



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

2019 Annual Report

Setting the Standard for Great Teaching





Table of Contents

Messages

- 1** Chair's Message
- 3** Deputy Registrar's Message

Overview

- 6** The College at a Glance
- 8** College Mandate
- 9** College Council
- 11** Professionalism and Transparency

Committees at work

- 14** Accreditation Appeal Committee
- 15** Accreditation Committee
- 18** Editorial Board
- 20** Executive Committee
- 22** Finance Committee
- 23** Governance Committee
- 24** Human Resources Committee
- 25** Investigation Committee, Discipline Committee, Fitness to Practise Committee
- 28** Quality Assurance Committee
- 29** Registration Appeals Committee
- 31** Standards of Practice and Education Committee
- 40** Steering Committee

Statistics

- 42** Transition to Teaching 2019
- 47** Membership at the College
- 49** Membership Demographics
- 51** Applications for Membership
- 53** Volume & Sources of Teacher Education
- 56** Qualifications of College Members
- 62** Complaints, Investigations & Discipline
- 63** Historical Statistics

Finances

- 66** Financial Reporting Responsibilities
- 67** Independent Auditors' Report
- 69** Balance Sheet
- 70** Statement of Operations and Changes in Members' Equity
- 71** Statement of Cash Flows
- 72** Notes to Financial Statements

ME VOICI!
Je m'appelle
Alex
QUI
SUIS-JE?

Ma famille

Je suis UNIQUE

MES CHOSES préférées!

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Messages

Chair's Message



Strengthening transparency and accountability, managing risk more strategically and improving stakeholder engagement are the College's strategic priorities.

These priorities serve as a foundation that helps us govern the profession of teaching in Ontario.

Once again, in 2019, they continue to be clearly tied to our public interest mandate and they aim to foster public confidence and trust.

Strengthening Transparency and Accountability

Nothing is more important than the safety and well-being of Ontario students. Legislative change, such as the therapy and counselling funding which was passed in 2019 and has come into effect January 1, 2020, is one such example.

Council passed many motions that enhance the transparency of the functioning of the organization to its members and the public. For example, the policy review cycle foregrounds the importance of cyclical review of all policies to ensure they adhere to the Ontario College of Teachers Act (the Act), regulations and bylaws. All of them govern our organization.

In April of 2019, Bill 48, which included governance changes to the Act, received royal assent. The many related motions passed by Council were communicated to the Ministry of Education.

These Council directives provide the ministry with clear information of what the governing Council believes allows for transparent, robust governance to self-regulate the teaching profession in Ontario.

Improving Stakeholder Engagement

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 the College governance structure and preferred topics for future professional advisories.

We conducted these sessions in English and French in Windsor, Welland, Ottawa, Barrie, Thunder Bay 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. 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:

Mia Kakebeeke from Ottawa, teacher candidate in the consecutive education program at the University of Ottawa.

Ontario College of Teachers Scholarship—Primary/Junior or

Junior/Intermediate Recipient:

Fatima Ahmed from Mississauga. She is a teacher candidate in the consecutive education program at Lakehead University.

Ontario College of Teachers Scholarship—Intermediate/Senior Recipient:

Jordan Cascagnette from Elora. He is a teacher candidate in the consecutive education program at Nipissing University.

Recognizing Excellence in Service

Those who concluded their distinguished service with us on Council include appointed members Jean-Luc Bernard in July and Ronna Warsh in May and elected members Shannon Marcus in August and Alicia Nunn in October.

Those who began their Council term include appointed members John Cammarata in October, Wanda Percival in December and elected members Timothy Kwiatkowski and Jennifer Wyatt in December, and Nancy Saunders in May.

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.

I would like to take this opportunity to extend my gratitude to all those individuals who exemplify the ethical standards of respect, integrity, care and trust in their work at the College.

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

Deputy Registrar's Message



Teachers, as professionals, grow through self-reflection and action. So, too, does the Ontario College of Teachers.

We conducted a strategic priority-setting exercise in late 2018, which resulted in a realignment of the College's work.

Self-Reflection Into Action

At Council's direction we aligned our work to more clearly define how to:

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

In the interest of transparency, we made it a priority to speak plainly — in our conversations, on our website, in our magazine and documents, and in dialogue with members of the profession and the public. For members, we updated our mobile app for easier access to membership information, new and improved library services and timely College news. In so doing, we discontinued our annual printed renewal package resulting in financial and environmental savings. On the public side, we saw interest and open rates soar for *The Standard*, our e-newsletter that goes to 30,000 public subscribers.

Transparency is also evidenced in the manner in which the College seeks opinions from members and the public and in the way we share proposed activities or initiatives. For example, we hosted focus groups in six Ontario communities during the summer to gather public and professional opinions on everything from governance and the College's name to topics for future professional advisories. In 2019 we updated our professional advisory about Professional Misconduct of a Sexual Nature and created audio versions in English and French of all existing advisories. As well, we visited seven communities to share advice about Supporting Students' Mental Health in addition to mailing copies to our 235,000 members. Next year, we'll introduce advice to members about professional boundaries.

To help those aspiring to become teachers, we updated our *Essential Advice to the Teaching Profession* and produced two guides to explain the registration appeals process to College applicants. As well, we visited Ontario's faculties of education to provide teacher candidates with information on the roles and responsibilities of the College, the privilege of self-regulation and how to register.

In keeping with our streamlined and accessible right-touch approach to accreditation, we translated all documents required for

the reviews of French-language programs of professional education. We also developed a system to log and quantify our work with accreditation providers, which also helped to enrich the knowledge of College staff.

Accountability, Managing Risk, Protecting Students

Accountability to the public is one of the foundations of professional regulation. The provincial government has introduced a mathematics proficiency test as a condition of certification, which was developed by the Education Quality and Accountability Office and conducted at Ontario education faculties. The new requirement sits within our legislated mandate to set and administer procedures to certify Ontario teachers and to demonstrate to the public the high level of preparation of Ontario teachers. It affects those who apply for certification on or after March 31, 2020.

To help manage risk, the College undertook a comprehensive review of our governance structure to consider contemporary practices and changes to enhance the College's governance. What we learned from the report we commissioned and which informs our way forward, we shared with members and other interested Ontario regulators.

Our investigations and hearings processes are also guided by the principles of risk mitigation and harm reduction. To support our disciplinary, corporate and registration processes, we conducted a detailed review of our legal needs and providers. To improve accountability, staff developed a method to track Discipline Committee orders that impose costs and fines on members following a disciplinary process, including escalation in the event of non-payment. We automated our system to track the issuance of Notices of Hearing of disciplinary hearings in a timely manner because we recognize that timely outcomes inspire public confidence and ensure administrative fairness to members.

Following an assessment of the reporting of incidents of professional misconduct/ incompetence by provincial school boards and school authorities, we reached out to almost 20 Directors of Education to discuss the role they play in assisting the College in our mandate of protecting students. To further assist students, we have been working closely with the government to create a program to provide financial help to students who have been sexually abused or involved in child pornography while under supervision or responsibility of an Ontario Certified Teacher. As of January 1, 2020, the program will help to pay therapy and counselling costs. Always, we share what we know and have learned with others. For example, the College hosted other Ontario regulators in October to discuss best practices and challenges in receiving and managing concerns and complaints about members.

Focus on Collaboration and Engagement

Collaboration with our members is one way in which the College has strengthened its stakeholder engagement. For example, with members' help, we began to develop standards-based teacher education resources on everything from environmental stewardship and ecological literacy to fostering cultures of well-being within professional practice. In partnership with the Canadian National Institute for the Blind, the College reproduced the Ethical Standards for the Teaching Profession and The Standards of Practice for the Teaching Profession in Braille in both English and French. Among our efforts to support indigenous education, the College developed representations of the ethical standards with a Mohawk artist and linguist from Six Nations of the Grand River, and co-presented at the Canadian Network of Agencies for Regulation's 2019 conference on Collaboration that Honours Truth and Reconciliation within a Regulatory Context.

Engagement goes beyond in-person engagement to include interactions in the digital realm. In October, we conducted a week-long social media campaign around World Teachers' Day to leverage the deep, personal associations many people felt towards their most influential teachers. One and a half million people saw the digital ads. In the process, we received more than 37,000 clicks, likes, shares and comments, and increased our engagement by 183 per cent over the 2018 campaign. Social media platforms such as Facebook helped us to answer general inquiries within 10 hours and strengthened our efforts to educate and inform members and the public about our work. Our Client Services staff, meanwhile, fielded 40 or more inquiries every day .

Throughout the year, we met with staff from principal and teacher federations, hosted delegations from counties such as Australia, the Republic of Korea, the People's Republic of China and the Netherlands and pre-service teacher education institutions from England, Scotland, Wales and the United States. We also spoke with dignitaries such as Quebec's Minister of Education.

Transparency, risk mitigation, accountability and collegiality will continue to shape our work to keep Ontario students safe and achieving.

On behalf of our Council, our senior leadership team and staff, as well as our partners in education and self-regulation, I humbly submit evidence of this year's achievements in the service of the public interest.

Chantal Bélisle, OCT
Deputy 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 hear-

ings 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 Council that meets a minimum of four times a year to set direction, recommend regulatory changes, and develop and approve policies and procedures directly related to the objects and mandate of the College.

Changes to the College's governance structure are in the works. In 2018, the Governance Committee undertook an independent review of College governance, focusing on ways to improve the efficiency and effectiveness of key governance practices and structures.

The Governance Committee provided advice to Council, which made recommendations to the province.

In April 2019, the Safe and Supportive Classrooms Act passed into law and introduced amendments to the College's Act, including a number of the recommendations proposed by Council. Other recommendations, including a process that may involve the election, selection (or sortition — a hybrid model) of Council Members and

the ability to appoint non-Council members to serve on statutory committees are not yet possible and will require further legislative amendments.

The Governance Committee is seeking to provide advice to the government and is preparing to act when such changes are introduced. Based on the Committee's recommendation, Council approved that the requested selection method for Council members would be a sortition process.

Our Members – Ontario Certified Teachers

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 234,053 in 2019.

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 stakeholders as an integral part of addressing issues and opportunities facing the teaching profession.

College Mandate

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

College Council

Elected Members



Charles Dimitry
Abraham, OCT



Diane Ballantyne, OCT



Page 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
Gucciadri, OCT



John Hamilton, OCT



Jacqueline
Karsmeyer, OCT



Timothy Kwiatkowski,
OCT, From December 5,
2019



Shannon Marcus, OCT
To August 15, 2019



Mary-Anne Mouawad,
OCT



Sara Nouini, OCT



Alicia Nunn, OCT
To October 28, 2019



Gerry O'Reilly, OCT



Nicola Powadiuk, OCT



Nancy Saunders, OCT
From May 30, 2019



Stéphanne Vallée, OCT



Nicole van Woudenberg,
OCT



Jennifer Wyatt, OCT
From December 5, 2019



Stephen Zimmermann,
OCT

Appointed members



Jean-Luc Bernard, OCT
To July 19, 2019



John Cammarata
From October 31, 2019



Bob Cooper, OCT



Elizabeth Edgar-Webkamigad, OCT



Godwin Ifedi



Colleen Landers



Marlène Marwah



Michelle Miner-Seal



Wanda Percival



Thomas (Tom) Potter



Vincent Rinaldo, OCT



Jonathan Rose



Ronna Warsh
To May 28, 2019

CEO and Registrar



Michael Salvatori, OCT

Professionalism and Transparency

As the regulator for Ontario's teaching profession, the Ontario College of Teachers is mandated to safeguard students and to do so with professionalism and transparency.

Professionalism is ensuring Ontario Certified teachers are certified, qualified and have earned the privilege of teaching in Ontario's publicly funded elementary and secondary schools. It is continuing to do good work, while making improvements before they are needed.

Transparency is being open about the work that we do. It is about making our work available and accessible to the public. Moreover, it is about communicating simply and plainly with our stakeholders and making it easier for them to engage with us.

We infuse professionalism and transparency in all aspects of our work. They support our mission, vision, values and strategic priorities. Here are some examples:

Continuous Improvement Through Feedback

Last summer, the College hosted focus groups in six Ontario communities to gather public and member feedback on a variety of topics, ranging from professional advisory topics to the development of our new and improved mobile app. We use the information gathered to guide and realign our work as needed.

Governance Structure Review

Continuing our governance review from 2018, the College, with Council's support, made legislative recommendations to the government that would provide greater efficiency and effectiveness to our governance structure.

Professional Advisory: *Supporting Students' Mental Health*

Educating members is a part of our legislated duties and we do so through professional advisories. Our advisories guide and enhance the professional practice of our members. We work closely with members, subject matter experts and education stakeholders to ensure the advice provided is useful and relevant.

In the spring of 2019, the College officially rolled out its latest professional advisory, *Supporting Students' Mental Health*. To raise awareness and promote the advice, we held thoughtful discussions with seven communities in Ontario. The advisory defines mental health and teachers' professional responsibilities while providing resources to help both students and teachers.

Public Protection and Ongoing Transparency

In 2019, the College concluded 101 Discipline Committee hearings and 14 Fitness to Practise Committee hearings. Publicly available decisions can be found on our website at oct.ca.

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 Com-

mittee 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

Since launching in 2001, Find a Teacher has been the most viewed section on the College website, with 7.26 million page views in 2019. 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 (for members)

We launched a new and improved mobile app. Secure and easier-to-use, we saved paper by replacing the printed annual membership renewal package, with the app. Members can now quickly access their OCT membership card and Certificate of Registration and Qualification.

Our mobile app is available for Apple and Android devices.

Follow Us on Twitter

[@OCT_OEEQ](#) 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.

Watch Us 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.

See Us on Instagram

Our [Instagram](#) account highlights our work in pictures and videos.

Discover Us on Pinterest

Our [Pinterest](#) account provides teachers with resources, ranging from inspiring book recommendations to practical classroom tips.

Connect with Us on LinkedIn

Our [LinkedIn](#) account provides updates on our work as well as professional development and career opportunities.

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 Official Publication

Professionally Speaking, our quarterly publication 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

Our previous [annual reports](#) are filled with information and can provide statistical information about Ontario’s certified teachers, and insight into the College’s history and evolution.





Committees at work

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 2019, an orientation and training session was provided for committee members. The session included information on the committee's mandate and role, committee processes, and administrative law, deliberations and decision writing.

There were no appeals received by the committee in 2019.

Accreditation Appeal Committee Members

- Charles Dimitry Abraham, OCT (e)
- Bob Cooper, OCT (a) (from February 15)
- Melissa Gaffen, OCT (e)
- Mary Ellen Gucciardi, OCT (e) (from December 6)
- Alicia Nunn, OCT (e) (Chair) (to October 28)
- Jonathan Rose (a) (Vice-Chair)

(a) = appointed
(e) = elected

Accreditation Committee

This Annual Report for 2019 provides an overview of the activities of the Accreditation Committee related to the third Object of the *Ontario College of Teachers Act*, “to accredit professional teacher education programs offered by post-secondary educational institutions.”

