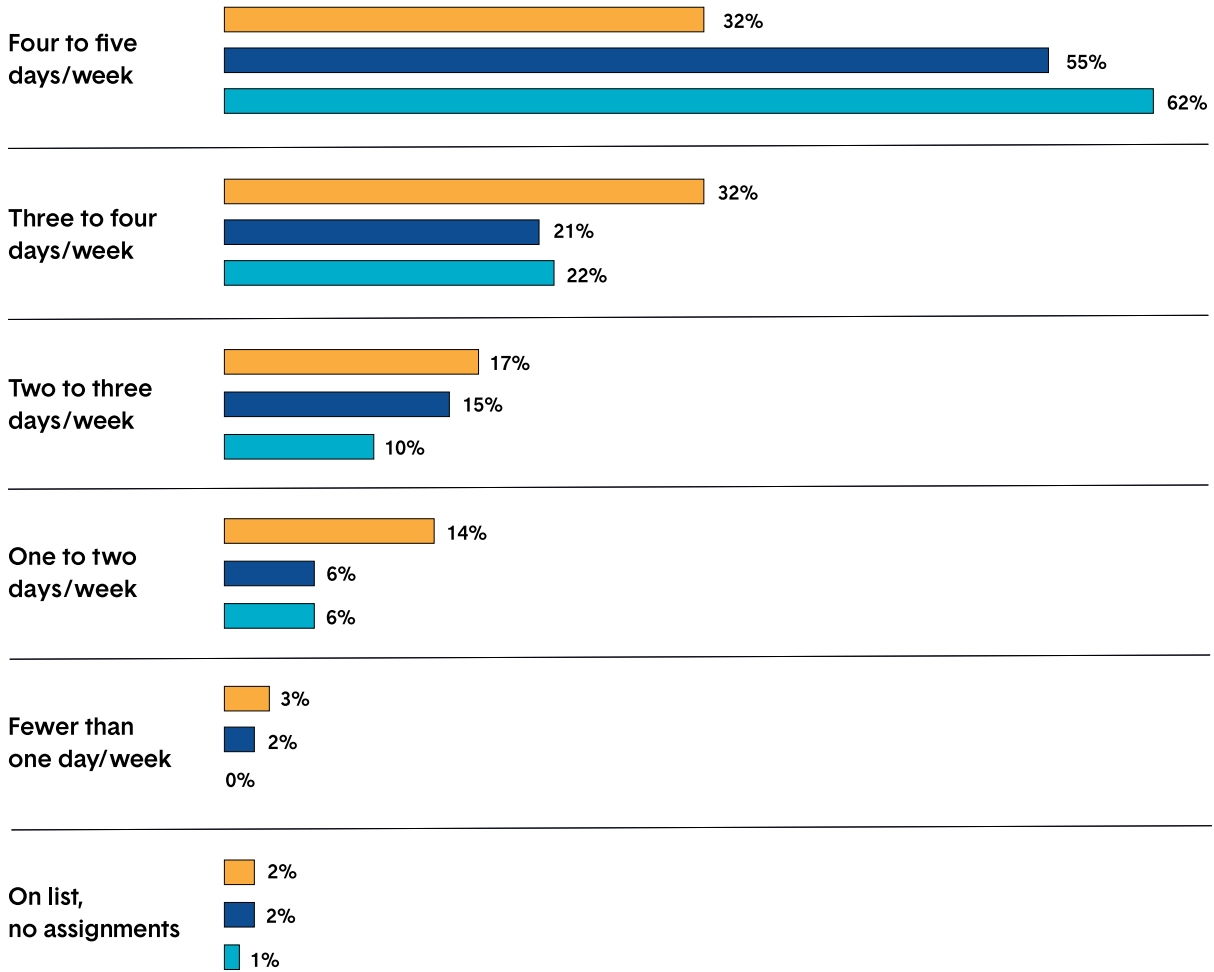


Percentage of teachers with permanent teaching contracts



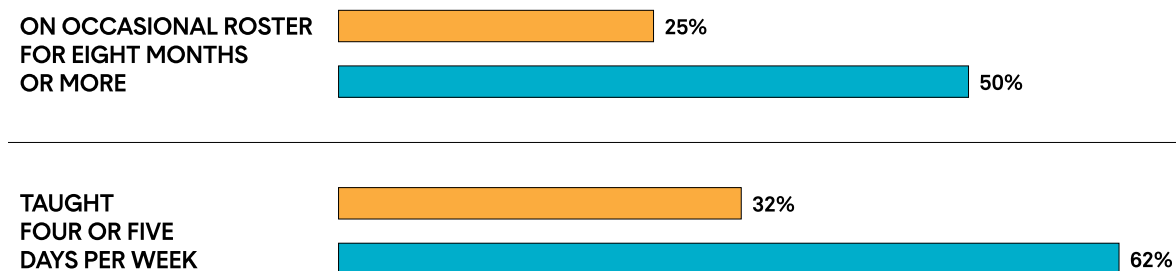
Employment frequency of Ontario-resident first-year daily occasional teachers

2016 Survey ■ 2017 Survey ■ 2018 Survey ■



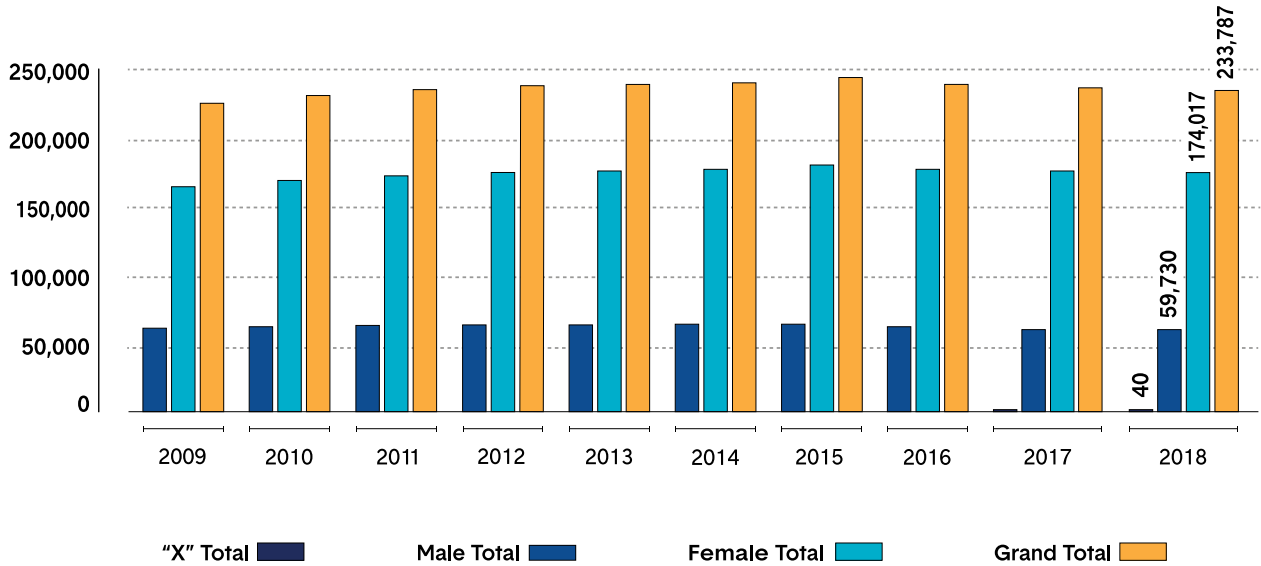
Teaching assignments for first-year occasional teachers

■ 2016 ■ 2018



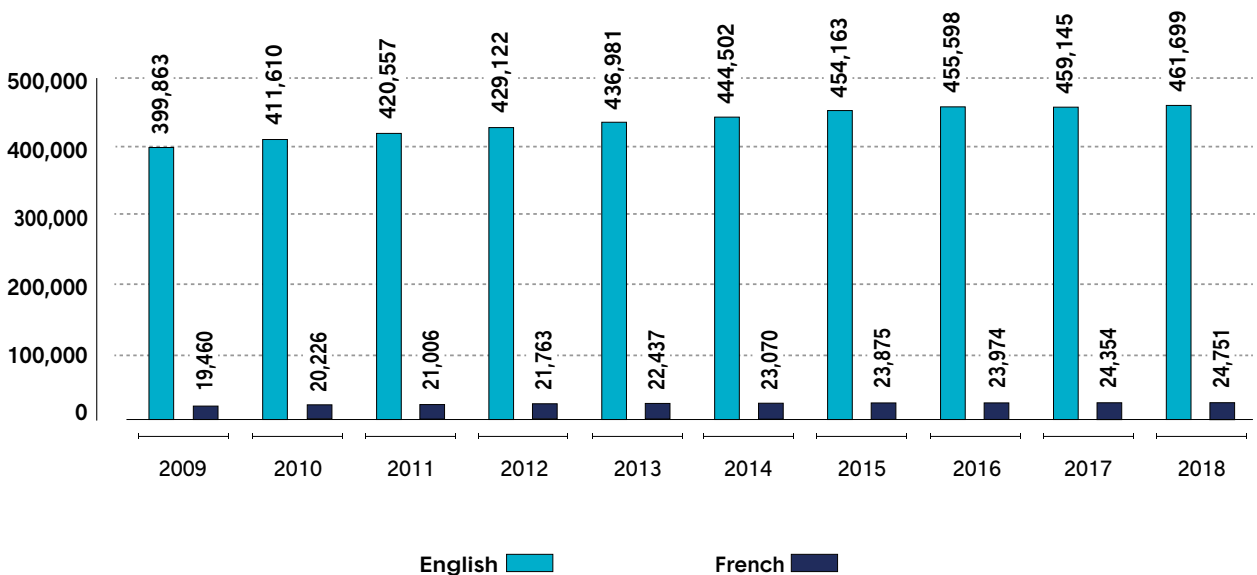
Membership in the College

Total Number of Members in Good Standing

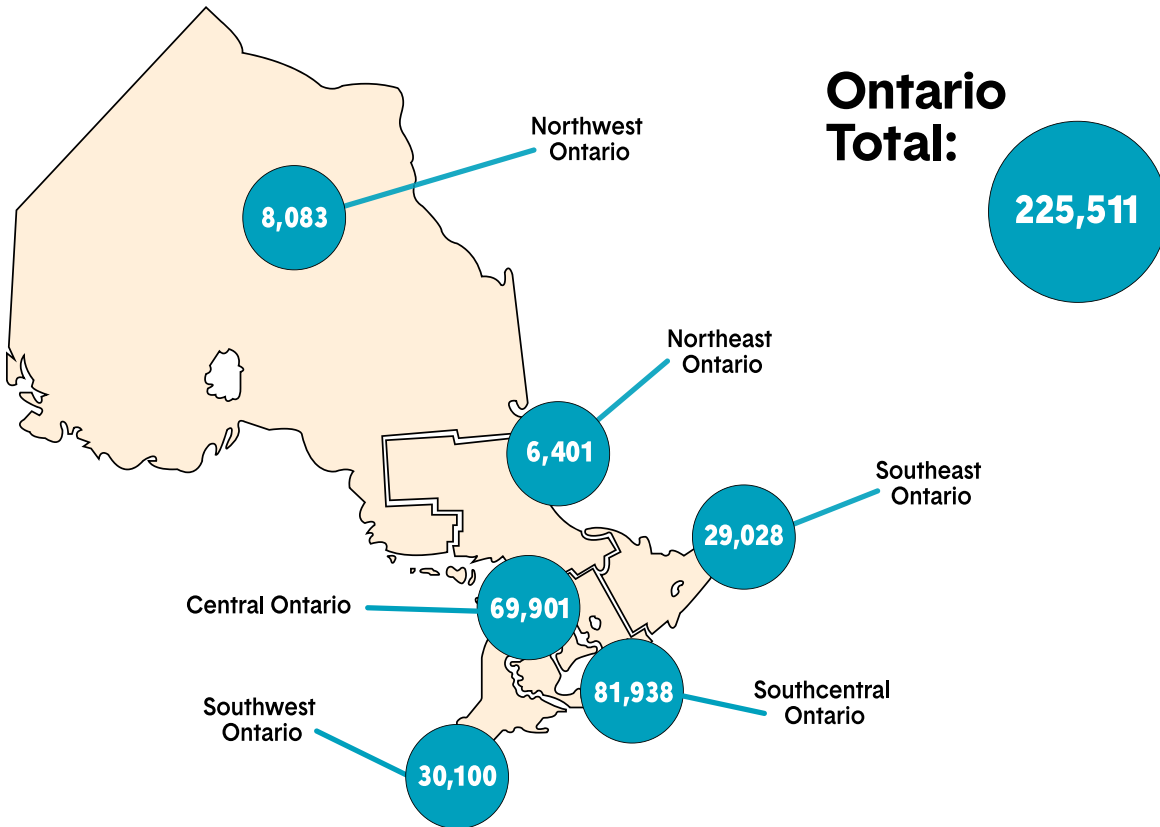


“X” is a third gender identifier for use by people identifying as Trans, Non-Binary, Two Spirited or Binary, as well as anyone who chooses not to display their gender identity.

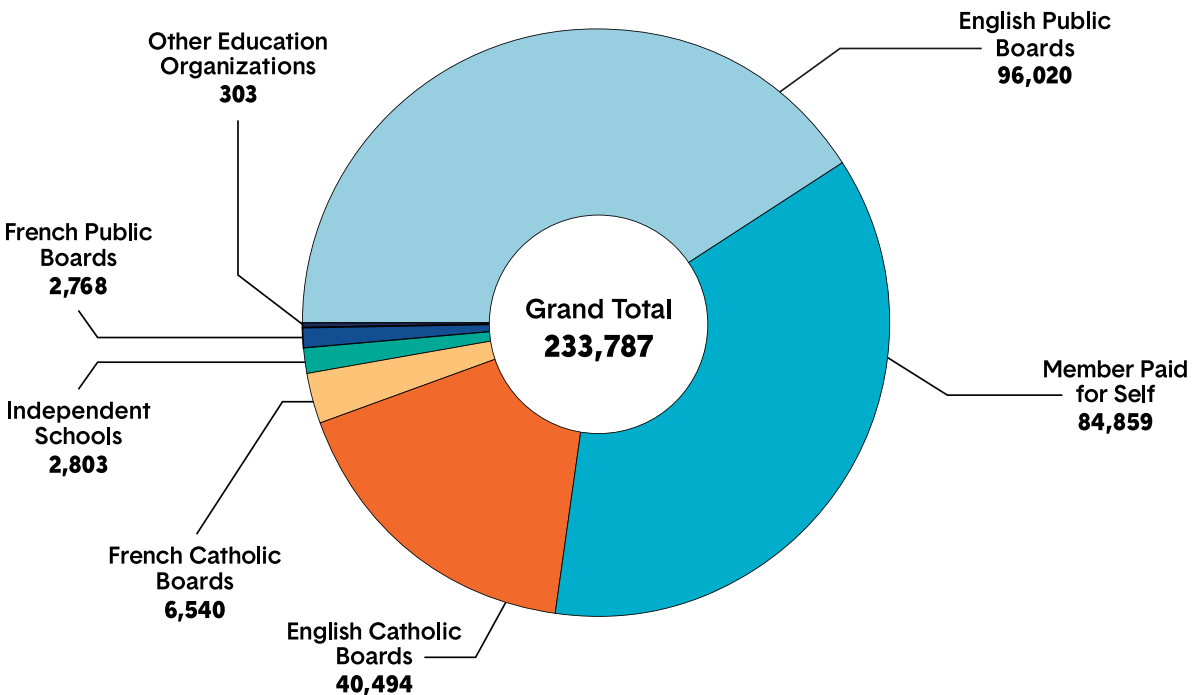
Individuals Appearing on the Public Register



Geographic Distribution of Members

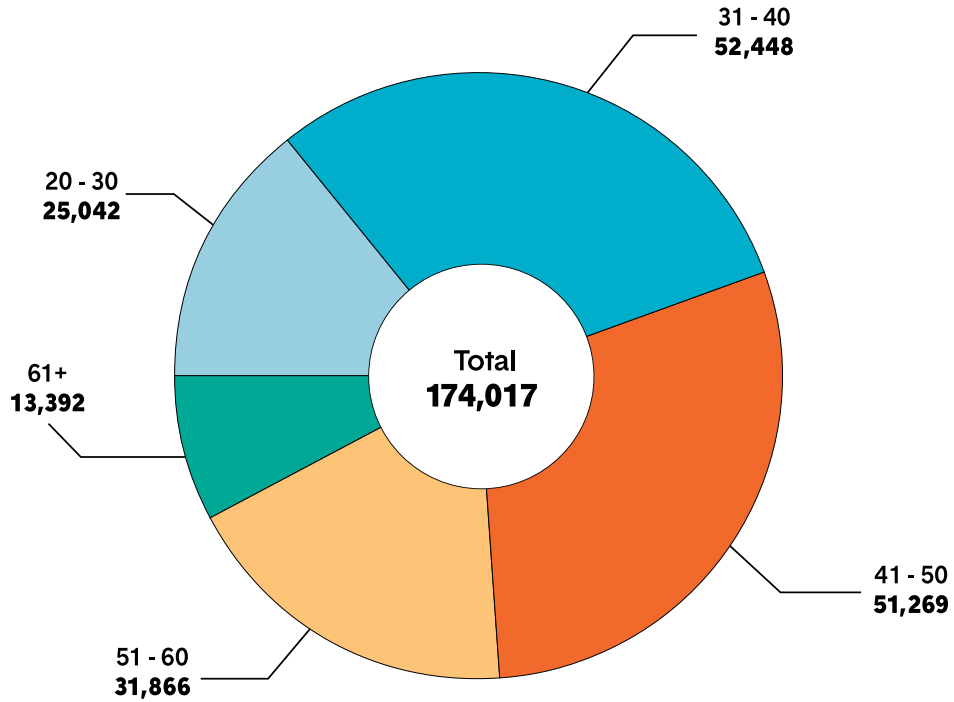


Where Members are Employed (Based on Fee Payment Information)