The College’s Accreditation Committee ensures high quality programs of professional education 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 teacher candidates, 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 2019, the committee considered three initial teacher education program reviews for accreditation of the following programs:

1. Faculty of Education at Brock University:
 - Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree
 - Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree
 - Consecutive and multi-session consecutive programs of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or certificate
2. L’École des sciences de l’éducation at Université Laurentienne:
 - Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree [French-language program]
 - Multi-session consecutive program of professional education with areas of study in the Junior/Intermediate divisions, leading to a Bachelor of Education degree [French-language program offered by partial or full distance education]
 - Concurrent program of professional education with areas of study in the Junior/Intermediate divisions, leading to a Bachelor of Education degree [French-language program]

3. Faculty of Education at Lakehead University:
 - Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
 - Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
 - Concurrent program of professional education that combines studies in Indigenous education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Indigenous Teacher Education)
 - Consecutive and multi-session consecutive programs of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education

In late 2019, the faculties of education at Brock University (Aboriginal Bachelor of Education program) and University of Ottawa (English-language program) submitted applications for renewal of the general accreditation of their programs. These reviews will occur in 2020.

Monitoring Programs with Conditions

When the Accreditation Committee issues its decision it may:

- i. Grant accreditation without conditions.
- ii. Grant accreditation with conditions if the committee finds that the program does not fully satisfy the requirements for accreditation.
- iii. Deny accreditation of the program.

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.

In 2019, there were no teacher education programs accredited with conditions. The Accreditation Committee did not receive and review any plans or annual reports for satisfying conditions.

Substantial Change Decisions

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

4. Faculty of Education at Queen's University:
 - Addition of a focus on the teaching of French as a second language in the Primary and Junior divisions to the consecutive and concurrent programs
 - Addition of a multi-session mode of delivery to the consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels
5. Faculty of Education at York University:
 - Addition of an area of study in the Junior/Intermediate and Intermediate/Senior divisions in the subject First Nations, Métis & Inuit Studies to the consecutive and concurrent programs of professional education

6. Ontario Institute of Studies in Education at the University of Toronto:

- Modification to the credit count of the professionally accredited program components of both consecutive programs of professional education

7. Western University, Faculty of Education:

- Modification to the assessment practices of the consecutive program of professional education

The committee approved the changes and additions to the programs at Queen's University, York University, the Ontario Institute of Studies in Education at the University of Toronto and Western University.

In late 2019, the faculty of education at the University of Windsor submitted an application to add an area of study. The review of this addition to program will occur in 2020.

Accreditation Resources

In order to balance rigour, consistency and efficiency in the review process for accreditation, staff continuously improve resources and practices. In 2019, resources were refreshed and translated to align the streamlined accreditation processes for English- and French-language providers. All translations reflect regulatory language and sector-specific terminology.

To situate the work of accreditation in an era of Truth and Reconciliation, the Accreditation unit has prioritized developing culturally responsive interview and site visit practices.

The unit is committed to enabling an overall accreditation experience that is culturally responsive when working with Indigenous education programs and participants.

Professional learning, specifically led by Indigenous scholars, will continue to inform further resource development and refinement.

Committee Professional Development

Presentations were provided in support of continuous professional development for the Accreditation Committee. Timely orientation and training are embedded in committee meetings with respect to regulatory and legal considerations. Topics included transition to teaching analysis, evidentiary writing and mitigating risk.

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.

For the first time, in 2019, an Ojibwe version of the poster advertising opportunities for public submissions was produced and used for an accreditation renewal.

Accreditation Committee Members

- Paige Bennett, OCT (e) (Vice-Chair)
- Jean-Luc Bernard, OCT (a) (to June 30, 2019)
- Susan E. Elliott-Johns, OCT (e)
- Rebecca Forte, OCT (e)
- Vincent Rinaldo (a) (from February 15, 2019)
- Colleen Landers (a) (Chair)
- Mary-Anne Mouawad, OCT (e)
- Tom Potter (a)

(a) = appointed

(e) = elected

Editorial Board

The College's quarterly award-winning publication, *Professionally Speaking*, is delivered to 234,053 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 *publication* 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 publication. 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, continued to be popular 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.

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 2019, *Professionally Speaking's* features and special sections covered important College initiatives related to its mandate including "Supporting Students' Mental Health," about the recent College Advisory, and "Protecting Students," covering amendments to Bill 48 that enhance Ontario students' safety. This past year's features also included "Professional Misconduct of a Sexual Nature," on the topic of the College's most recent Professional Advisory, and "Professional Judgment," about learning to do the right thing.

In March, *Professionally Speaking* published its annual AQ supplement, focusing on the importance of ongoing professional learning for College members and key statistics from the College's 2018 [Transition to Teaching](#) study, which looks at the job market for new Ontario Certified Teachers.

The College's commitment to transparency and accountability is reflected in the Governing Ourselves section of the magazine. Members and the public can read reports about Council, committee and College activities, from conference, annual report and annual meeting highlights to mandatory disciplinary hearing summaries that are part of professional self-regulation.

The board is pleased to share that the College magazine enjoyed another impressive awards season in 2019. *Professionally Speaking* received international recognition at the 2019 Tabbie Awards, picking up six honours (including one gold, one silver and one 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. At the National Magazine Awards: B2B, which honour excellence in business-to-business publication in Canada, *Professionally Speaking* won one gold and four silver awards.

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.

Editorial Board Members

- Jean-Luc Bernard (a) (to July 11, 2019)
- Chantal Côté, OCT (e) (Vice-Chair)
- Melissa Gaffen, OCT (e)
- Godwin Ifedi (a) (Chair)
- Timothy Kwiatkowski, OCT (e)
- Marlene Marwah (a) (from July 12, 2019)
- Nicola Powadiuk, OCT (e) (from February 15 to November 28, 2019)

(a) = appointed
(e) = elected



Executive Committee

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

The committee is composed of the Chair and Vice-Chair of Council as well as the chairs of the Accreditation, Discipline, Finance, Fitness to Practise, Investigation, Registration Appeals, and Standards of Practice and Education committees. In 2019, an additional appointed member of Council was appointed to the committee to meet the mandated requirement to include a minimum of two appointed members.

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 made several appointments to fill statutory, standing, regulatory and special committee vacancies as they occurred throughout 2019. 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 2019, the committee approved an update to the advisory on *Professional Misconduct of a Sexual Nature* that was first released in 2002.

The committee also identified Professional Boundaries as the topic for the next professional advisory to be released in 2021.

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 2019-2020, the committee selected:

- Mia Kakebeeke (University of Ottawa) as the recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education
- Fatima Ahmed (Lakehead University) as the recipient of the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship
- Jordan Cascagnette (Nipissing University) as the recipient of the Ontario College of Teachers Intermediate/Senior Scholarship.

Council presented awards to all three recipients at its December 2019 meeting.

The Executive Committee has the authority to make an interim order directing the Registrar to suspend a Certificate of Qualification and Registration if it is of the opinion that the actions or conduct of the member exposes — or is likely to expose — students to harm or injury. The committee may also direct the Discipline or Fitness to Practise committees to hold a hearing and determine an allegation without involving the Investigation Committee. During 2019, no interim orders to suspend the certificate of a member were issued. Two requests for referral to the Fitness to Practise Committee were granted in 2019 and a third request was denied.

The Registrar may request the approval of the Executive Committee to appoint a College investigator to a matter. This process is normally required when the College is unable to obtain access to information or evidence on a voluntary basis. No such requests were received in 2019. Under the Ontario College of Teachers Act, the Registrar may also request the approval of the Executive Committee to initiate an investigation against a member of the College based on “reasonable and probable grounds” for professional misconduct, incapacity or incompetence. No such requests for approval were received in 2019.

Executive Committee Members

- Diane Ballantyne, OCT (e)
(from May 31, 2019)
- Irene Dembek, OCT (e)
- Susan E. Elliott-Johns, OCT (e)
- Tim Gernstein, OCT (e) (Vice-Chair)
- John Hamilton, OCT (e)
(from February 15, 2019)
- Jacqueline Karsemeyer, OCT (e)
- Colleen Landers (a)
- Michelle Miner Seal (a)
(from February 15, 2019 to May 30, 2019)
- Sara Nouini, OCT (e)
- Jonathan Rose (a) (from May 31, 2019)
- Nicole van Woudenberg, OCT (e) (Chair)
- Ravi Vethamany, OCT (e)
(to January 4, 2019)

(a) appointed
(e) elected



Finance Committee

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

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

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

The College is financed primarily by members' fees. The number of College memberships processed was 235,102 in 2019 slightly more than planned by 2,491 members. The collection of other fee revenue also slightly exceeded budgeted expectations by \$145K. A significant portion of this increase in revenue related to evaluations for out of province candidates up by \$105K complimented by a slight increase in reinstatements which exceeded plan by \$20K.

The 2019 College approved operating budget was \$42,119,402. The recorded annual operating cash deficit was \$3,732,467 for 2019.

Finance Committee Members

- Diane Ballantyne, (e) (Chair) OCT
- Colleen Landers, (a) (Vice Chair)
- Mary Ellen Gucciardi, (e) OCT
- Vincent Rinaldo, (a) OCT
- Nicole van Woudenberg, (e) OCT

(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 2019, the committee focused on the 37 recommendations stemming from the independent review of College governance completed by Governance Solutions Inc. For each recommendation, the committee considered the rationale presented by the governance experts and presented their recommendation to Council.

At the February/March and May Council meetings, Council considered recommendations impacting the Ontario College of Teachers Act, its regulations, College bylaws and policies. Council has recommended to the Minister of Education the following amendments to the College's Act:

- reduce the composition of Council from 37 to 18 members
- establish a Council with an equal number of members from the profession and appointed members
- establish a selection process for Council members
- establish statutory, regulatory and the Standards of Practice and Education committees with individuals other than Council members
- ensure equal representation of professional and public members on each statutory committee
- establish staggered, three-year terms for Council and committee members renewable up to one time (six years maximum)
- establish two-year, renewable terms for Council and committee chair positions.

Governance Committee Members

- 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)
(to May 28, 2019)
 - Richard Filion (a)
(from September 16, 2019)
- (a) appointed
(e) elected

In April 2019, the Safe and Supportive Classrooms Act passed into law and introduced a number of amendments to the College's Act.

While yet to be proclaimed, the amendments enabled a number of the recommendations from Council, with two exceptions. The amendments did not provide for a selection process nor for the formation of committees with individuals other than Council members.

With Council approval of a renewed governance framework, the Governance Committee began to further define what various elements of the new framework would entail. In the absence of the required Act amendments, the committee is seeking to provide advice to the government while being prepared to act when such changes are introduced.

Based on the committee's recommendation, Council approved that the requested selection process for Council members use a sortition process to populate Council. Council also approved an application process for non-Council member committees based on a competency profile.

The Governance Committee ended the year with the engagement of an external facilitator to assist in the development of a competency profile and rubric for use with the sortition and application processes.

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, however in 2019, the committee met on 13 occasions. The committee's work included the review and update of the annual performance appraisal process for the position of Registrar and CEO. The updated process included the review of competencies in an evaluation grid.

The committee's work also focused on the recruitment and appointment process for the scheduled vacancy of the Registrar position and eventually, the Deputy Registrar position.

Human Resources Committee Members

- Paige Bennett, OCT (e)
(to November 21)
- Timothy Kwiatkowski, OCT (e)
(from December 6)
- Marlène Marwah (a)
- Michelle Miner-Seal (a) (Chair)
- Alicia Nunn, OCT (e) (Vice-Chair)
(to October 28)
- Gerry O'Reilly, OCT (e)
(from December 6)
- 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 screens all complaints and determines how the complaints will be directed. The Discipline Committee holds hearings related to allegations of professional misconduct or incompetence. The Fitness to Practise Committee holds hearings related to allegations of incapacity.

Generally, three-member panels make decisions by considering the information related to a complaint. The panels are comprised of at least one elected and one appointed Council member. The College also 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 College receives approximately 1,500 contacts annually from employers, members of the public and the profession who raise issues concerning College members. About half of these concerns are resolved appropriately at the school or the local school board. The remaining half represent formal expressions of concern from the public and members, as well as employer reports, of which approximately 45 per cent are resolved at intake while the rest are dealt with by a panel of the Investigation Committee.

In 2019, the Investigation Committee disposed of 412 complaints, and the Discipline and Fitness to Practise committees disposed of 115 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;
- not refer the complaint to either a Discipline or Fitness to Practise hearing;
- caution or admonish the member in writing or in person;
- remind or advise the member in writing;
- ratify a memorandum of agreement reached through complaint resolution; or
- refer the matter to a Discipline or a Fitness to Practise hearing;
- 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.

Investigation committee

- Charles Dimitry Abraham, OCT (e)
- Bob Cooper, OCT (a)
- Tim Gernstein, OCT (e)
- Erin Glen, OCT (e) (Vice-Chair)
- Jacqueline Karsemeyer, OCT (e) (Chair)
- Michelle Miner-Seal (a)
- Bonnie Oakes Charron (a)
- Gerry O'Reilly, OCT (e)
- Jennifer Wyatt, OCT (e)

(a) = appointed
(e) = elected

Complaint Resolution Process at the Investigation Committee

When a case is deemed suitable and the parties agree, the College uses voluntary complaint resolution to resolve complaints. The complaint resolution process enabled under the Ontario College of Teachers Act can be an effective alternative to an extended investigation. Since January 31, 2018, complaints are disposed of through the adoption of a Memorandum of Agreement (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 professional misconduct and incompetence that are referred to it by the Investigation Committee (and sometimes by the Executive Committee). If a panel of the Discipline Committee finds that a member engaged in professional misconduct or meets the definition of incompetence set out in the Ontario College of Teachers Act 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 to the College.

As at least one panel member is an appointed member of Council, the public is ensured a role in the hearings process. Panels are also comprised of at least one elected member of Council, which ensures that decisions are made by panels who have a strong understanding of the teaching profession. Panels make 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.

Discipline committee

- Diane Ballantyne, OCT (e)
- John Cammarata (a)
- Irene Dembek, OCT (e)
- Richard Fillion (a)
- Rebecca Forte, OCT (e) (Vice-Chair)
- Mary Ellen Gucciardi, OCT (e)
- John Hamilton, OCT (e) (Chair)
- Éline Legault (a)
- Marlène Marwah (a)
- Sara Nouini, OCT (e)
- Wanda Percival (a)
- Thomas (Tom) Potter (a)
- Nicola Powadiuk, OCT (e)
- Jonathan Rose (a)
- Nancy Saunders, OCT (e)
- Stéphane Vallée, OCT (e)

(a) = appointed

(e) = elected

Fitness to Practise Committee

The Fitness to Practise Committee hears matters and determines if a member's physical or mental condition makes them unfit to carry out professional responsibilities, or if a member's teaching certificate should be made subject to terms, conditions or limitations. Fitness to Practise hearings are generally closed to the public, in accordance with subsection 32(8) of the Ontario College of Teachers Act. Panels make decisions by considering the evidence related to the allegations and submissions of the College and the member.

If a panel of the Fitness to Practise Committee finds a member to be incapacitated, it may direct the Registrar to revoke the member's teaching certificate, suspend the certificate for up to two years, impose terms, conditions or limitations on the certificate, or 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.