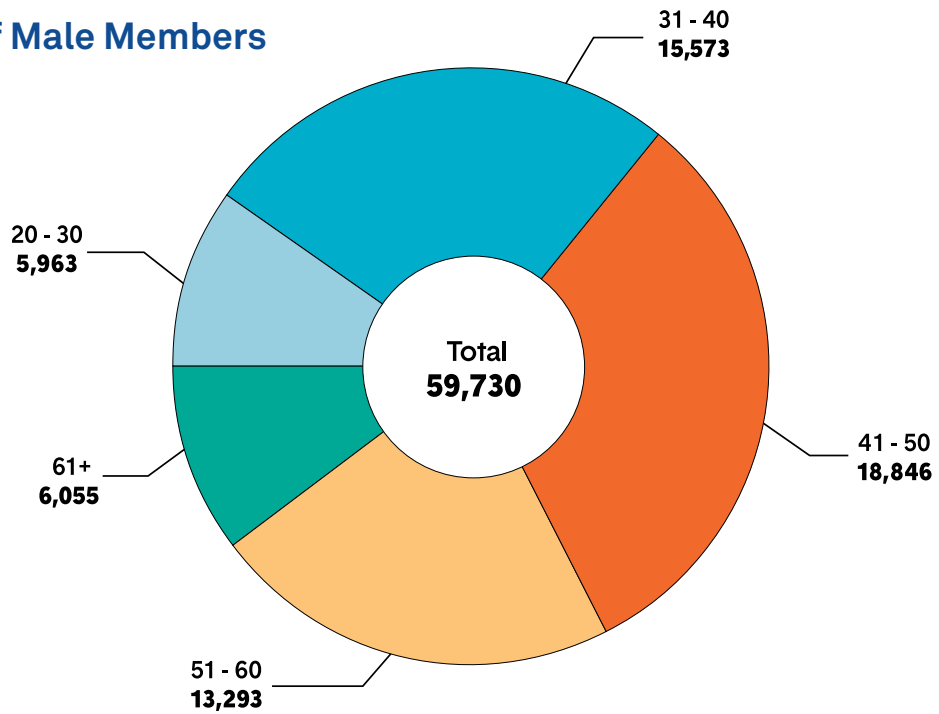


Membership Demographics

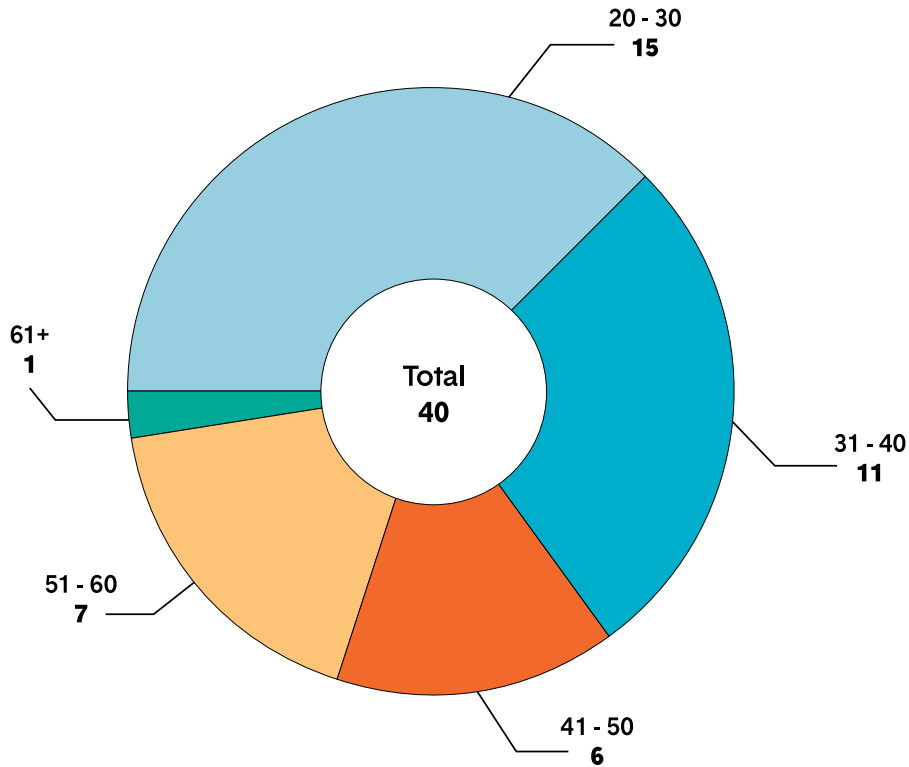
Age of Female Members



Age of Male Members

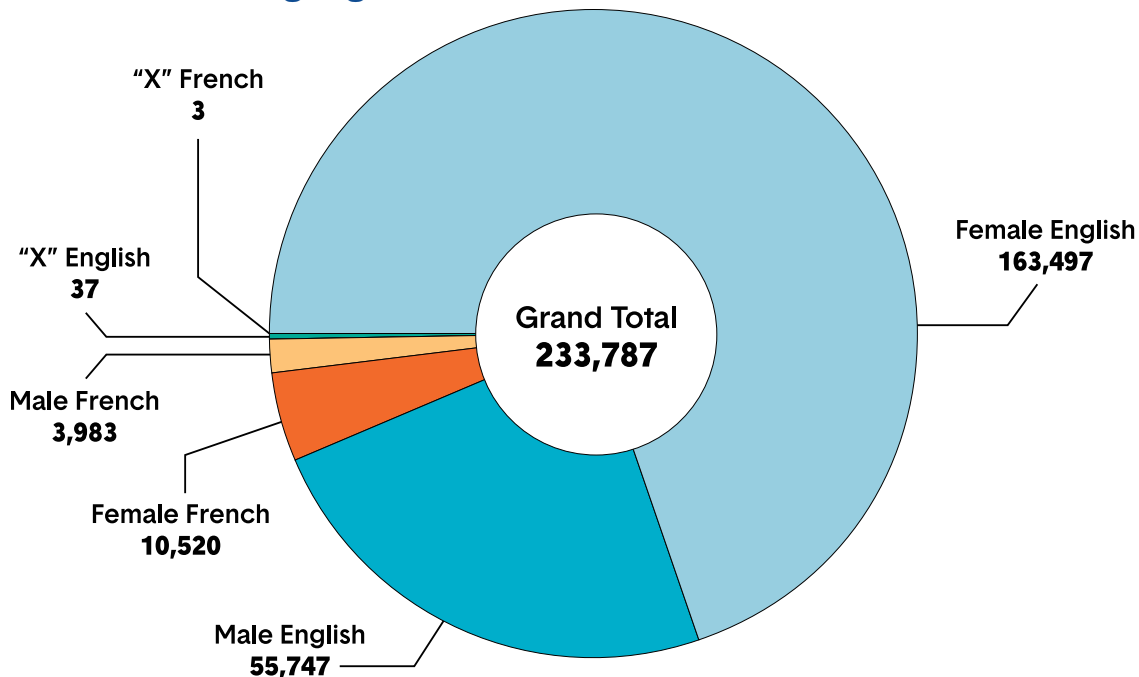


Age of X Members



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

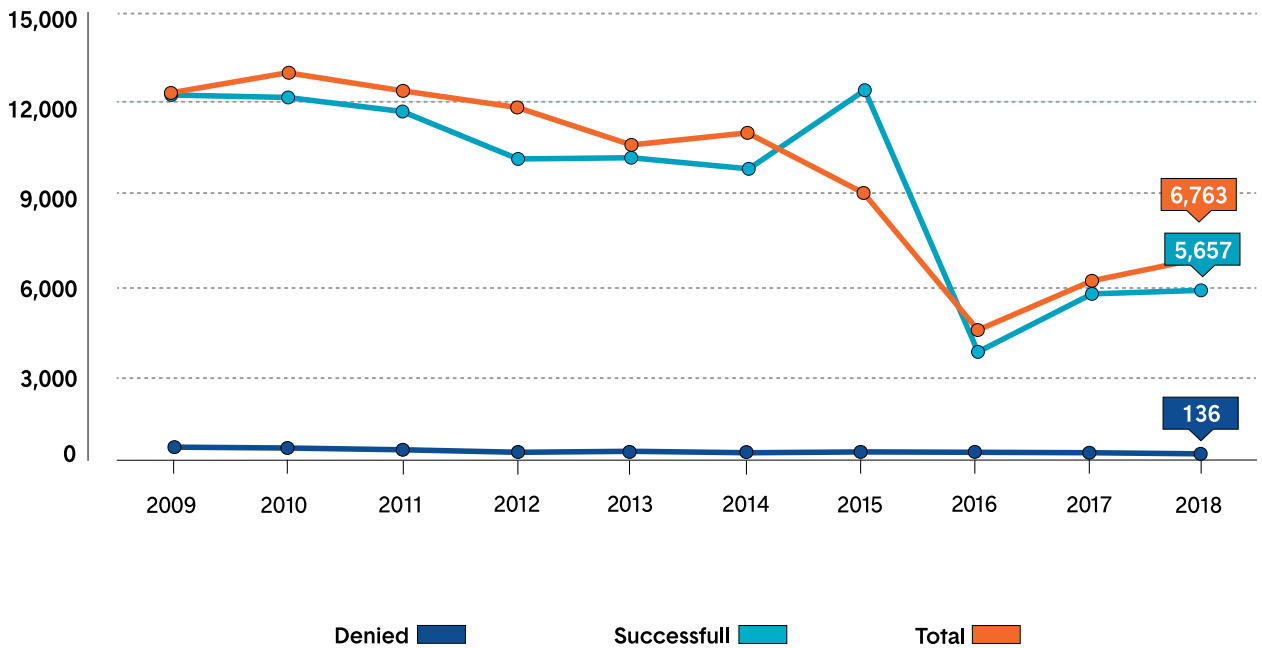
Gender and Language Distribution



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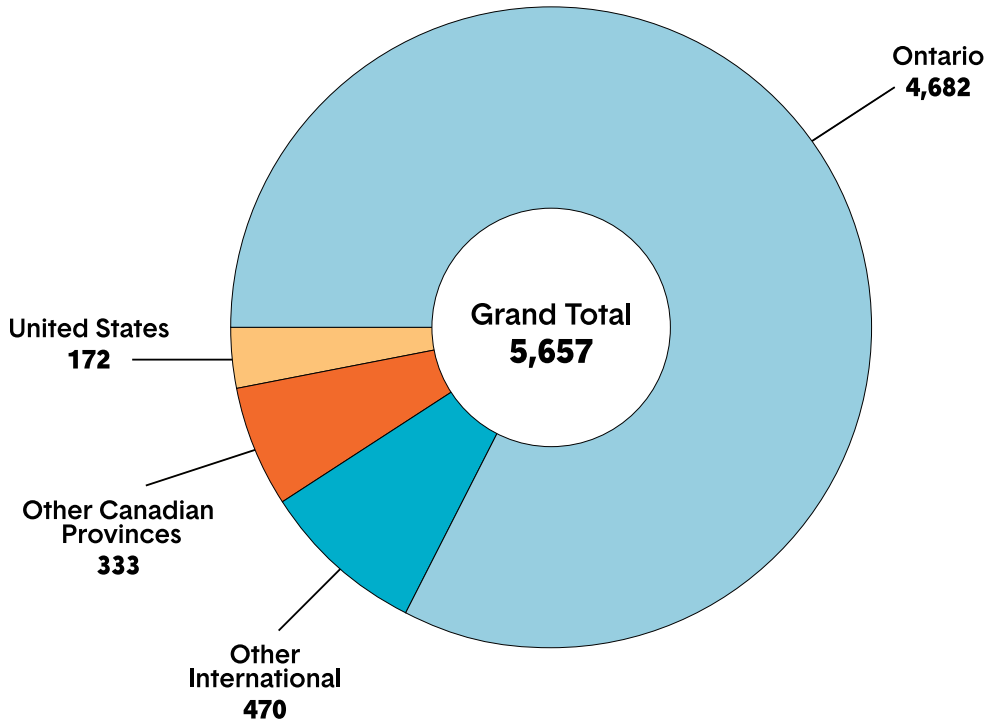
Applications for Membership

Application Results

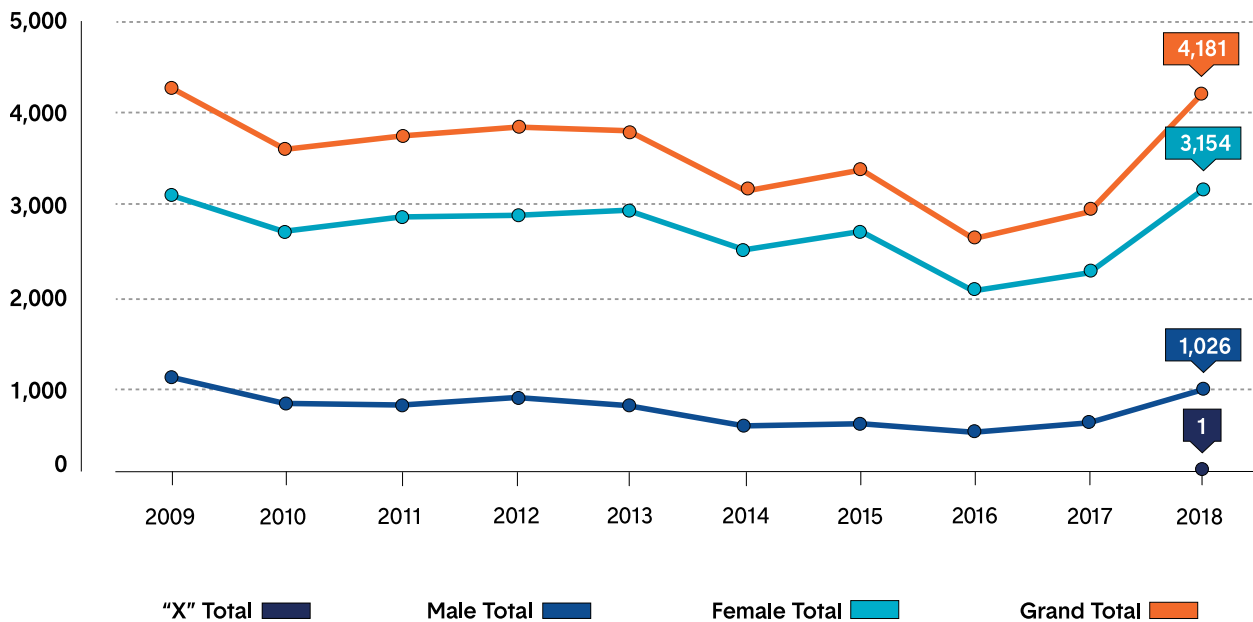


Note: in any given year, the number of successful applications and the number of denied applications do not necessarily correlate to the total applications for that year. “Total applications” indicates how many applications were initiated in any given year. Successful applications and denied applications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