Fitness to Practise

- Diane Ballantyne, OCT (e) (Vice-Chair)
- Jean-Luc Bernard, OCT (a) (to July 17, 2019)
- John Cammarata (a) (from December 6, 2019)
- Irene Dembek, OCT (e) (Chair)
- Richard Fillion (a) (from July 12, 2019)
- Rebecca Forte, OCT (e)
- John Hamilton, OCT (e)
- Godwin Ifedi (a)
- Marlène Marwah (a)
- Sara Nouini, OCT (e)
- Alicia Nunn, OCT (e) (to October 28, 2019)
- Thomas (Tom) Potter (a)
- Nicola Powadiuk, OCT (e)
- Jonathan Rose (a)
- Stéphane Vallée, 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 2019, the committee received a presentation on cross-College collaboration delivered by the Registrar, Deputy Registrar and department directors. The focus of the presentation was to inform committee members about the College structure that supports the work of Council and its committees in achieving the College's mandate. Members of the Quality Assurance Committee also received a report that outlined the College leadership team's core philosophy of organizational collaboration.

Committee members received presentations delivered by staff in the Membership Services Department and the Accreditation Unit on their respective work in support of College Objects 2, 3 and 5. The presentations were made in support of the committee's mandate to assess the performance of the College relative to its objects as defined in the Ontario College of Teachers Act.

Quality Assurance Committee Members

- Diane Ballantyne, OCT (e) (Chair) (to March 8, 2019)
- Godwin Ifedi (a)
- Marlène Marwah (a)
- Nancy Saunders, OCT (e) (from July 12, 2019)
- Nicole van Woudenberg, OCT (e)
- Stephen Zimmermann, OCT (e) (Vice-Chair) (*and Chair from September 27, 2019)

(a) appointed

(e) 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 College Registrar makes on behalf of the teaching profession. The committee considers appeals in both English and French.

In 2019, 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:

Registration Appeals Committee Members

- Jean-Luc Bernard, OCT (a) (until July 2019)
- Chantal Côté, OCT (e)
- Elizabeth Edgar-Webkamigad, OCT (a)
- Sara Nouini, OCT (e) (Chair)
- Stéphane Vallée, OCT (e) (Vice-Chair)

(a) appointed

(e) elected

- sessions on the committee's mandate and processes
- the legislative framework
- the certification process
- credential assessment
- the professional suitability requirement
- human rights issues
- guiding principles for deliberations and decisions writing.

In 2019, the Registration Appeals Committee received 20 appeals. Of this number, 7 were from members who were certified with TCLs, while 9 were from applicants who were denied certification. Following a re-assessment by the College, 3 were withdrawn and 1 did not fall within the Committee's authority.

In 2019, the committee met 11 times and rendered 22 decisions, including appeals carried over from 2018. 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.

A total of 7 appellants made oral presentations to the committee in 2019, and 15 appeals were reviewed as part of a paper review process.

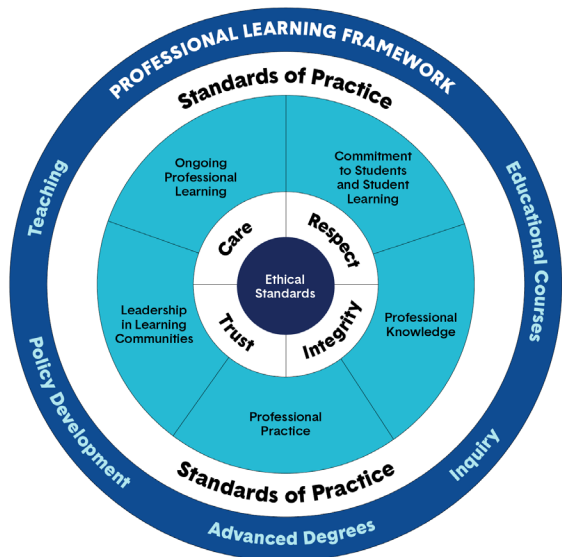
Reasons for Appeal in 2019 and Decisions Rendered

Reasons	Quantity
Terms, conditions or limitations on a certificate	10
Teacher education program requirement not satisfied	4
Teacher education program requirement and academic requirement not satisfied	0
Academic degree requirement not satisfied	6
Language proficiency requirement not satisfied	0
Teacher education program requirement and language proficiency requirement not satisfied	2
Total	22

Appeal outcomes	Quantity
Original decision upheld	14
Original decision overturned	8
Original decision modified	0
Total	22

Standards of Practice and Education Committee

The *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession* (PLF) together convey a collective vision of teacher professionalism in Ontario.



This collective vision is the foundation of initial teacher education, continuing teacher education, professional practice, ongoing professional learning and educational leadership.

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

The Standards of Practice and Education (SP&E) Committee advises the College Council on the development, implementation and review of the ethical and practice standards and the PLF, which help to support ethical professionalism. The SP&E Committee also

reviews and approves Additional Qualification (AQ) policy guidelines and associated research.

In 2019, the SP&E Committee focused on:

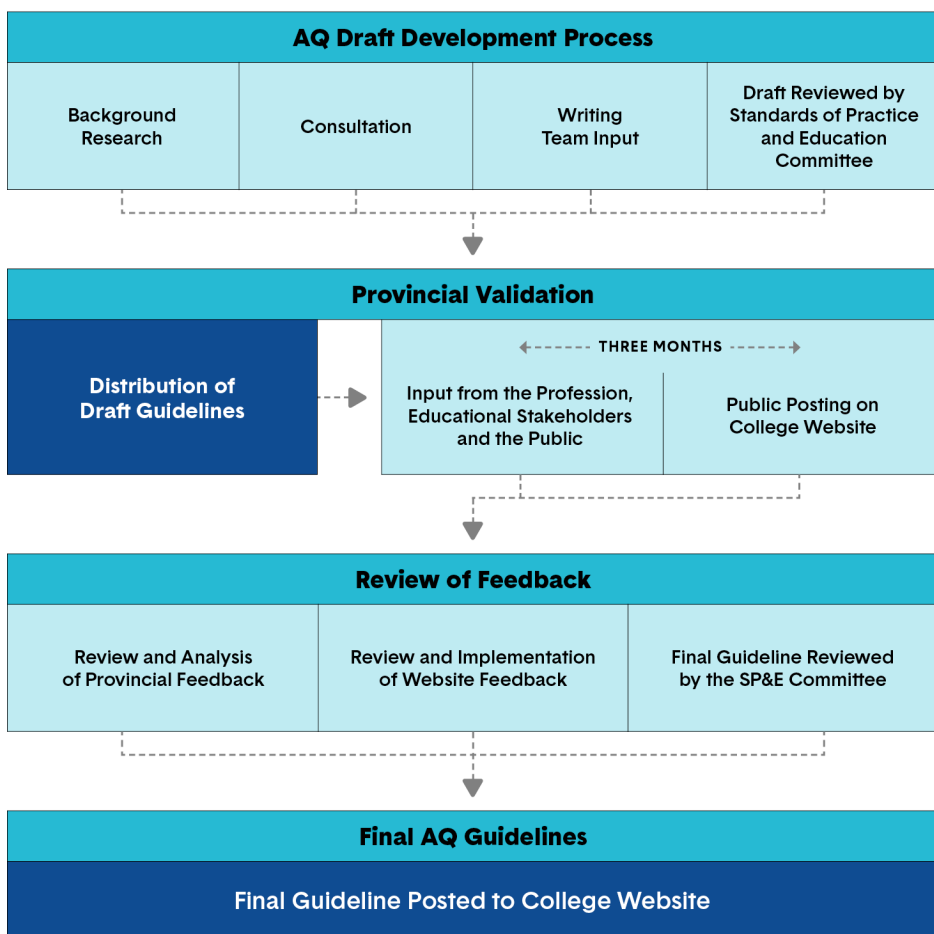
- enforcement of the ethical standards and standards of practice within teacher education and professional practice;
- communication and education regarding the standards;
- development of standards-based teacher education research and resources;
- development and implementation of policies related to AQ course guidelines;
- engagement of the profession and the public in AQ policy review;
- engagement in research to support AQ policy development, AQ accreditation, 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;
- broadening membership engagement in the work of the College, and in particular, engaging members such as retired educators, Indigenous educators, educators of students who are Deaf or Hard of Hearing, educators of students who are Blind/Low Vision and educators with expertise in various subject areas; and
- supporting the implementation and education of the standards and the PLF through accreditation practices associated with AQs.

Continuing Teacher Education: Review of AQ Course Policy Guidelines

AQ courses are offered by approved providers across Ontario. The foundation for these courses is the AQ policy guidelines issued by the College. The content of these teacher education policy guidelines reflect knowledge, skills and practices associated with the various dimensions of teaching and educational leadership. The ethical standards and the standards of practice form the basis for all AQ course guidelines, which provide a holistic framework for enhancing educators' professional knowledge, skills and practices. Accredited AQ courses are aligned with the College's AQ policy guidelines. The

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

Additional Qualification Course Guideline Development and Review Framework



Connecting Policies and Practices in the Service of Indigenous Communities Embedded in All AQ Course Guidelines

All AQ courses that teachers may elect to take to enhance their professional practice contain specific content related to Indigenous knowledge, culture and history. The AQs also focus on Indigenous ways of knowing and being, community partnerships, as well as elements of critical consciousness formation such as decolonization, restorative practices and the unpacking of personal and systemic bias, power and privilege.

Vision of the Educator and the Learner

The following Anishinaabe images of the Vision of the educator and learner are included within each AQ course guideline.



Indigenous Conceptual Frameworks

Another highlight of the indigenous-focused AQ courses are the culturally specific and community-created conceptual frameworks that underpin these courses. Below are two examples of conceptual frameworks that have been created by community members as foundational to these courses. They position AQ courses as community-based and Indigenous-led rather than Eurocentric or settler-colonial driven.



Draft AQ Course Guidelines Approved

In 2019, the committee approved 26 draft AQ course guidelines and one program for provincial validation. These AQ guidelines included:

Schedule B Technological Education (2 guidelines):

- Technological Design, Grades 9 and 10
- Technological Design, Grades 11 and 12.

Schedule C (10 guidelines):

- Geography, Grades 7 and 8
- History, Grades 7 and 8
- Teaching in a French Immersion Setting
- Teaching Cree
- Teaching Students with Communication Needs (Speech and Language)
- Teaching Students with Intellectual Needs (Developmental Disability)
- Teaching Students with Intellectual Needs (Giftedness)
- Teaching Students with Intellectual Needs (Mild Intellectual Disability)
- Teaching Students with Multiple Needs
- Teaching Students with Physical Needs.

Schedule D (Three-Part Specialist) (12 guidelines):

- Actualisation linguistique en français/ Programme d'appui aux nouveaux arrivants [ALF/PANA]
- Kindergarten
- Science and Technology, Primary and Junior
- Teaching and Leadership in First Nations, Métis and Inuit Settings.

Schedule E, Honour Specialist (1 guideline):

- Computer Studies – Schedule E Honour Specialist

Program:

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

Final AQ Course Guidelines Approved

In 2019, the committee approved 22 final AQ course guidelines to guide the design and implementation of AQ courses. These AQ guidelines included:

Schedule A (8 guidelines):

- Business Studies – Entrepreneurship (Senior)
- Business Studies – Information and Communication Technology (Intermediate and Senior)
- Computer Studies (Intermediate and Senior)
- Economics (Senior)
- Français (Intermediate and Senior).

Schedule C (5 guidelines):

- Alternative Education
- Computer Studies
- Health and Physical Education, Grades 7 and 8
- Occasional Teaching
- Outdoor Experiential Education.

Schedule D (Three-Part Specialist) (9 guidelines):

- ALF/PANA (FRENCH ONLY)
- Business Studies - Entrepreneurship
- Special Education.

AQ Provincial Writing Teams

The SP&E Committee received information regarding 12 AQ provincial writing team sessions that engaged members of the profession in 2019 for the development/revision of the following 44 AQ course guidelines, as identified within the Teachers' Qualifications Regulation 176/10:

Schedule A (Intermediate and Senior)
(14 guidelines):

- Religious Education in Catholic Schools
- Environmental Science
- Intermediate Education
- Music Instrumental
- Music Vocal
- Junior Education
- Visual Arts.

Schedule C (2 guidelines):

- Integrated Arts
- Mathematics, Grades 7 and 8.

Schedule D, Three-Part Specialist
(24 guidelines):

- Kindergarten
- Teaching Students who are Blind/Low Vision
- Religious Education in Catholic Schools
- Environment Education
- Mathematics, Primary and Junior
- Music – Vocal, Primary and Junior
- Music – Vocal, Intermediate and Senior
- Visual Arts.

Schedule E Honour Specialist
(4 guidelines):

- Religious Education in Catholic Schools
- Environmental Science

- Music
- Visual Arts.

AQ Provincial Consultations

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

An Open Space Technology (OST) session for the Religious Education in Catholic Schools AQ course guidelines was facilitated by the College and informed the work of the committee. 45 participants from both French and English associations and school boards across the province, including students and student trustees, participated in exploring the theme, Inquiring into the Evolving Nature of Religious Education in Catholic Schools through Additional Qualifications.

Written Reports

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

- AQ Policy Development and Accreditation 2018 Year at a Glance, February 2019
- Proposed Submission for 2018 Annual Report, Standards of Practice and Education Committee, February 26, 2019
- Teaching Students who are Blind/Low Vision Additional Qualification Survey Analysis- March 2019
- Inquiring into Early Learning: Principles, Pedagogies and Partnerships - Participant Notes - October 26, 2018 Open Space Consultation - Schedule D Kindergarten Additional Qualification Course Guidelines Review Process, Standards of Practice and Education Committee, March 27, 2019

- Inquiring Into the Evolving Nature of Religious Education in Catholic Schools through Additional Qualifications - Open Space Participant Notes, September 24, 2019

The Committee explored current educational challenges that exist for students who are blind or have low vision and were invited to consider next steps for “serving the public interest” for learners situated on the margins.

Educative Sessions

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

- Exploring the Provincial Landscape related to Teaching Students who are Blind or Have Low Vision - Educative Sessions by:
 - W. Ross Macdonald School Team
 - Canadian National Institute for the Blind (CNIB) staff
 - VIEWS for the Visually Impaired.

The Committee also engaged in educative sessions related to the following:

- Teaching Students with Communication Needs (Speech and Language)
- Teaching Students with Intellectual Needs (Developmental Disability)
- Teaching Students with Intellectual Needs (Giftedness)
- Teaching Students with Intellectual Needs (Mild Intellectual Disability)
- Teaching Students with Multiple Needs
- Teaching Students with Physical Needs
- Kindergarten
- AQ Accreditation
- Rotinonhsyón:ni Representations of the Standards of Practice for the Teaching Profession.

170 INQUIRIES RECEIVED FROM JANUARY TO DECEMBER 2019

DETAILS	NATURE	AQ COURSES	PROVIDERS
<p>FACTS ABOUT FIND AN AQ INQUIRIES</p> <ul style="list-style-type: none"> → The majority of inquiries (20%) were received in January → 140 English language inquiries & 30 French language inquiries → The most referenced course delivery method was online 	<p>THE NATURE OF THE INQUIRIES</p> <ul style="list-style-type: none"> → General Information about a specific course → Providing feedback about courses → Online and/or Face-to-Face availability of a course → When and where to take a specific course → Recommending a course to a specific provider → Qualification requirements → Course registration process → Summer course availability → Recommending a course be offered in French 	<p>THE TOP 5 AQ COURSES/ PROGRAMS REFERENCED IN THE INQUIRIES</p> <ol style="list-style-type: none"> 1 Special Education <ul style="list-style-type: none"> → Primary and Junior → Grades 7 and 8 2 Mathematics: <ul style="list-style-type: none"> → Primary and Junior → Grades 7 and 8 3 Religious Education in Catholic Schools 4 French as a Second Language 5 Music 	<p>THE MAIN PROVIDERS REFERENCED IN THE INQUIRIES</p> <ul style="list-style-type: none"> → University of Ottawa → Brock University → Ontario Institute for Studies in Education (OISE) → Laurentian University → Ontario English Catholic Teachers' Association (OECTA)

Find an AQ

In 2019, 170 AQ related member queries were received via the “Find an AQ” section of the College’s website. This is a significant increase in member AQ inquiries since the committee recommended enhancements to the Find an AQ section. This has resulted in the College being able to more directly support members’ inquiries related to specific AQs.

AQ Candidate Surveys

By the end of 2019, data was collected from 1,758 AQ course candidate surveys that focused on approximately 13 AQ courses which included the Principal’s Qualification Program (PQP) and Teaching Students who are Blind/Low Vision. This helped to inform AQ policy development and accreditation practices.

Accreditation of AQ Course Submissions

The committee reviewed the College’s re-conceptualized approach to the accreditation of AQ course submissions, which was aligned with processes and practices associated with the policy development processes used for AQ courses. The accreditation processes are an enactment of the standards and the PLF and

also help to support the Committee’s focus related to ongoing implementation of the standards and the PLF. In 2019, 131 AQ courses were accredited by the College, which had the standards and PLF as foundational elements.

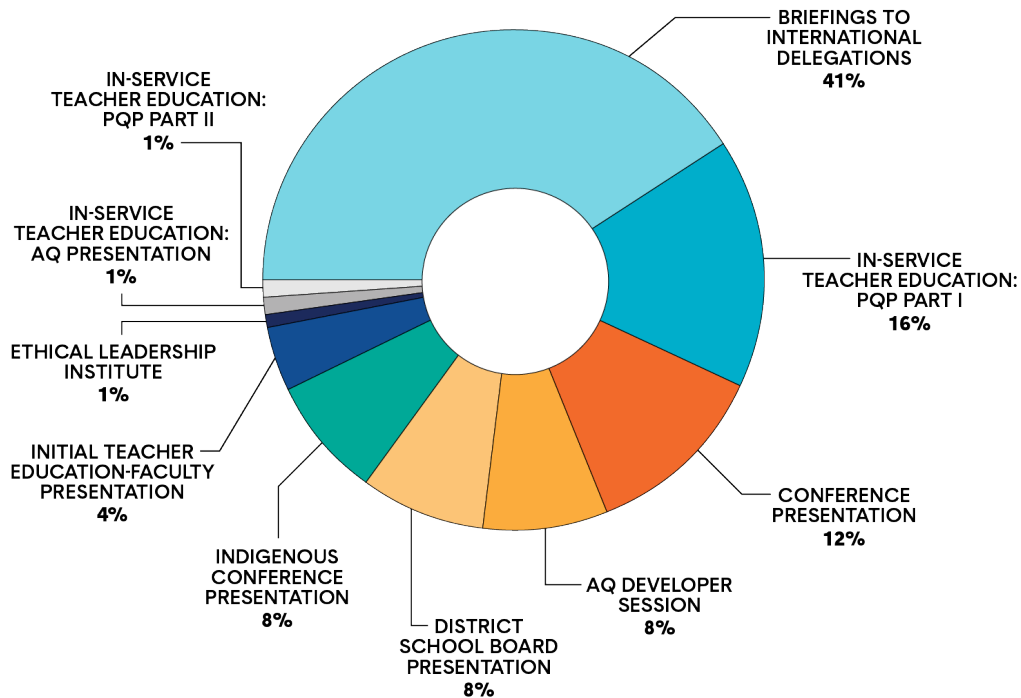
AQ Accreditation Process

To support Committee members’ awareness and understanding of the AQ Accreditation stance and processes employed by the College in reviewing AQ course submissions, the Committee engaged in two experiential sessions related to AQ Accreditation vision and processes.

Ongoing Education for AQ Providers

The committee received information related to six AQ institutes for AQ designers and facilitators which focused on the following areas related to AQ course design:

- Developing skills and competencies to redesign AQ courses and/or modules around the Fully Online Learning Community (FOLC) Model
- Intentional AQ course design from an inquiry and anti-oppressive stance
- Reconceptualizing Disability in Education.



These experiential institutes offered AQ course designers and facilitators opportunities to explore and engage in critical dialogue related to elements of AQ course design.

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 2019, staff facilitated 62 sessions for 1926 participants, including teacher candidates, new teachers, teacher-educators and leaders, principal candidates, AQ course developers and internationally educated teachers.

Figure 1. provides a breakdown of these educative sessions during 2019.

Figure 2. Standards Educative Sessions.

Standards Teacher Education Resources

The SP&E Committee supported the ongoing development of written and visual standards-based resources for use within initial and continuing teacher education and professional practice. 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. These resources include:



Ethical Standard of Care



Ethical Standard of Trust



Ethical Standard of Respect



Ethical Standard of Integrity

First Nations Teacher Education Resources

Mohawk artist, Elizabeth Doxtater, from Six Nations of the Grand River, has created artistic Rotinonhsyón:ni representations of the College's Ethical Standards for the Teaching Profession for inclusion in the new Teaching and Leadership in First Nations, Métis and Inuit Settings AQ course guidelines.

In addition, the following standards-based First Nations teacher education resource for initial and continuing teacher education was developed:

- A Rotinonhsyón:ni Representation of the Ethical Standards for the Teaching Profession.

This resource will help to support the meaningful inclusion of First Nations cultures and worldviews within initial and continuing teacher education.

Other Standards Education Resources

- Braille versions of the Ethical Standards for the Teaching Profession, the Standards of Practice for the Teaching Profession, and the Conceptual Map for the Professional Learning Framework

The College, in collaboration with the Canadian National Institute for the Blind (CNIB), has developed Braille versions of the Ethical Standards for the Teaching Profession, Standards of Practice for the Teaching Profession, and the Conceptual Map for the Professional Learning Framework for the Teaching Profession. These resources will support the Teaching Students who are Blind/Low Vision AQ.

Intentional Design Resource for AQ Course Providers: Anti-Oppressive Stance

A new provincial digital resource entitled, Intentional Design: AQ Courses, was collaboratively developed with AQ course designers and instructors. It is intended to support the practices of AQ course designers and course instructors and to help foster provincial capacity related to the adoption of an anti-oppressive stance within AQ courses and it will also support AQ accreditation at the College. The Committee suggested that this digital resource would also be beneficial for initial and continuing teacher education.

Standards of Practice and Education Committee Members

- Charles Dimitry Abraham, OCT (e)
- Elizabeth Edgar-Webkamigad, OCT (a)
- Susan E. Elliott-Johns, OCT (e) (Chair)
- Erin Glen, OCT (e)
- Mary Ellen Gucciardi (e)
- Mary-Anne Mouawad, OCT (e) (Vice-Chair)

(a) appointed

(e) elected

Steering Committee

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

Steering Committee Members

- Tim Gernstein, OCT (e)
- Colleen Landers (a)

(a) appointed
(e) elected





Statistics

Transition to Teaching 2019

Our 2019 Transition to Teaching survey confirms the decade-long teacher surplus in Ontario is over, with new teachers once again in high demand.

Early-career teachers report very low unemployment rates. As well, many regions of the province are experiencing shortages of French first-language teachers and French as a Second Language (FSL) teachers.

First-year English-language teacher unemployment rates fell to seven per cent. Precarious contract terms persist for years, however, for many teachers working in English-language district school boards who do not hold FSL credentials.

Teacher shortages are expected over the next several years that could reach well beyond the already challenging French-language shortages of the past few years.

At the secondary level, timing of future shortages in teaching subjects other than math and sciences will depend on the impact on teaching position reductions arising from class size and e-learning policy implementation.

Unemployment Rates for English-Language Teachers

PRIMARY-JUNIOR



JUNIOR-INTERMEDIATE (MATH OR SCIENCE)



JUNIOR-INTERMEDIATE (EXCLUDING MATH, SCIENCE)



INTERMEDIATE-SENIOR (MATH, SCIENCE)

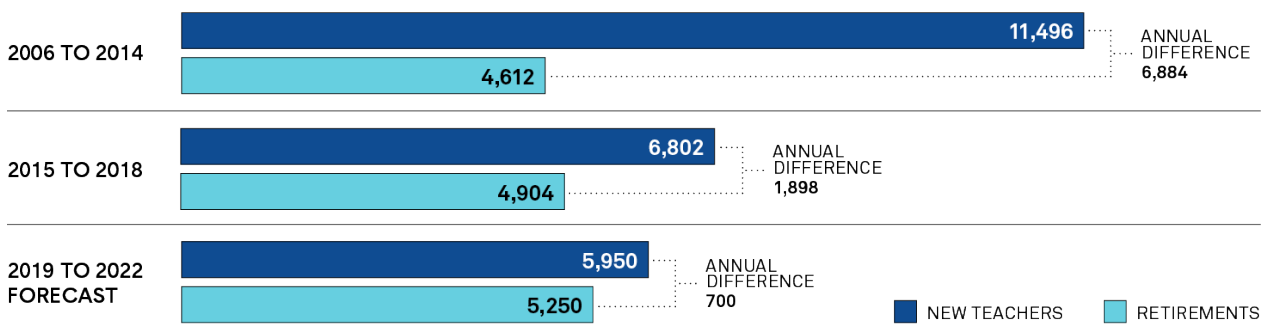


INTERMEDIATE-SENIOR (EXCLUDING MATH, SCIENCE)

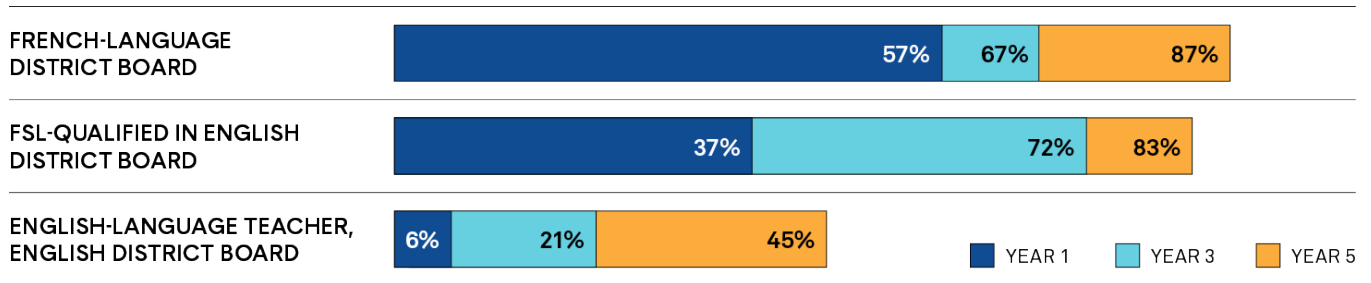


■ 2017 ■ 2018 ■ 2019

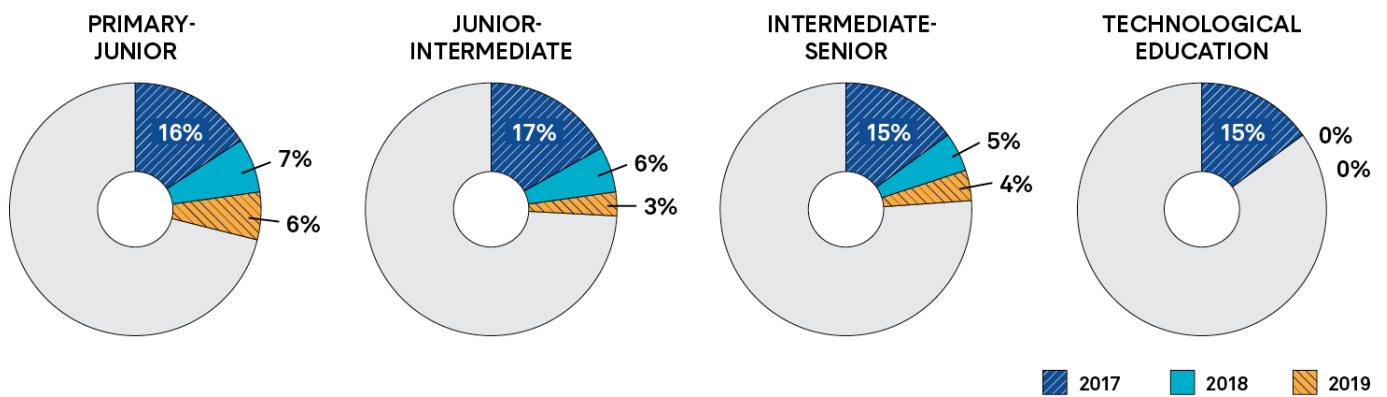
Annual New and Annual Retiring Teachers



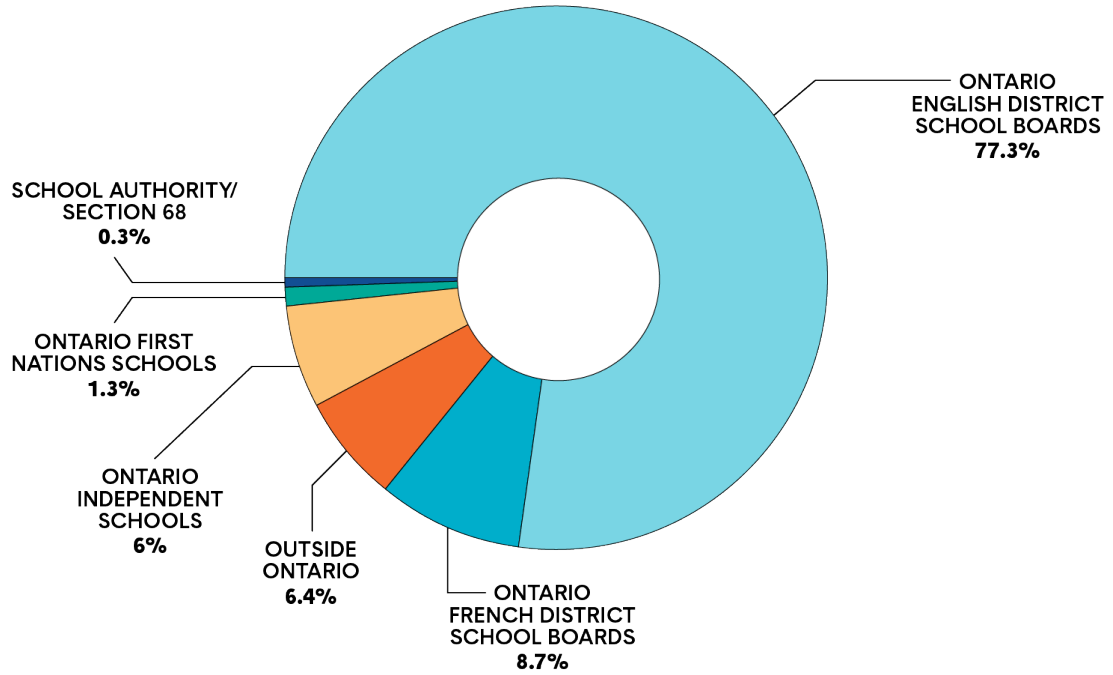
Early-Career Teachers with Prominent Contracts