Total Number of Successful Applications for Membership

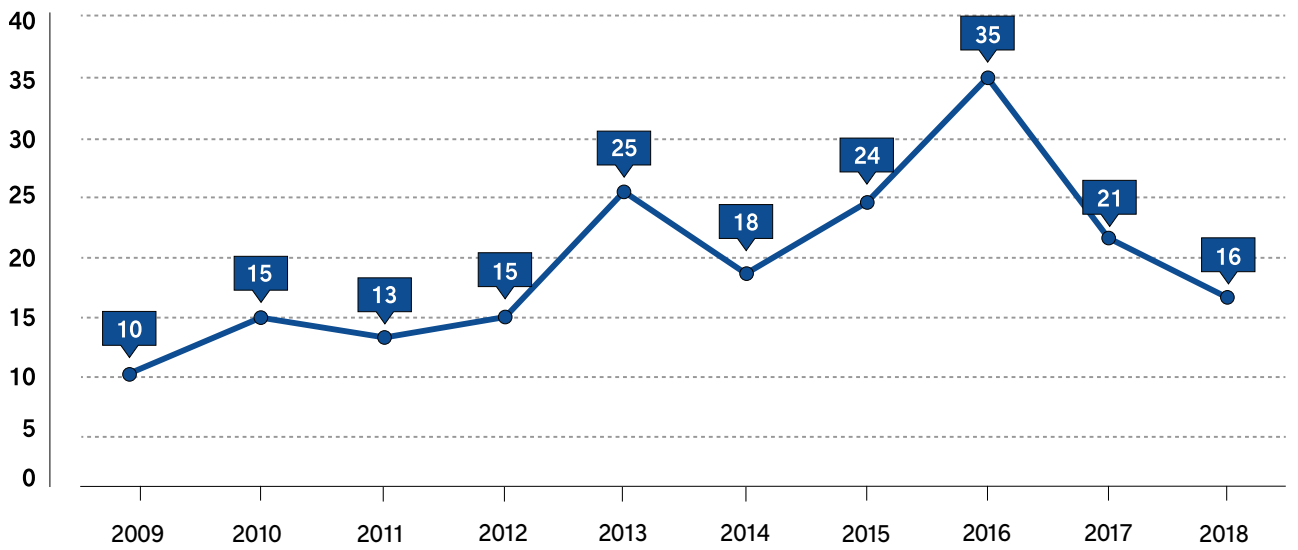


Total Number of New Teacher Induction Program Completions Annually



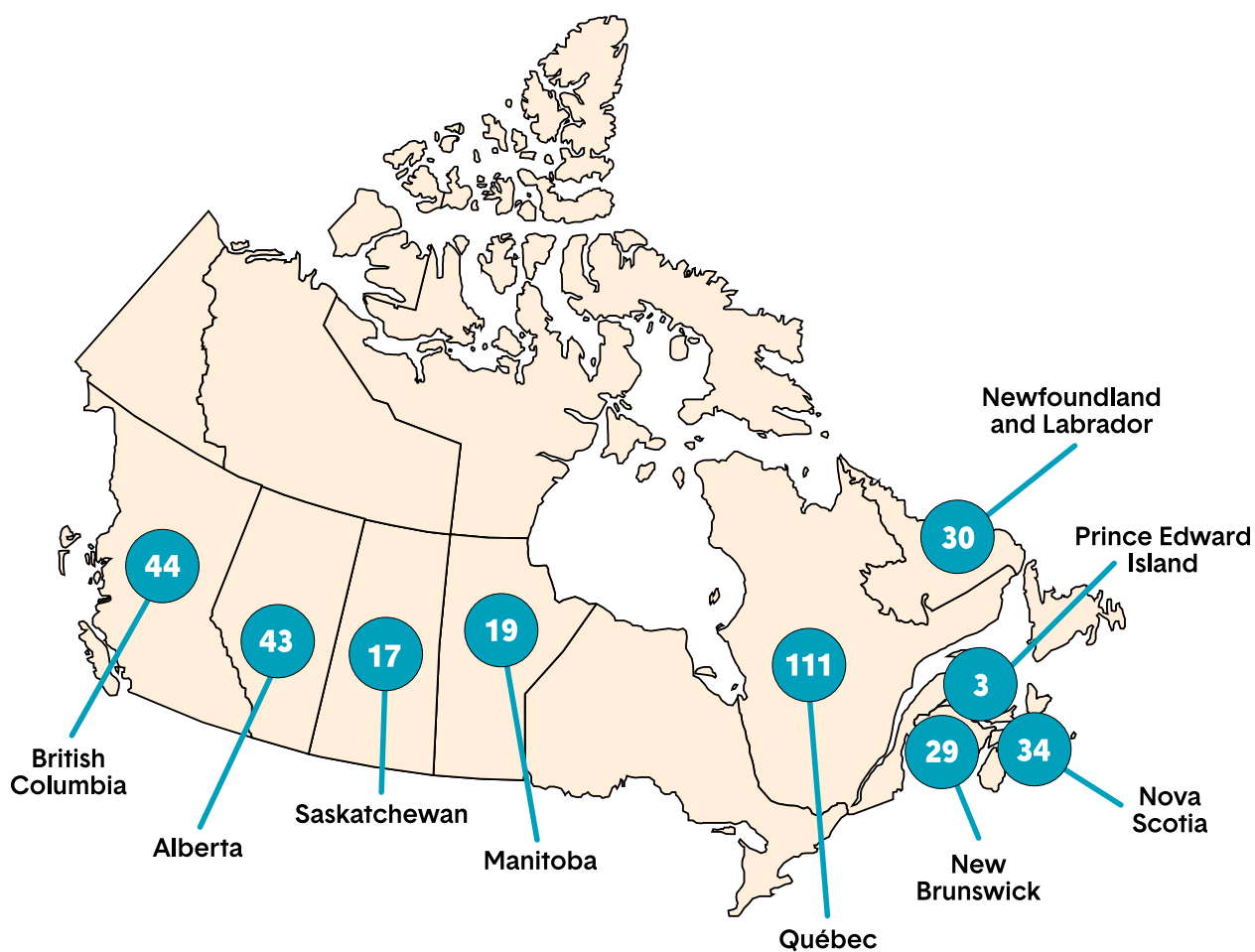
“X” is a third gender identifier for use by people identifying as Trans, Non-Binary, Two Spirited or Binary as well as anyone who chooses not to display their gender identity.

Total Number of Registration Appeal Decisions Rendered Annually

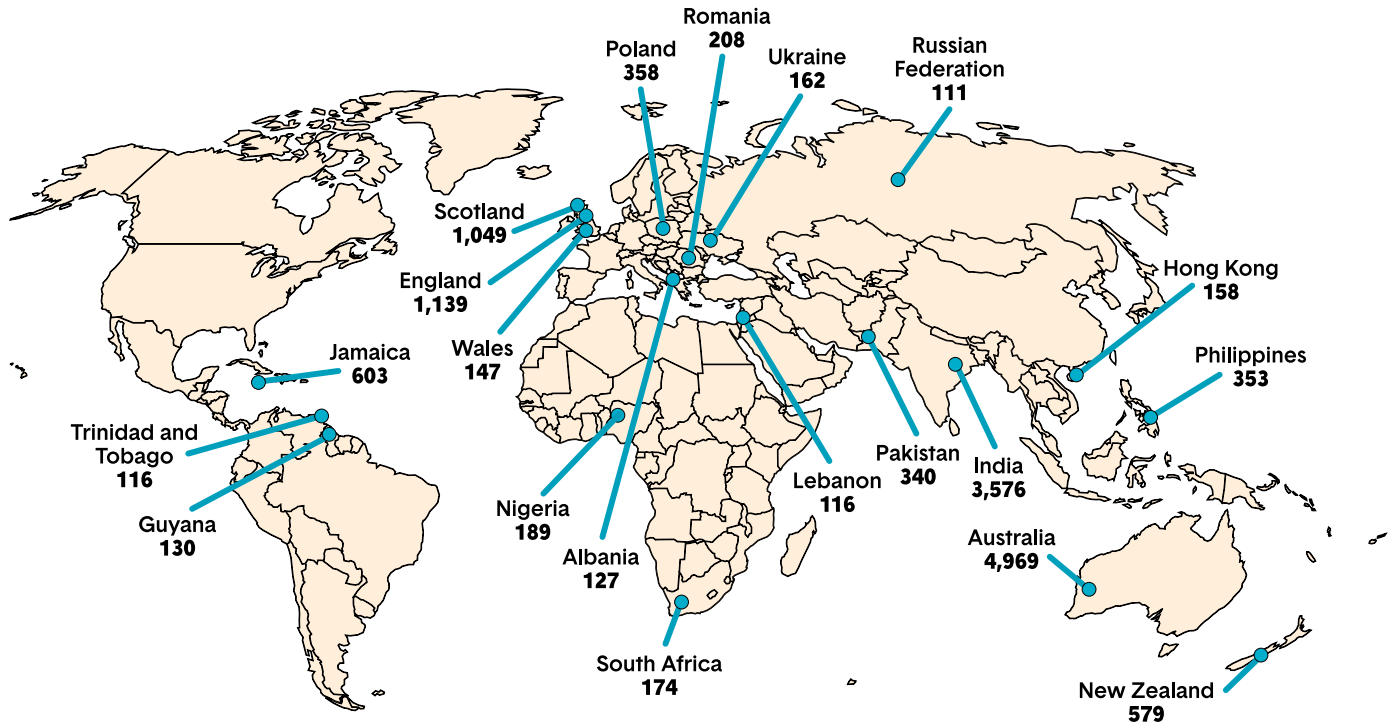


Volume & Sources of Teacher Education

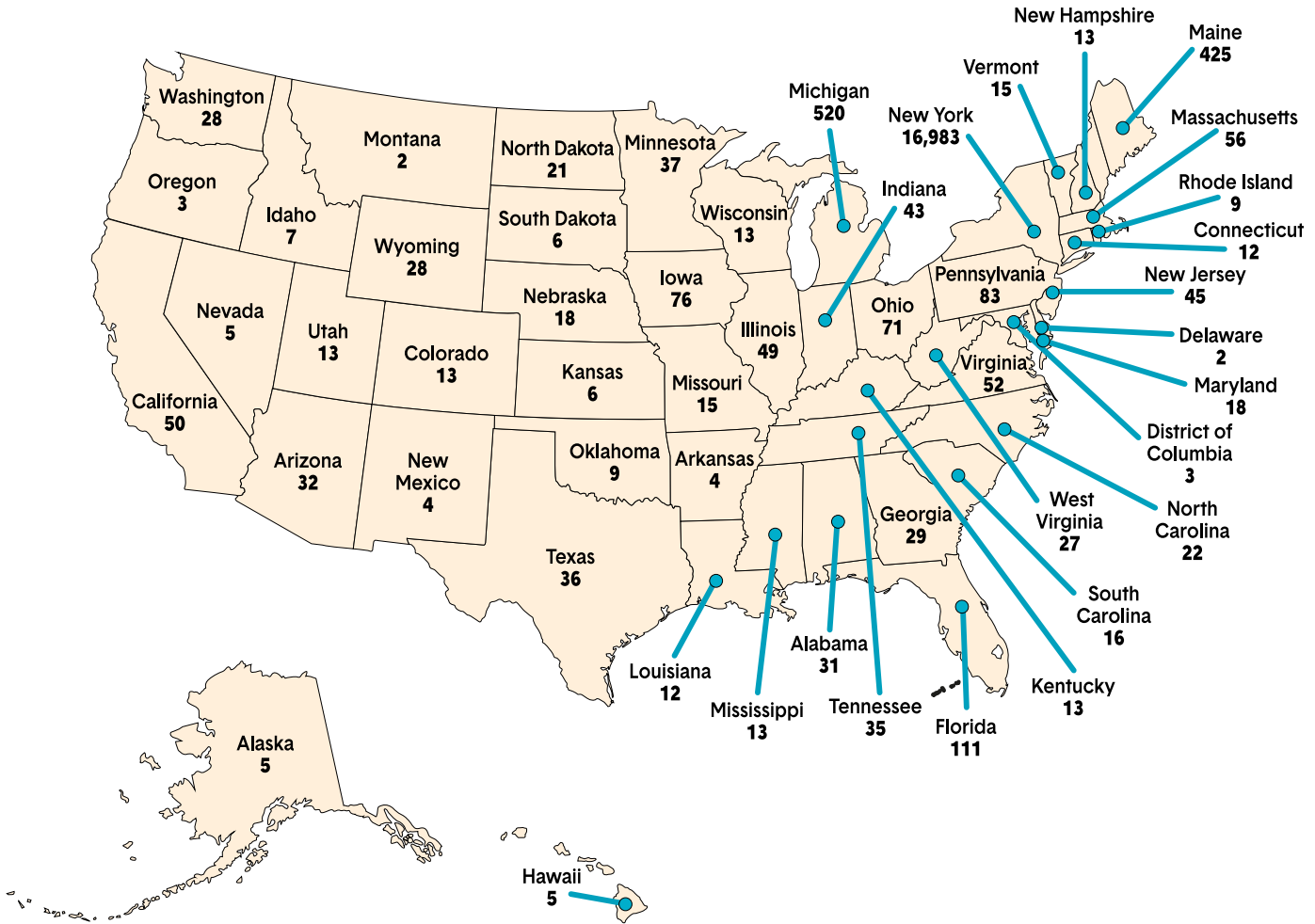
Total Number of New Members by Province of Initial Certification Annually