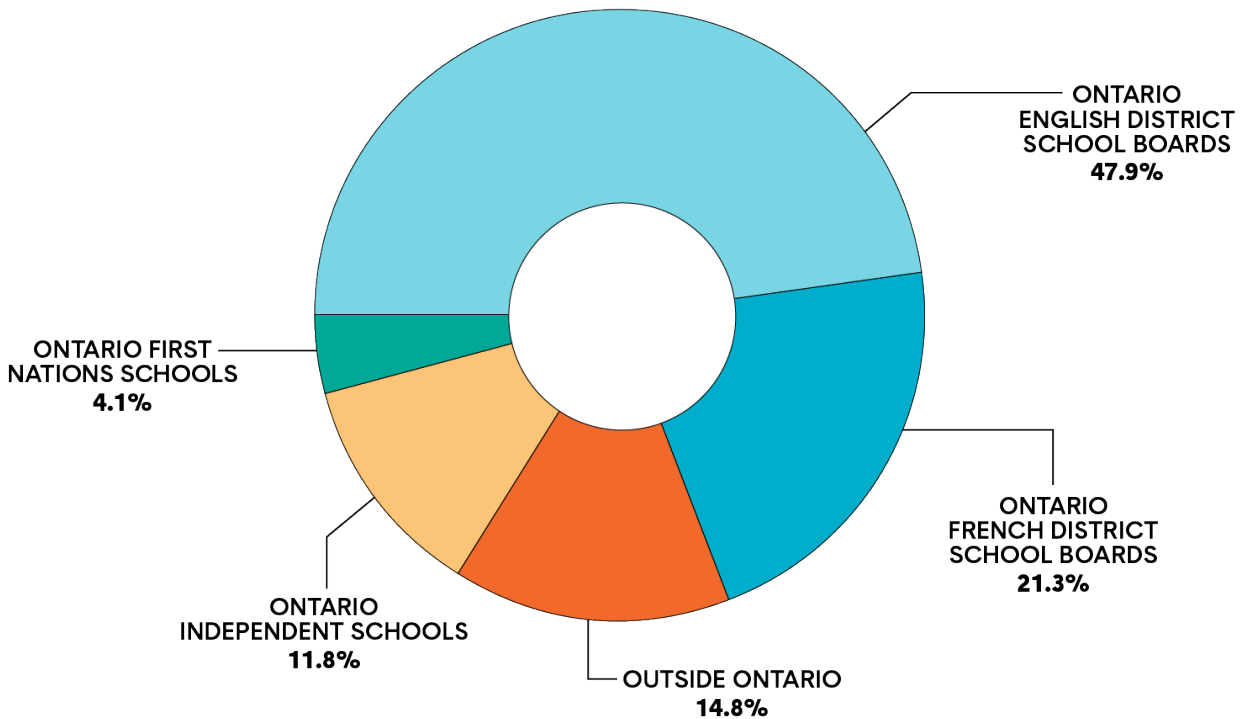
Unemployment Rate for First-Year Teachers



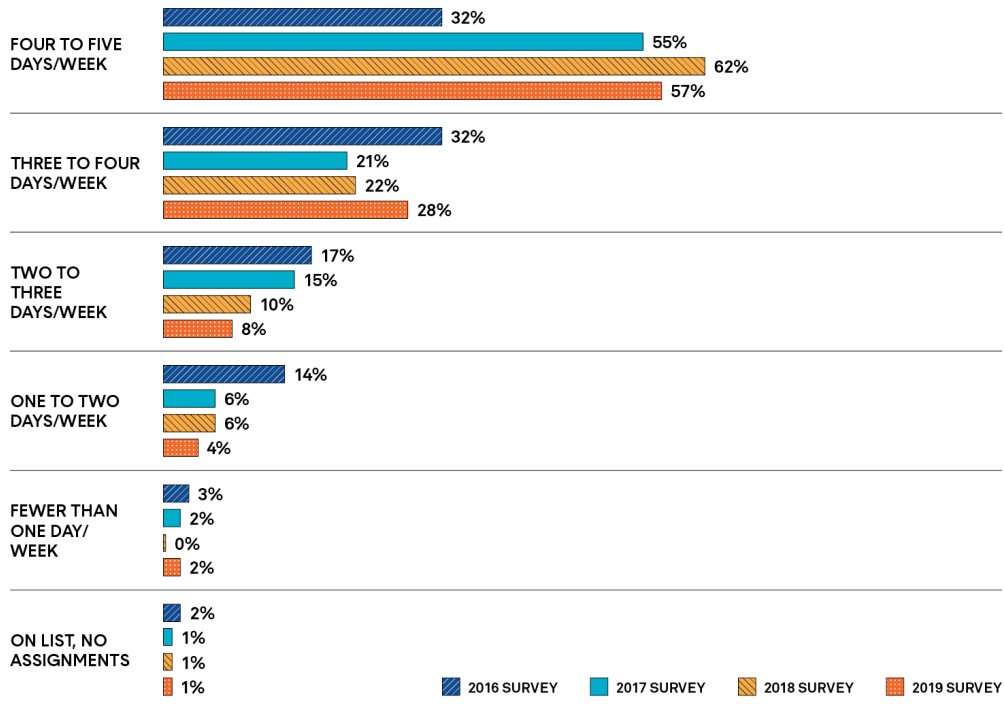
Employers of First-Year Ontario Graduates in 2019: All Employment, Including Daily Occasional Roster



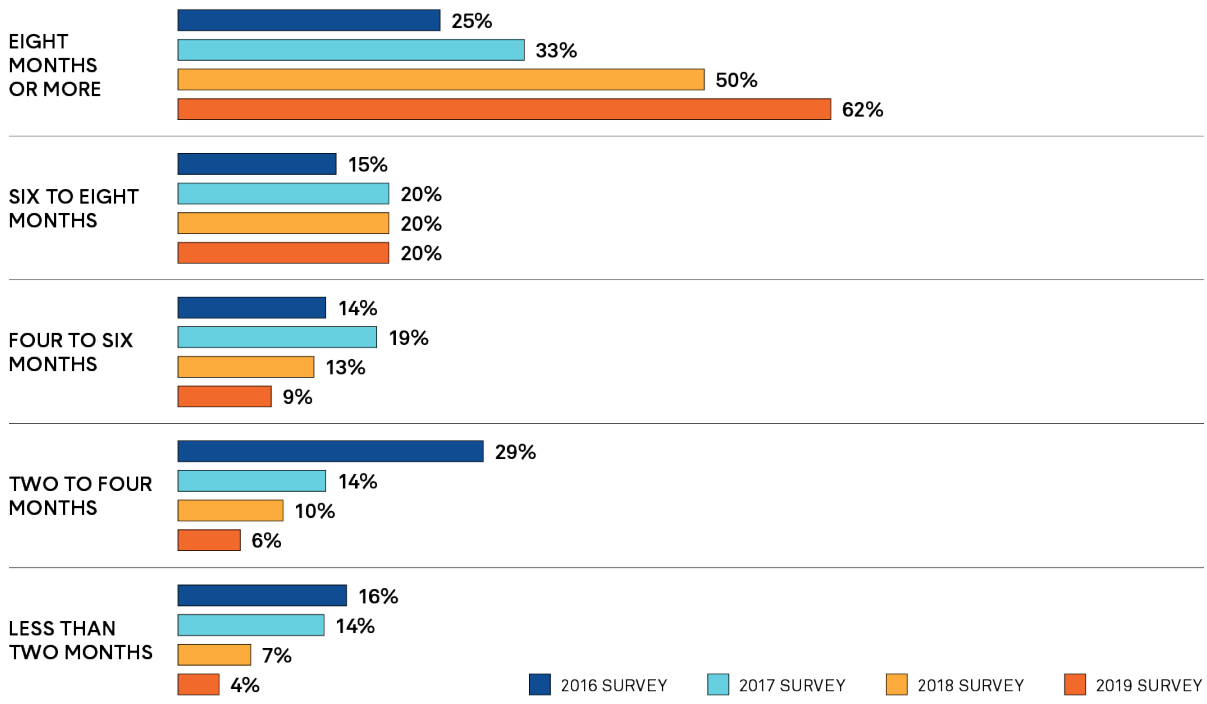
Employers of First-Year Ontario Graduates in 2019: Permanent Contracts Only