Top 20 Countries Where Members Were Initially Certified (excluding US and Canada)



Total Number of Members by US State of Initial Certification



Total Number of New Members by Ontario Faculty of Education Annually

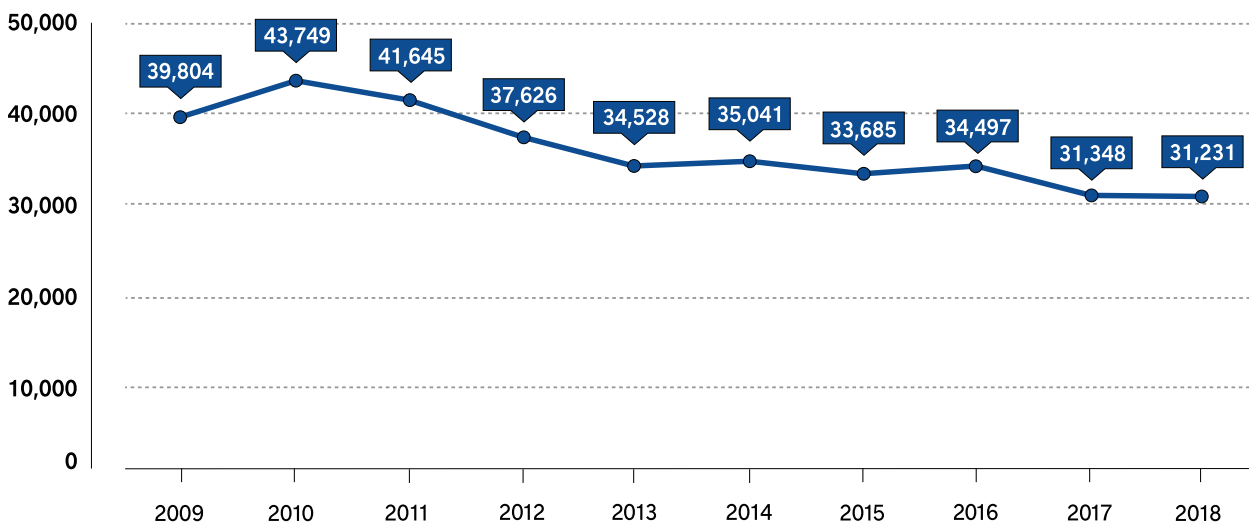
Charles Sturt University	2
College of Education, Niagara University	113
École des sciences de l'éducation, Université Laurentienne	59
Faculté d'éducation, Université d'Ottawa	295
Faculty of Education, Brock University	472
Faculty of Education, Lakehead University	262
Schulich School of Education, Nipissing University	393
Faculty of Education, Queen's University	511
Faculty of Education, The University of Western Ontario	362
Faculty of Education, University of Ottawa	279
Faculty of Education, University of Windsor	205
Faculty of Education, Wilfrid Laurier University	51
Faculty of Education, York University, Toronto	647
Ontario Institute for Studies in Education of the University of Toronto	632
Redeemer University College	23
School of Education, Laurentian University	63
Trent University	129
Tyndale University College & Seminary	46
University of Ontario Institute of Technology	138

Qualifications of College Members

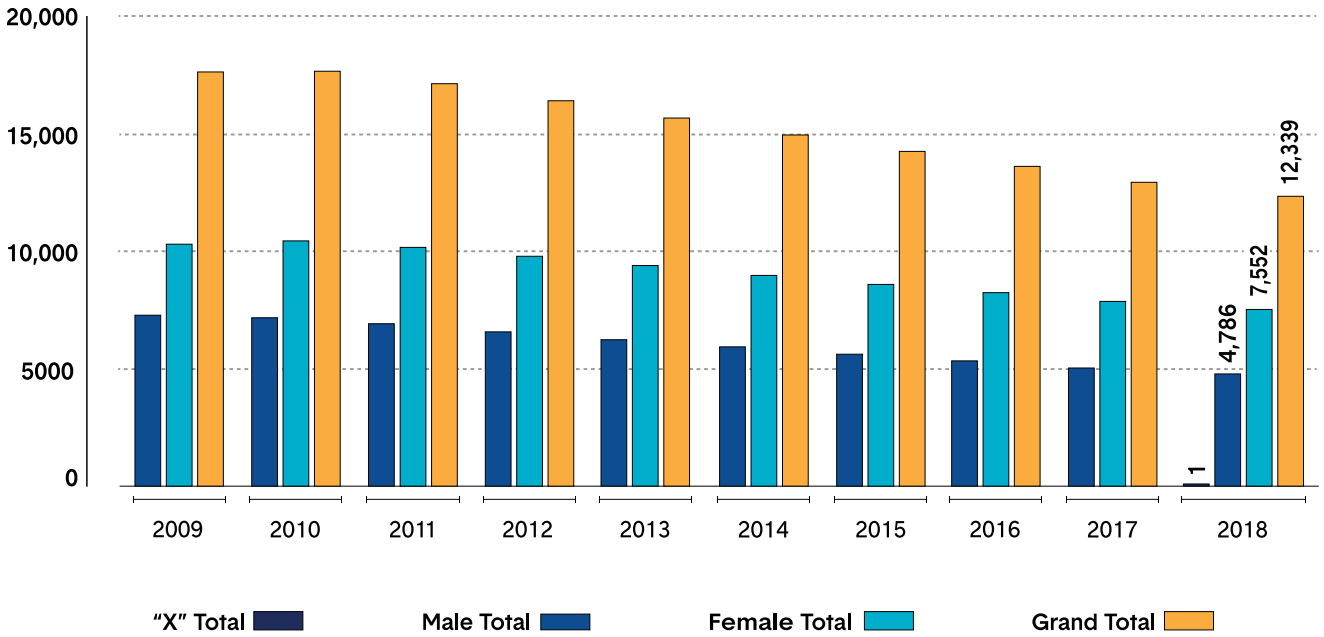
Top Basic Qualifications of New Members by Teaching Subject Annually (J-I and I-S)

Junior-Intermediate Divisions	
French as a Second Language	163
English	135
Science - General	131
History	117
Health and Physical Education	105
Intermediate-Senior Divisions	
English	480
History	401
Science - Biology	305
Mathematics	292
French as a Second Language	282

Total Number of Additional Qualifications Awarded Annually

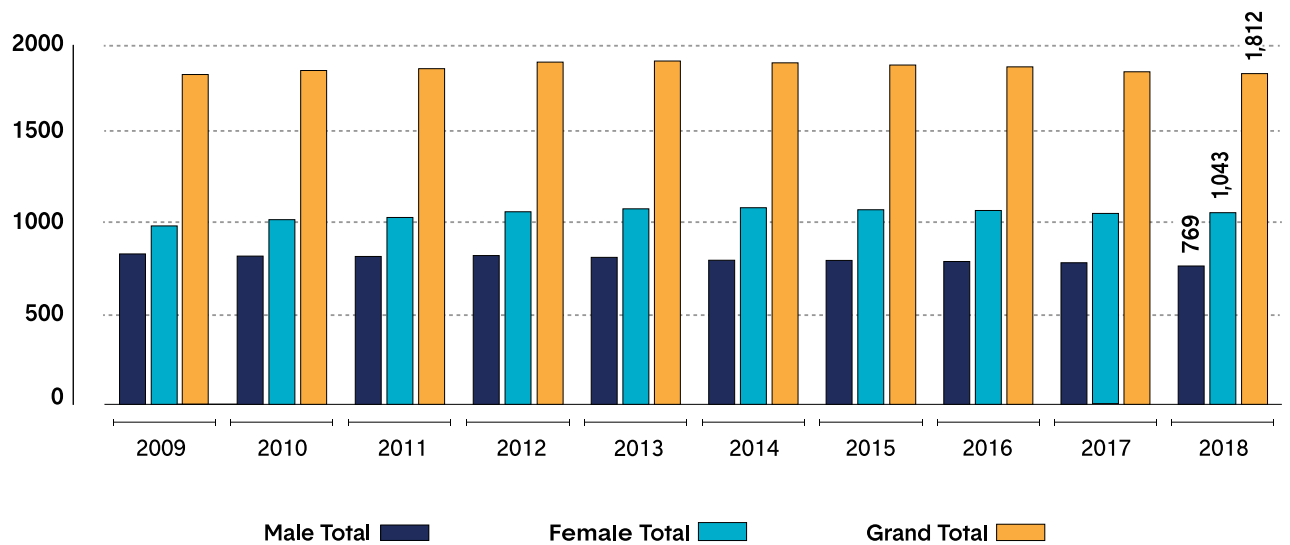


Members with Principal's Qualifications (by Gender)



'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.

Members with Supervisory Officer's Qualifications (by Gender)



Top 10 Additional Qualifications Awarded Annually by Subject, 2018

Special Education, Part 1	3,620
Mathematics, Primary and Junior, Part 1	2,439
Teaching English Language Learners, Part 1	1,825
Special Education, Part 2	1,573
Kindergarten, Part 1	1,320
Religious Education in Catholic Schools, Part 1	1,296
Special Education, Specialist	1,177
Guidance and Career Education, Part 1	1,021
Mathematics, Primary and Junior, Part 2	964
Honour Specialist	902

Number of AQ courses Submitted by Accredited Provider Annually

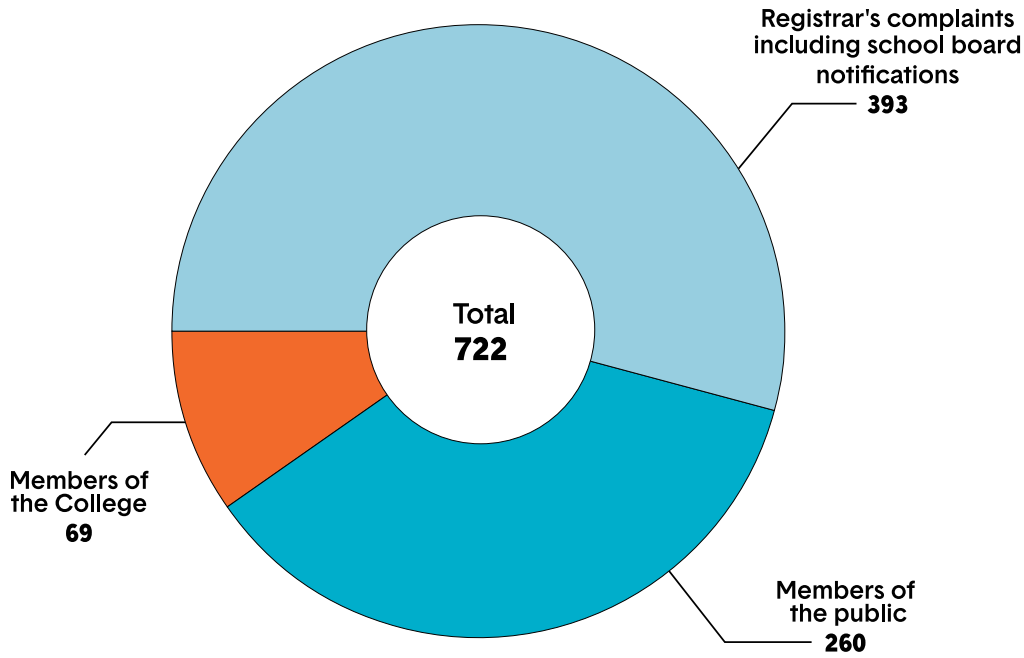
Note: these statistics represent AQ courses that have been submitted for accreditation. There may be differences from year to year due to individual provider processes and allocation.

Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)	0
Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)	1
Brock University	10
Catholic Community Delivery Organization (CCDO)	0
Catholic Principals' Council of Ontario (CPCO)	0
Centre franco-ontarien de ressources pédagogiques (CFORP)	0
Charles Sturt University in Ontario	0
Dufferin Peel Catholic District School Board	1
Durham District School Board	9
Eastern Ontario Staff Development Network (EOSDN)	0
Elementary Teachers' Federation of Ontario (ETFO)	8
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
Kenjgewin Teg Educational Institute	5

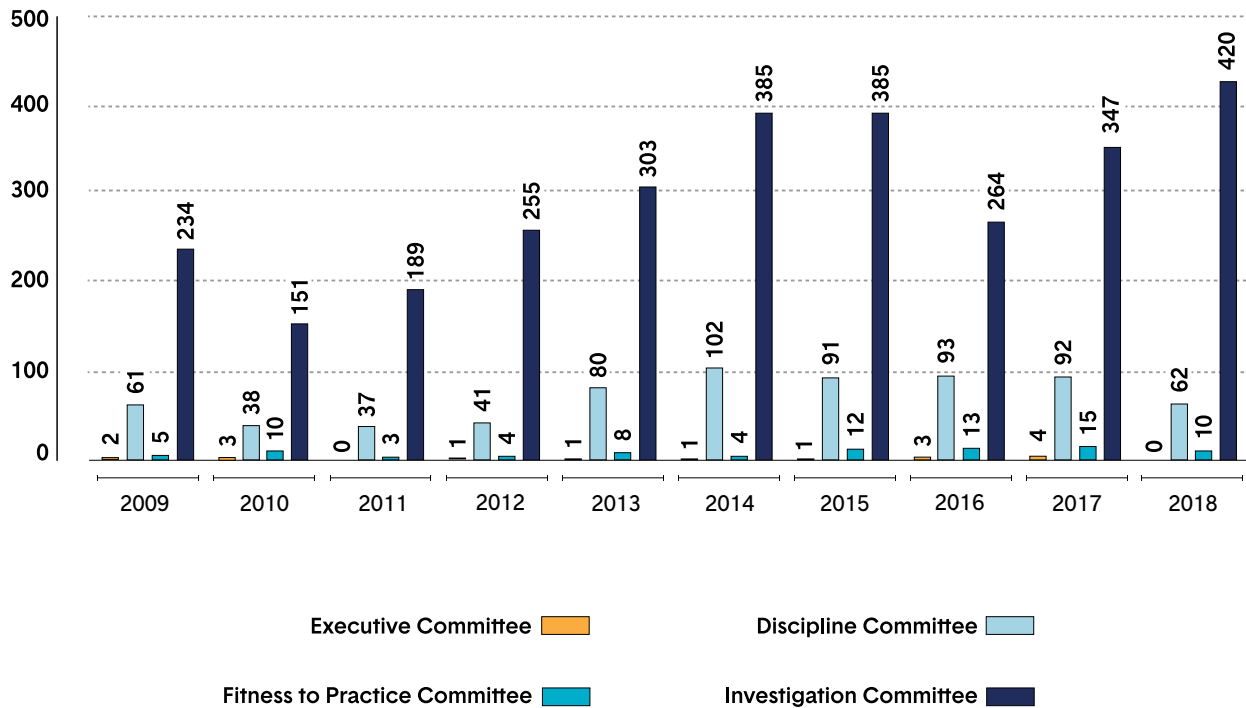
Lakehead District School Board	0
Lakehead University	5
Laurentian University	2
Niagara University	3
Nipissing University	21
Ontario English Catholic Teachers Association (OECTA)	4
Ontario Institute for Studies in Education (OISE) at the University of Toronto	1
Ontario Principals' Council (OPC)	0
Ontario School Counsellors' Association	0
Ottawa Catholic School Board	0
Peel District School Board	0
Queen's University	16
Rainy River District School Board	0
Redeemer University College	1
Regis College	0
Saint Paul University	0
Seneca College of Applied Arts & Technology	2
Six Nations Polytechnic	2
St. Clair Catholic District School Board	0
The University of Western Ontario	38
Toronto District School Board	3
Trent University	5
Université d'Ottawa	13
Université Laurentienne	9
Université Saint-Paul	0
University of Ontario Institute of Technology	1
University of Ottawa	4
University of Windsor	5
Upper Canada District School Board	0
W. Ross MacDonald School for the Blind/Ministry of Education Provincial Schools Branch	0
Wilfrid Laurier University	8
York Catholic District School Board	1
York Region District School Board	4
York University	23

Complaints, Investigations & Discipline

Origin of Complaints



Disposition of Complaints



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
- Median Age of X 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