Employment Frequency of Ontario-Resident First-Year Daily Occasional Teachers

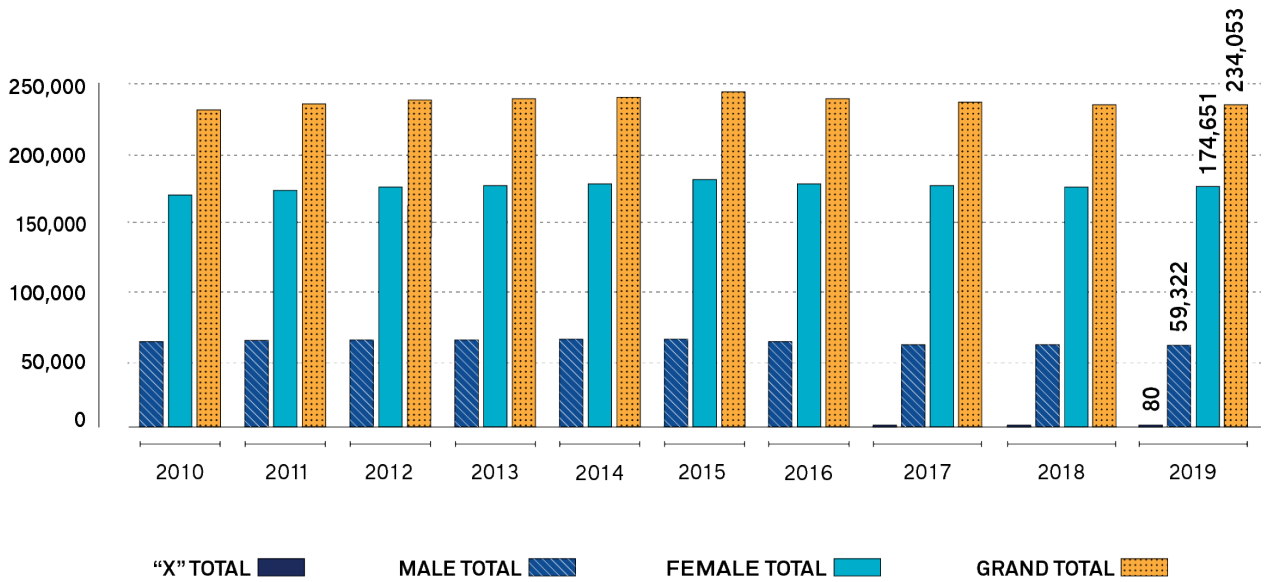


Duration of Daily Occasional Teaching for Ontario-Resident First-Year Teachers

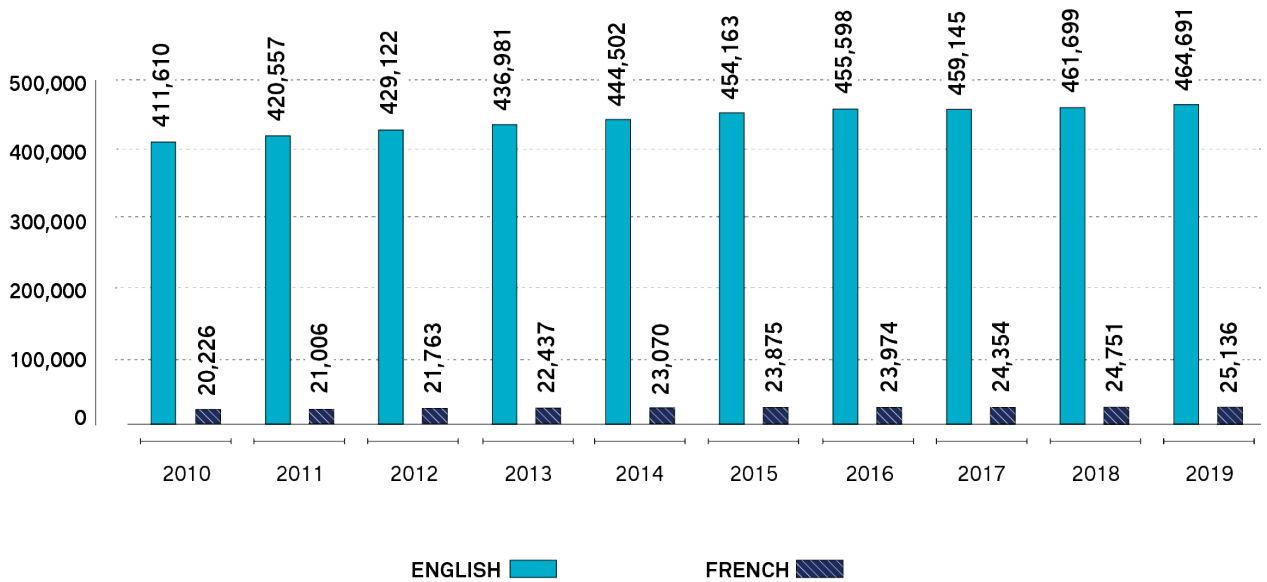


Membership at the College

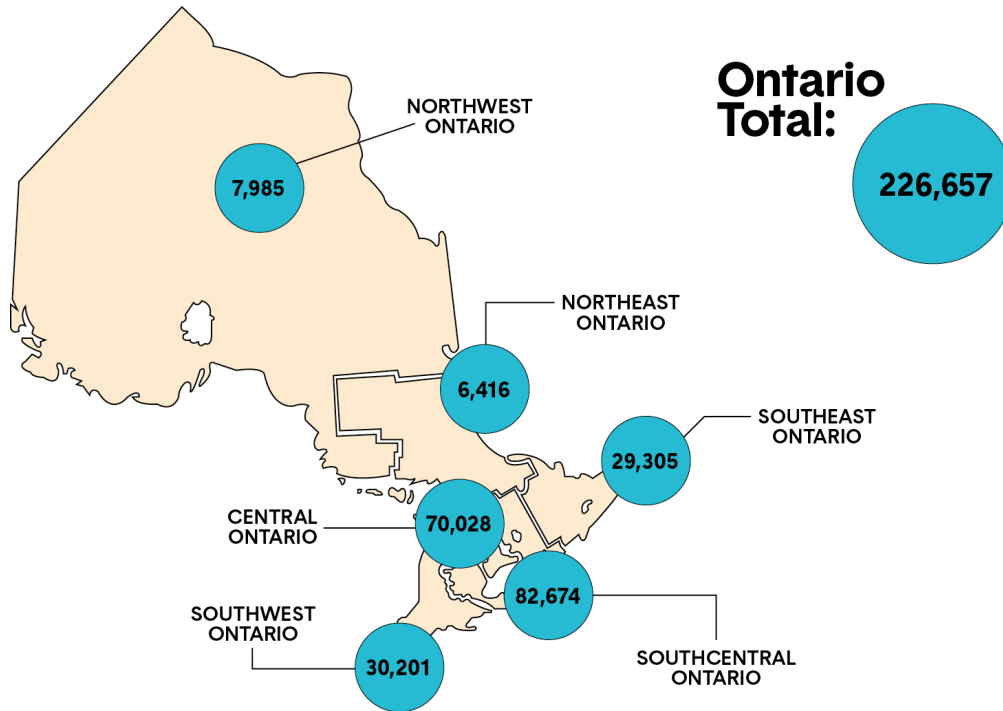
Members in Good Standing



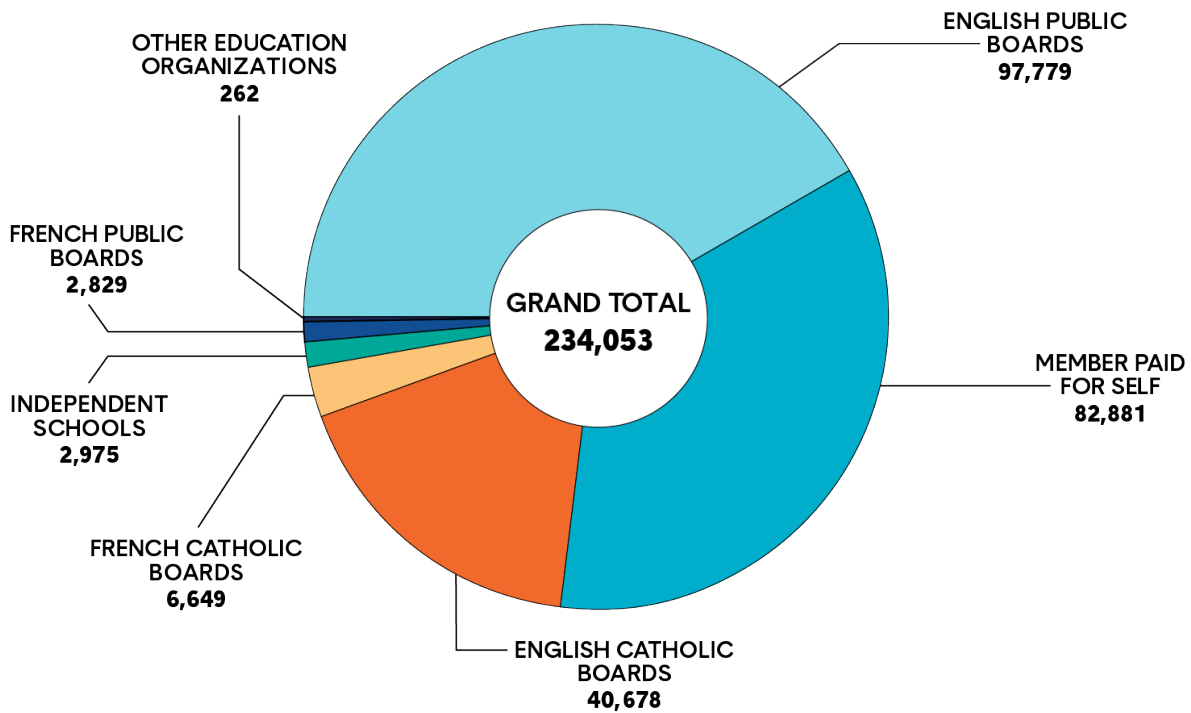
Individuals Appearing on the Public Register



Geographic Distribution of Members

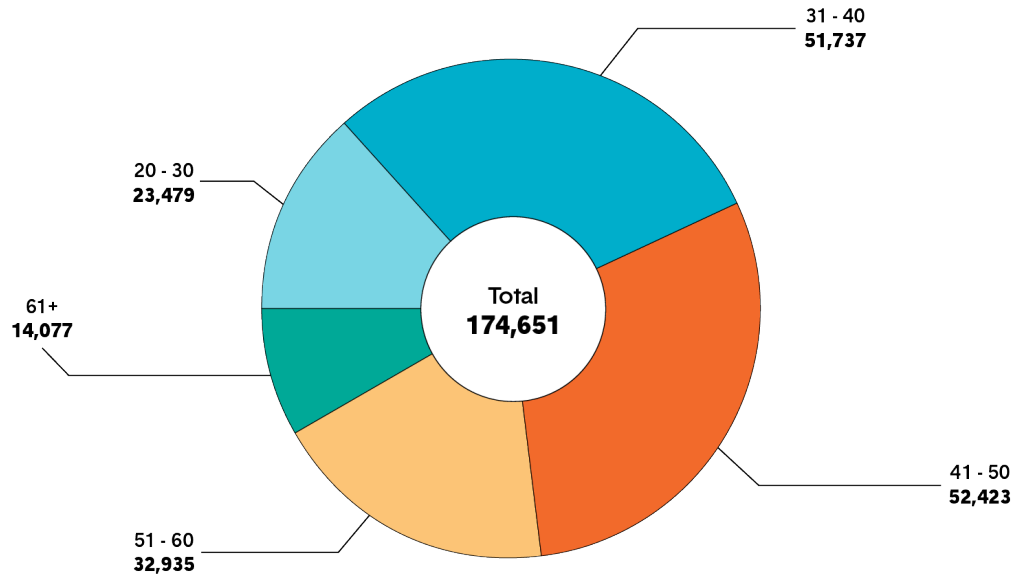


Where Members are Employed (Based on Fee Payment Information)