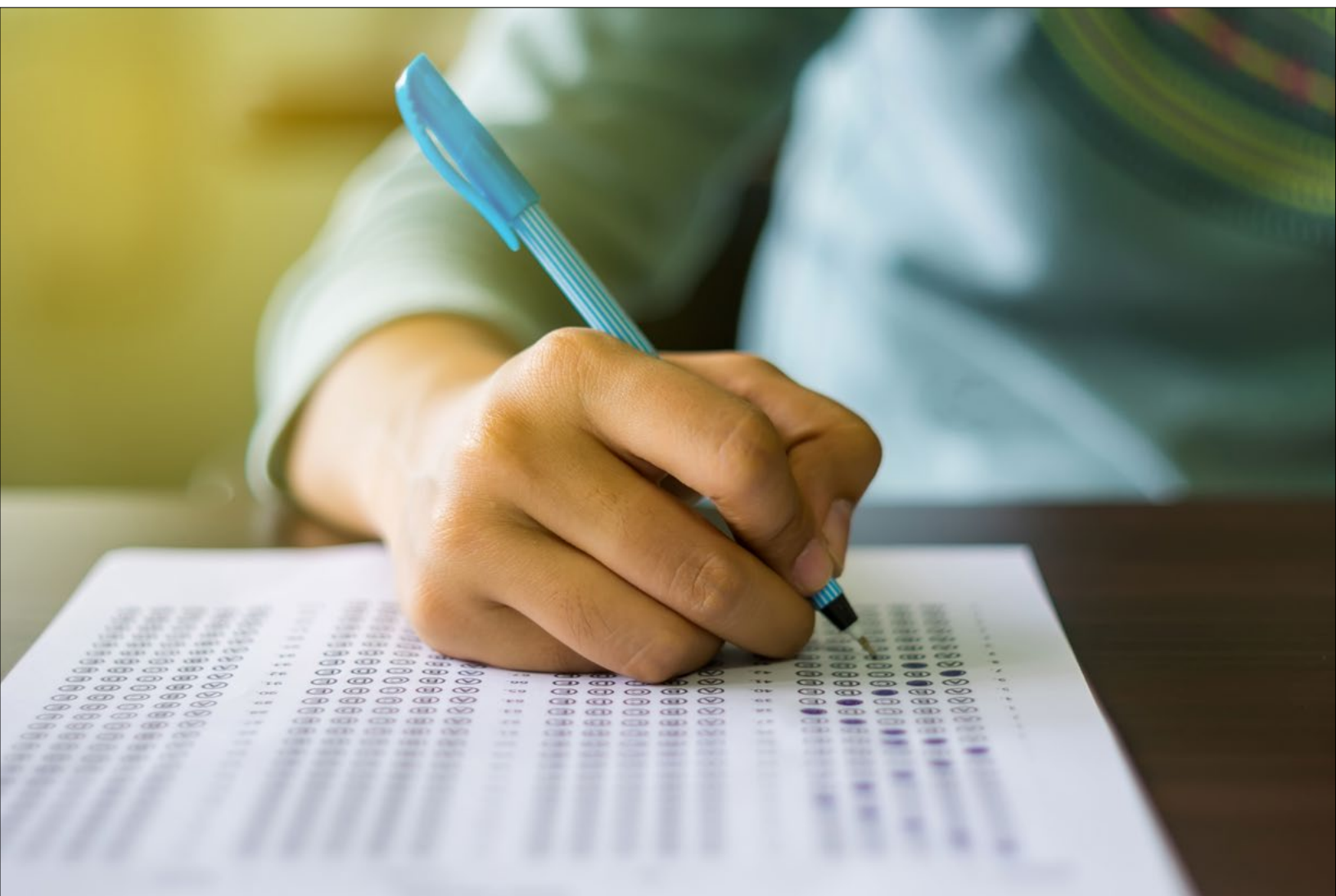
Qualifications of College Members

- Additional Basic Qualifications Held by Members - 2018
- 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
- Origin and Disposition of Complaints
- Total Number of Requests for Certification Reinstatement Annually





Finances

Financial Reporting Responsibilities

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

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

The financial statements have been examined by the Finance Committee, which meets regularly with the auditors and College officials to review their activities and to report to Council. The auditors have direct and full access to the Finance Committee and meet with the committee both with and without College officials present. The Council, through its Finance Committee, oversees management's financial reporting responsibilities and is responsible for reviewing and approving the financial statements.

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

Opinion

We have audited the financial statements of Ontario College of Teachers (the Entity), which comprise:

- the balance sheet as at December 31, 2018
- the statement of operations and changes in members' equity for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Entity as at December 31, 2018, 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.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "**Auditors' Responsibilities for the Audit of the Financial Statements**" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial

statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

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

Other Information

Management is responsible for the other information. Other information comprises:

- the information, other than the financial statements and the auditors' report thereon, included in the *Annual Report 2018*.

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit and remain alert for indications that the other information appears to be materially misstated.

We obtained the information, other than the financial statements and the auditors' report thereon, included in the Annual Report 2018 as at the date of this auditors' report.

If, based on the work we have performed in this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditors' report.

We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the 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.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.
The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit 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.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the

audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the

underlying transactions and events in a manner that achieves fair presentation.

- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

KPMG LLP

Chartered Professional Accountants,
Licensed Public Accountants
Vaughan, Canada

May 30, 2019



Balance Sheet


(in thousands of dollars)


December 31, 2018, with comparative information for 2017

	2018	2017
Assets		
Current Assets		
Cash	\$ 3,716	\$ 6,067
Investments (note 2)	8,148	6,641
Accounts receivable	353	396
Deposits and prepaid expenses	191	174
	12,408	13,278
Capital Assets (note 3)	28,599	29,025
	\$ 41,007	\$ 42,303
Liabilities and Members' Equity		
Current Liabilities:		
Accounts payable and accrued liabilities (note 4)	\$ 3,880	\$ 4,488
Deferred revenue	777	665
Deferred salaries	504	239
Mortgage payable (note 5)	762	719
	5,923	6,111
Mortgage payable (note 5)	13,999	14,761
Members' equity:		
Unrestricted	13,342	21,431
Internally restricted (note 9)	7,743	-
	21,085	21,431
Commitments and contingencies (notes 7 and 8)		
	\$ 41,007	\$ 42,303

See accompanying notes to financial statements.

Approved on behalf of the Members:


Nicole van Woudenberg, OCT
Council Chair


Michael Salvatori, OCT
Chief Executive Officer and Registrar

Statement of Operations and Changes in Members' Equity

(in thousands of dollars)

Year ended December 31, 2018, with comparative information for 2017

	2018	2017
Revenue		
Annual membership fees	\$ 35,209	\$ 35,496
Other fees	1,932	1,514
Advertising	800	1,020
Special projects	110	48
Interest and other	453	298
	38,504	38,376
Expenditures:		
Employee salaries	17,331	16,844
Employee benefits (note 10)	4,563	4,582
Council and committees	933	630
Services to members and applicants	3,307	3,383
Professional practice	521	569
Investigations and hearings	4,132	3,960
Operating support	4,752	4,366
Mortgage interest	874	914
Amortization	2,217	2,329
Council elections	220	99
	38,850	37,676
Excess (deficiency) of revenue over expenditures	(346)	700
Members' equity, beginning of year	21,431	20,731
Members' equity, end of year	\$ 21,085	\$ 21,431
Members' equity, comprised of:		
Unrestricted	\$ 13,342	\$ 21,431
Internally restricted (note 9)	7,743	-

See accompanying notes to financial statements.

Statement of Cash Flows

(in thousands of dollars)

Year ended December 31, 2018, with comparative information for 2017

	2018	2017
Cash provided by (used in):		
Operating activities:		
Excess (deficiency) of revenue over expenditures	\$ (346)	\$ 700
Amortization which does not involve cash	2,217	2,329
Change in non-cash operating working capital:		
Accounts receivable	43	89
Deposits and prepaid expenses	(17)	77
Accounts payable and accrued liabilities	(608)	142
Deferred revenue	112	16
Deferred salaries	265	239
	1,666	3,592
Financing activities:		
Repayment of mortgage principal	(719)	(679)
Investing activities:		
Purchases of investments	(8,080)	(9,568)
Proceeds from redemption of investments	6,573	10,000
Purchase of capital assets	(1,791)	(1,641)
	(3,298)	(1,209)
Increase (decrease) in cash	(2,351)	1,704
Cash, beginning of year	6,067	4,363
Cash, end of year	\$ 3,716	\$ 6,067

See accompanying notes to financial statements.

Notes to Financial Statements

(In thousands of dollars)

Year ended December 31, 2018

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) Capital assets:

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

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

(c) 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.

(d) 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. Investments:

	2018	2017
Bank of Montreal 2.1% GIC, matures February 14, 2019	\$ 8,148	\$ -
Bank of Montreal 1.48% GIC, matured February 22, 2018	-	5,138
Bank of Montreal 1.75% GIC, matured November 20, 2018	-	1,503
	\$ 8,148	\$ 6,641

Included in the investment balance is \$148 (2017 - \$67) of accrued interest.

3. Capital Assets:

			2018	2017
	Cost	Accumulated amortization	Net book value	Net book value
Land	\$ 7,660	\$ -	\$ 7,660	\$ 7,660
Building	12,834	3,636	9,198	9,626
Building improvements	15,462	7,775	7,687	8,190
Furniture	6,027	5,006	1,021	1,109
Equipment	4,769	4,309	460	666
Computer equipment	2,057	1,751	306	323
Software	2,517	250	2,267	1,451
	\$ 51,326	\$ 22,727	\$ 28,599	\$ 29,025

Included in software are \$2,221 (2017 - \$1,357) 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.

4. Accounts payable and accrued liabilities:

Included in accounts payable and accrued liabilities at December 31, 2018 are government remittances owing of \$274 (2017 - \$239).

5. Mortgage payable:

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

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

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

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

	2018	2017
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$93, maturing June 30, 2020	\$ 10,288	\$ 10,789
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$40, maturing June 30, 2020	4,473	4,691
	14,761	15,480
Less current portion	762	719
	\$ 13,999	\$ 14,761

Principal payments are due as follows:

2019	\$ 762
2020	13,999
	\$ 14,761

6. 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, 2018, no amounts (2017 - nil) had been drawn against this facility.

7. Commitments:

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

2019	\$ 29
2020	26
2021	26
2022	24
	\$105

8. Contingencies:

The College is involved in claims that arise from time to time in the normal course of operations. Management is unaware of any matters that will have a material adverse effect on the financial position of the College or its results of operations.

9. Members' Equity:

The College's Council has designated certain amounts of previously unrestricted members' equity to be internally restricted. The internally restricted funds are available only with the approval of the Council. The purpose of the internally restricted operating reserve is to maintain two months of cash flows for ongoing operations and programs, and to fund unplanned opportunities and liabilities.

During the year, the Council approved an interfund transfer from unrestricted to internally restricted of \$8,372 (2017 - nil) and a draw of \$629 (2017 - nil) for operating needs.

10. Pension plans:

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

The College's total annual pension expense for the two plans was \$1,721 (2017 - \$1,656), which is included in the employee benefits expense in the statement of operations and changes in members' equity.

11. Financial risks:

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



**Ontario
College of
Teachers**

Setting the
Standard for
Great Teaching

Cette publication est également disponible en français sous le titre
Rapport annuel 2018 - Fixer la norme pour un enseignement de qualité.

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