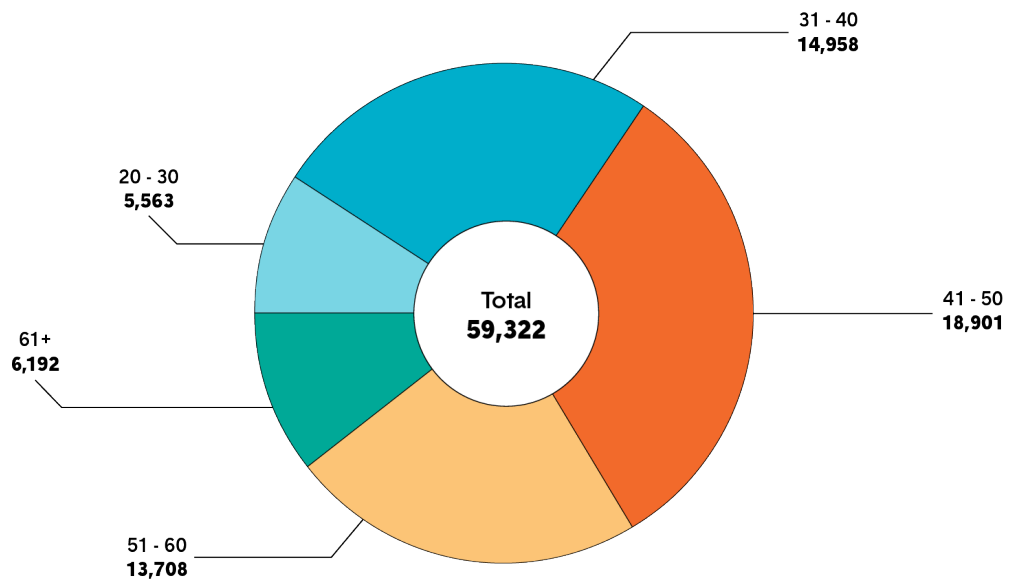


Membership Demographics

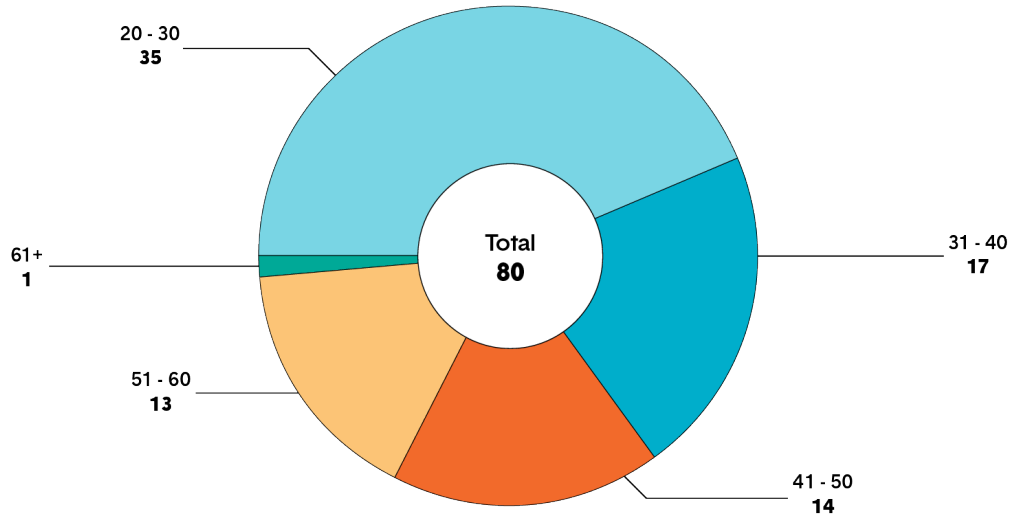
Age of Female Members



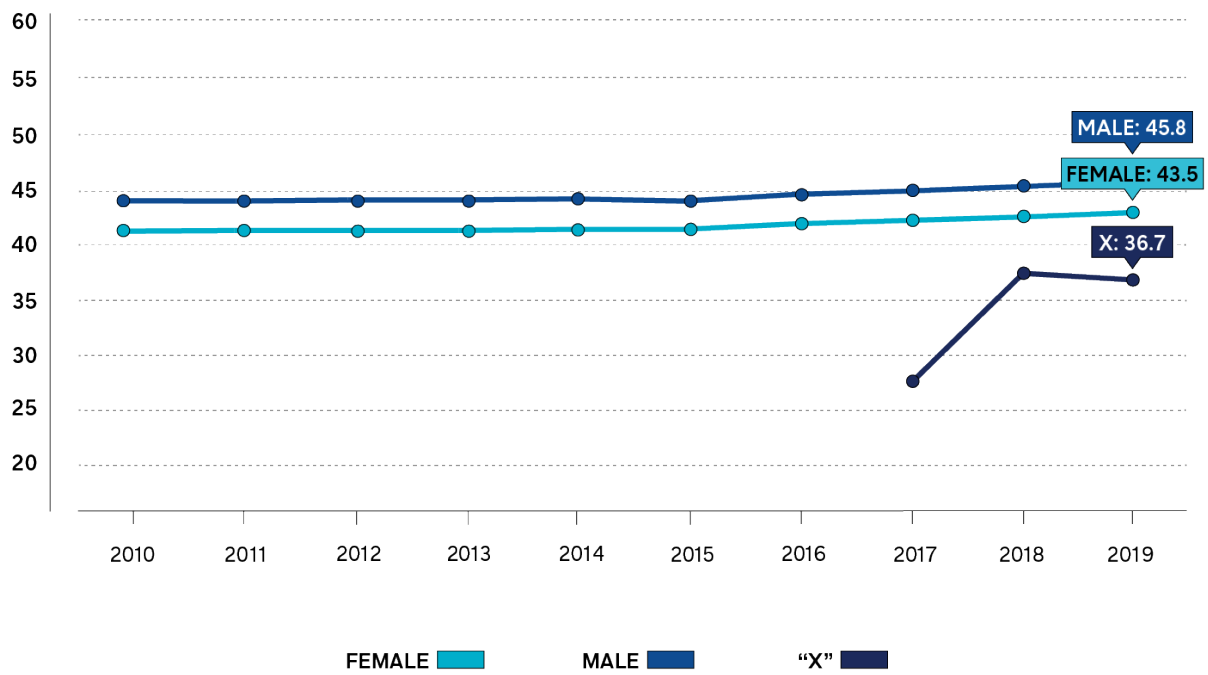
Age of Male Members



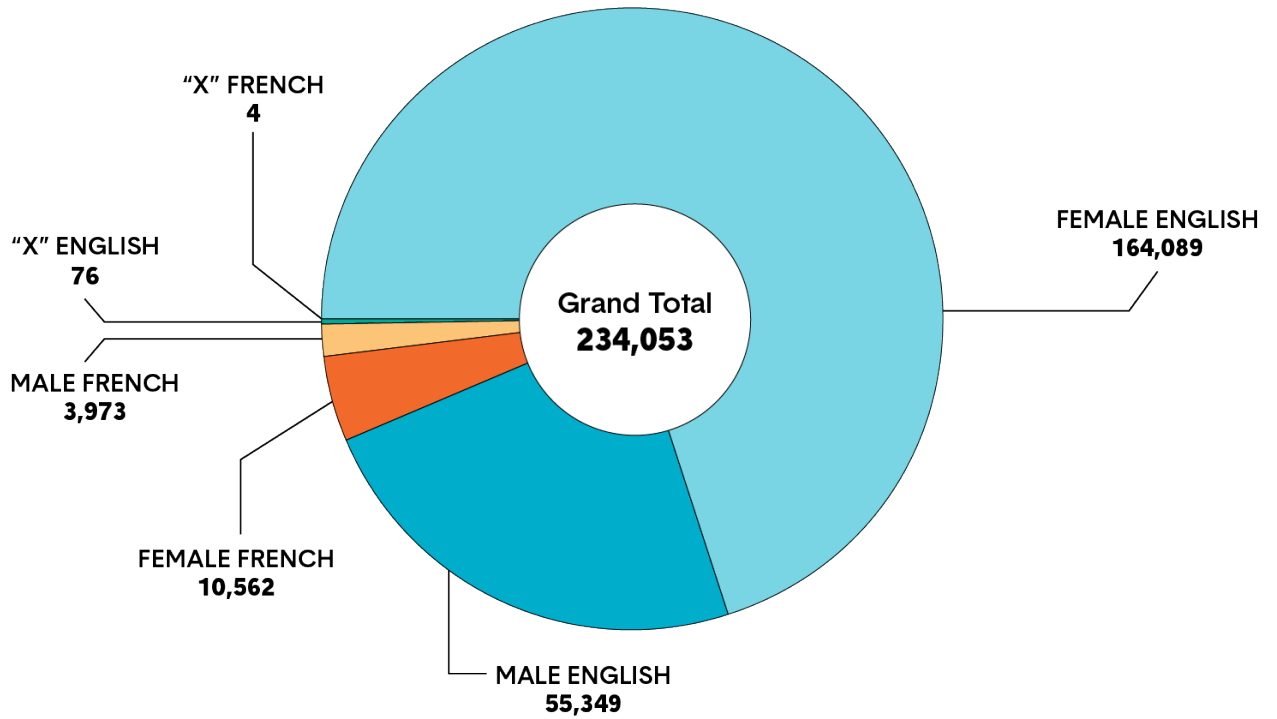
Age of X Members



Average Age of Members

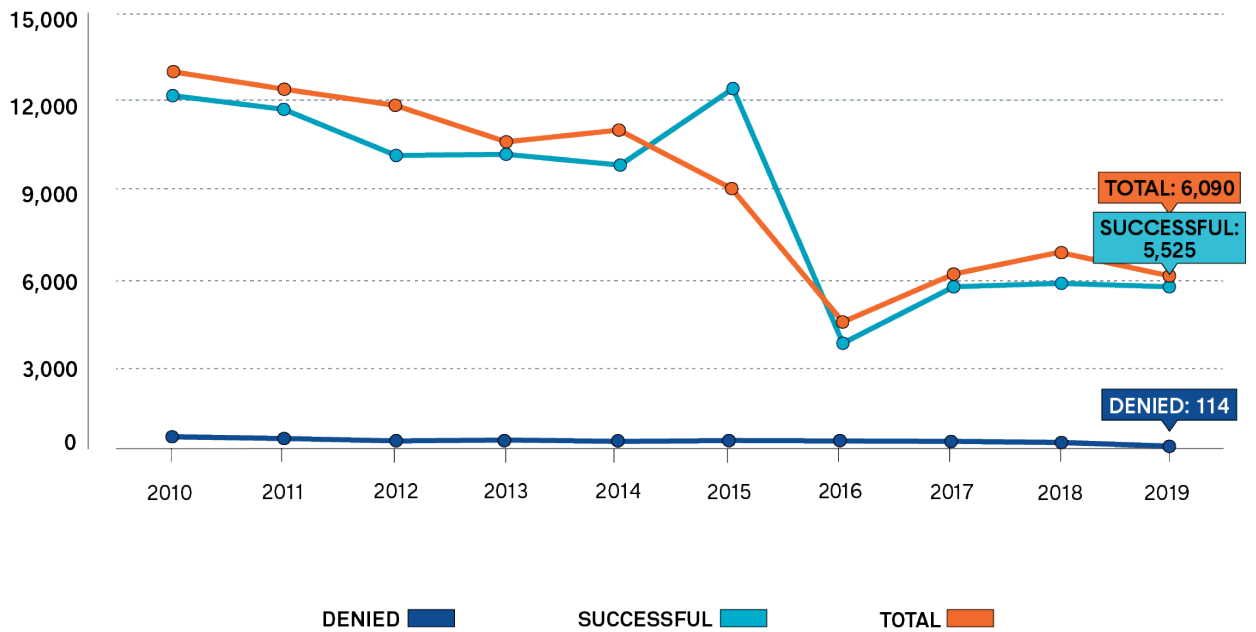


Members in Good Standing

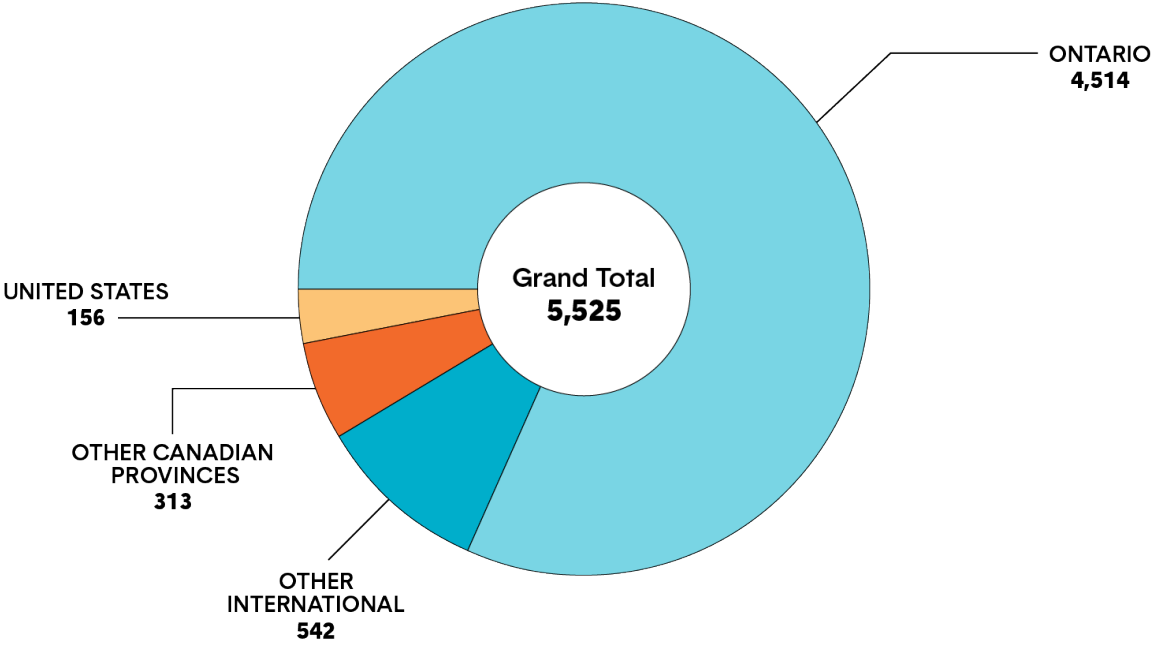


Applications for Membership

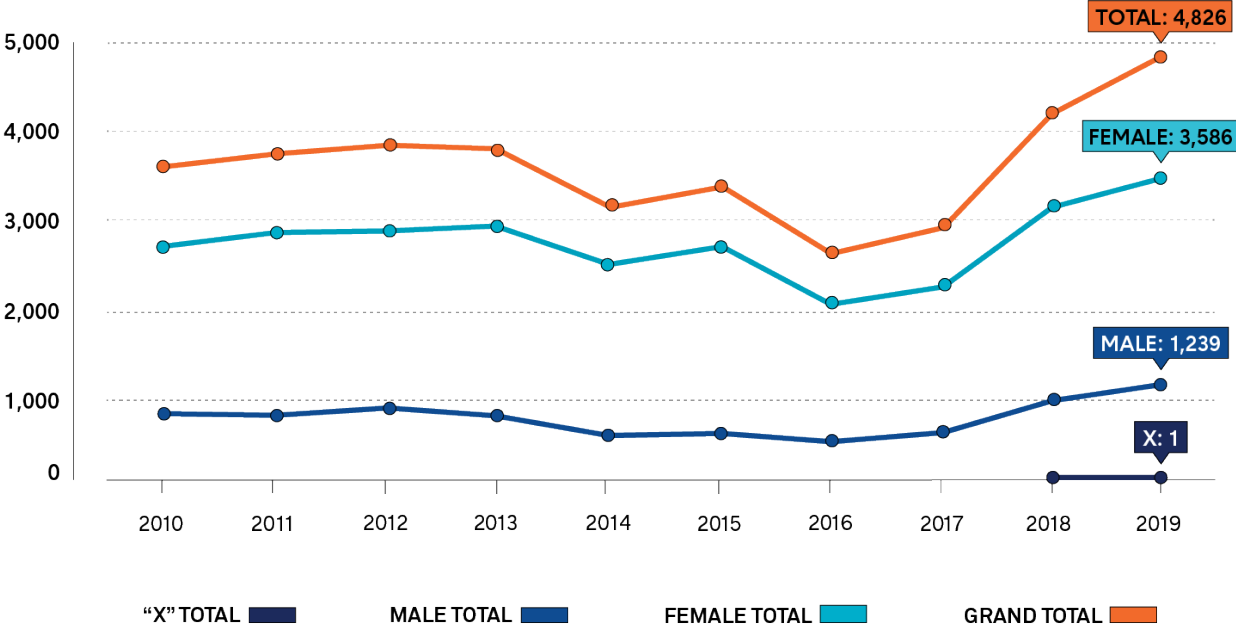
Application Results



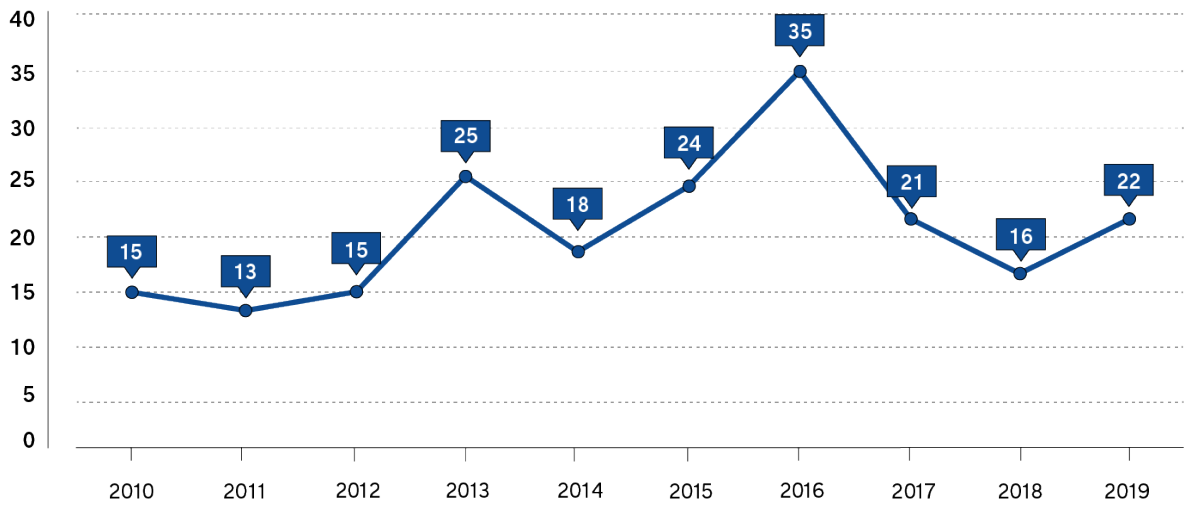
Total Number of Applications by Jurisdiction



Total Number of New Teacher Induction Program Completions

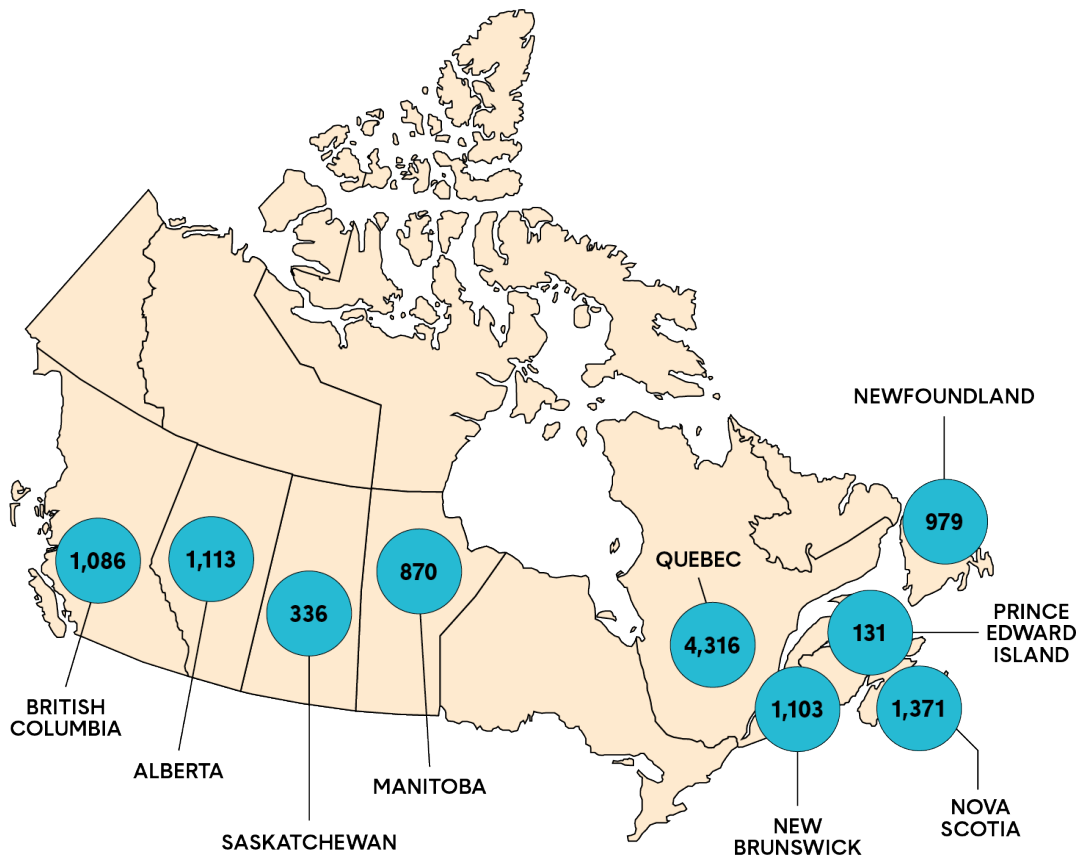


Total Number of Registration Appeal Decisions Rendered Annually



Volume & Sources of Teacher Education

Total Number of New Members by Province of Initial Certification



Total Number of New Members by Ontario Faculty of Education

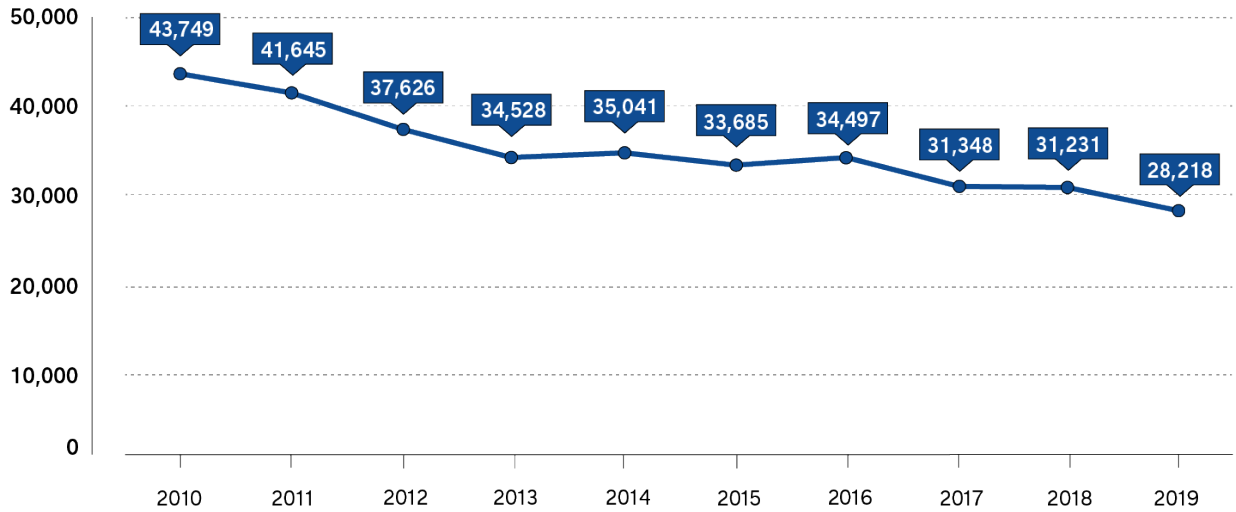
Faculty of Education	Quantity
Charles Sturt University	1
College of Education, Niagara University	131
École des sciences de l'éducation, Université Laurentienne	73
Faculté d'éducation, Université d'Ottawa	293
Faculty of Education, Brock University	524
Faculty of Education, Lakehead University	261
Schulich School of Education, Nipissing University	344
Faculty of Education, Queen's University	586
Faculty of Education, The University of Western Ontario	371
Faculty of Education, University of Ottawa	261
Faculty of Education, University of Windsor	199
Faculty of Education, Wilfrid Laurier University	70
Faculty of Education, York University, Toronto	519
Ontario Institute for Studies in Education of the University of Toronto	441
Redeemer University College	26
School of Education, Laurentian University	78
Trent University	153
Tyndale University College & Seminary	60
University of Ontario Institute of Technology	124

Qualifications of College Members

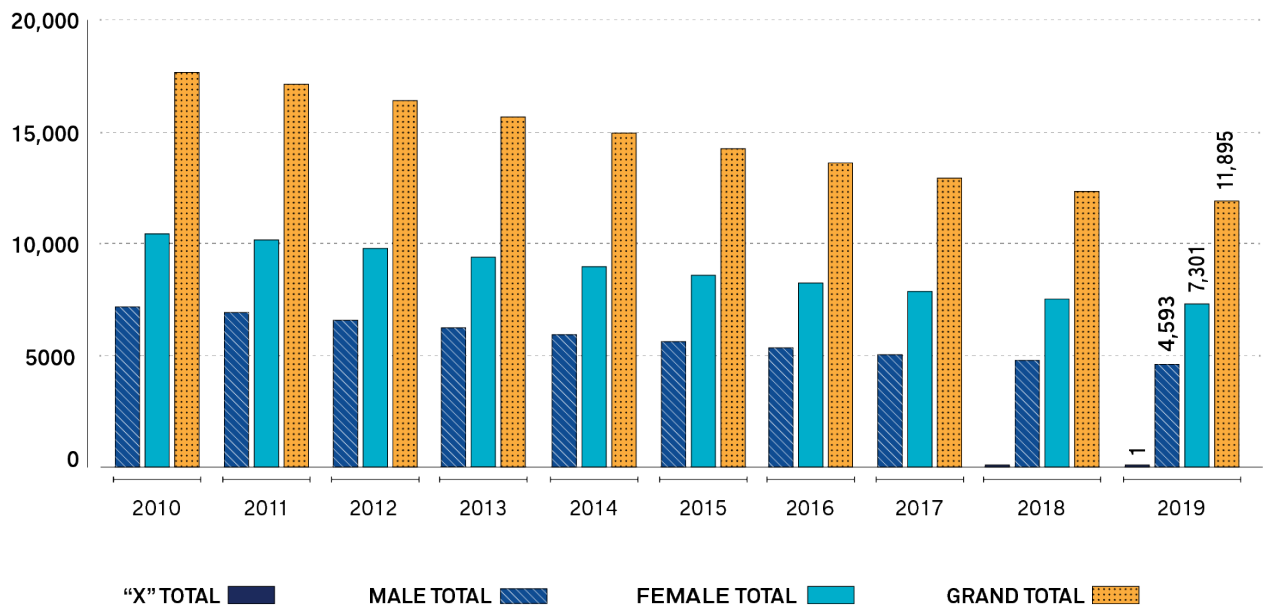
Top 30 Additional Qualifications Awarded in 2019, by Subject

Additional Qualification	Quantity
Special Education, Part 1	3 091
Teaching English Language Learners, Part 1	1 690
Mathematics, Primary and Junior, Part 1	1 656
Special Education, Part 2	1 572
Religious Education in Catholic Schools, Part 1	1 337
Special Education, Specialist	1 233
Reading, Part 1	1 057
Principal's Qualification, Part 1	969
Principal's Qualification, Part 2	955
Honour Specialist	888
Guidance and Career Education, Part 1	851
Kindergarten, Part 1	702
Mathematics, Primary and Junior, Part 2	625
Teacher Librarian, Part 1	576
French as a Second Language, Part 1	543
Mathematics, Primary and Junior, Specialist	456
French as a Second Language, Part 2	369
Co-operative Education, Part 1	348
Guidance and Career Education, Part 2	326
Teaching English Language Learners, Part 2	321
Reading, Part 2	300
Integration of Information and Computer Technology in Instruction, Part 1	299
Religious Education in Catholic Schools, Part 2	296
Kindergarten, Part 2	256
First Nation, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures, Pt 1	255
Guidance and Career Education, Specialist	239
Religious Education in Catholic Schools, Specialist	236
Éducation de l'enfance en difficulté, partie 1	233
French as a Second Language, Specialist	229
Teaching English Language Learners, Specialist	218

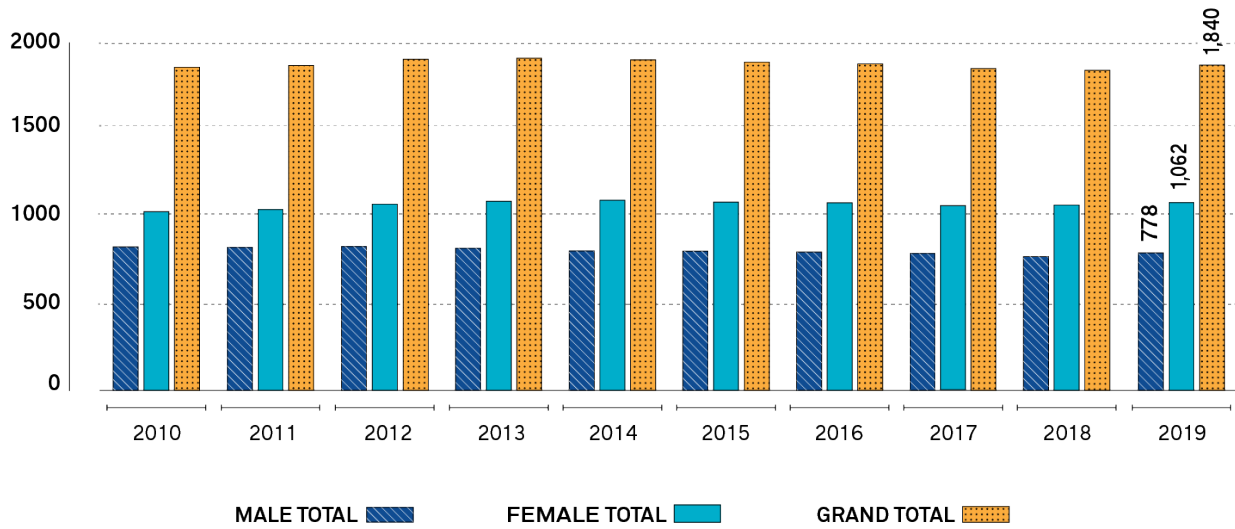
Total Number of Additional Qualifications Awarded



Members with Principal's Qualifications (by Gender)



Members with Supervisory Officer's Qualifications (by Gender)



Number of Submitted AQ Courses by Provider Accredited

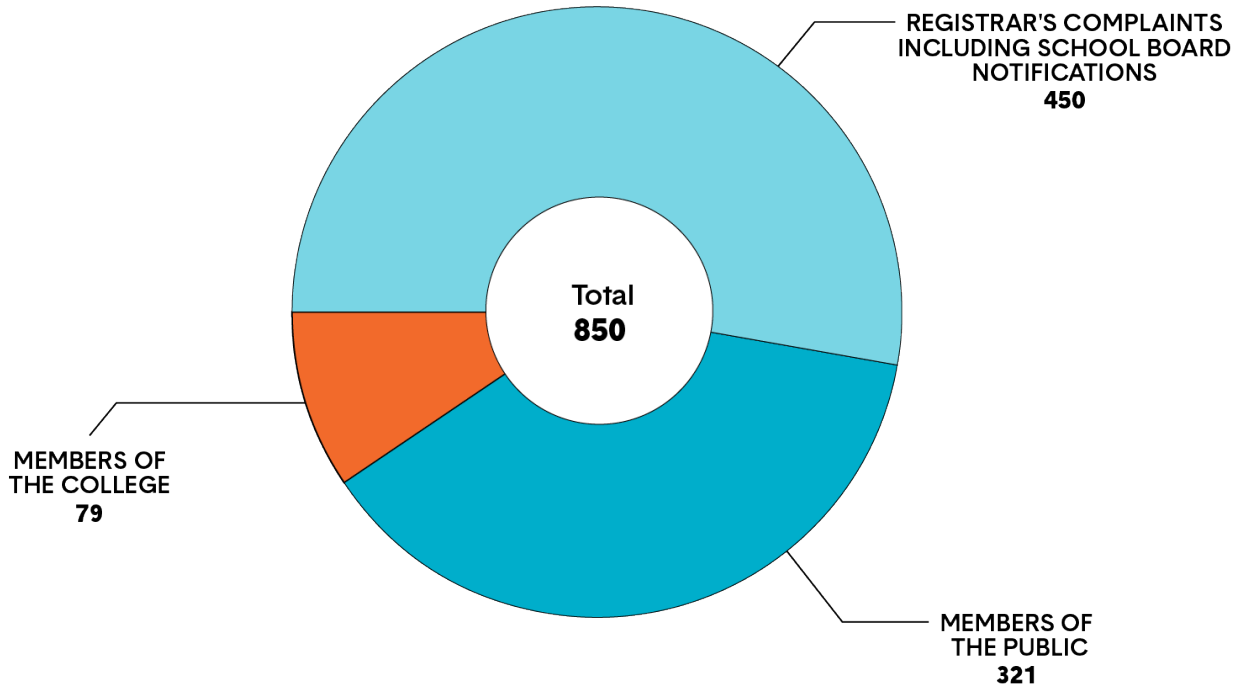
Provider Name	2019
Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)	2
Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)	0
Brock University	3
Catholic Community Delivery Organization (CCDO)	1
Catholic Principals' Council of Ontario (CPCO)	0
Centre franco-ontarien de ressources pédagogiques (CFORP)	1
Charles Sturt University in Ontario	0
Dufferin Peel Catholic District School Board	0
Durham District School Board	7
Eastern Ontario Staff Development Network (EOSDN)	1
Elementary Teachers' Federation of Ontario (ETFO)	7
Fanshawe College	2
Halton Catholic District School Board	1
Halton District School Board	1
Hamilton-Wentworth District School Board	0
Huron-Superior Catholic District School Board	0
Indigenous Education Coalition (IEC)	0
Kawartha Pine Ridge District School Board	0
Kenjgewin Teg Educational Institute	0

Provider Name	2019
Lakehead District School Board	0
Lakehead University	3
Laurentian University	0
Niagara College Canada	1
Niagara University	6
Nipissing University	10
Ontario English Catholic Teachers Association (OECTA)	1
Ontario Institute for Studies in Education (OISE) at the University of Toronto	7
Ontario Principals' Council (OPC)	3
Ontario School Counsellors' Association	2
Ottawa Catholic School Board	0
Peel District School Board	0
Queen's University	24
Rainy River District School Board	0
Redeemer University College	0
Regis College	0
Royal Conservatory of Music	3
Saint Paul University	0
Seneca College of Applied Arts & Technology	0
Six Nations Polytechnic	1
St. Clair Catholic District School Board	0

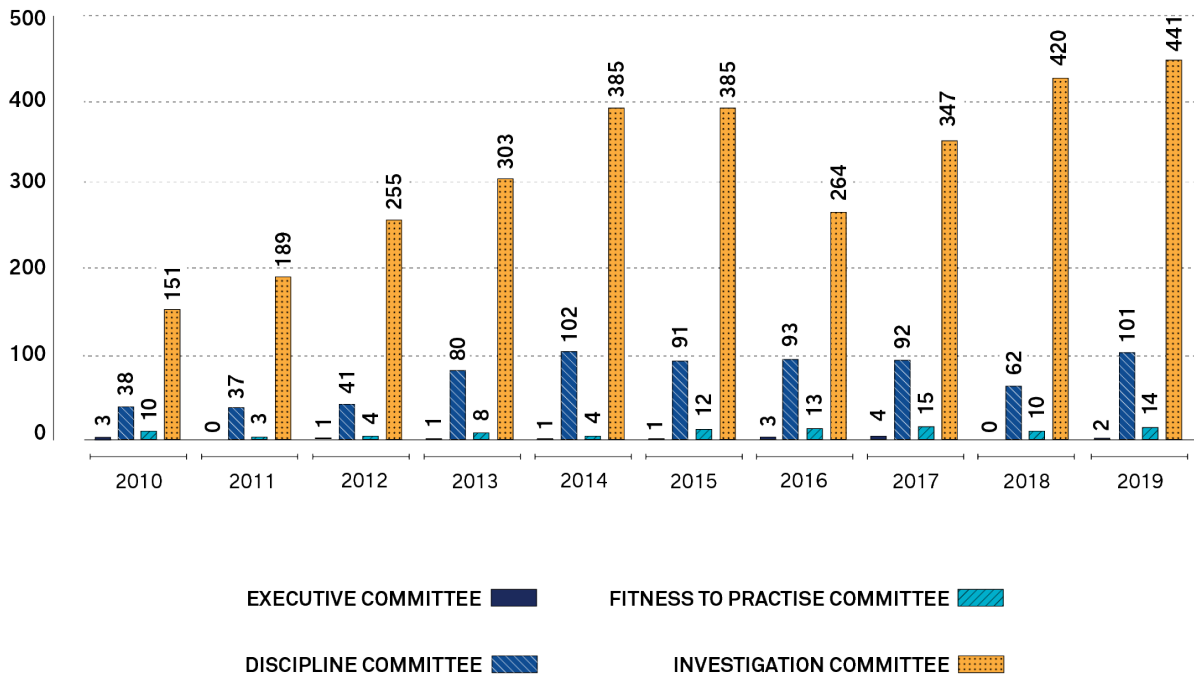
Provider Name	2019
The University of Western Ontario	5
Toronto District School Board	3
Trent University	14
Université d'Ottawa	10
Université Laurentienne	7
Université Saint-Paul	0
University of Ontario Institute of Technology	1
University of Ottawa	8
University of Windsor	3
Upper Canada District School Board	0
W. Ross MacDonald School for the Blind/Ministry of Education Provincial Schools Branch	0
Wilfrid Laurier University	4
York Catholic District School Board	5
York Region District School Board	2
York University	8

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 - 2019
- Additional Basic Qualifications Held by Members - 2018
- 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

- Concerns at Intake Stage
- Origin and Disposition of Complaints





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, 2019
- 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, 2019, 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.

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.



Chartered Professional Accountants,
Licensed Public Accountants

Vaughan, Canada

Balance Sheet

(In thousands of dollars)

December 31, 2019, with comparative information for 2018

	2019	2018
Assets		
Current assets:		
Cash	\$ 4,651	\$ 3716
Investments (note 2)	5,005	8,148
Accounts receivable	379	353
Deposits and prepaid expenses	243	191
	10,278	12,408
Capital assets (note 3)	28,286	28,599
	\$ 38,564	\$ 41,007
Liabilities and Members' Equity		
Current liabilities:		
Accounts payable and accrued liabilities (note 4)	\$ 4,701	\$ 3,880
Deferred revenue	1,444	777
Deferred salaries	619	504
Mortgage payable (note 5)	13,999	762
	20,763	5,923
Mortgage payable (note 5)	—	13,999
Members' equity:		
Unrestricted	13,791	13,342
Internally restricted (note 9)	4,010	7,743
	17,801	21,085
Commitments and contingencies (notes 7 and 8)		
Subsequent event (note 12)		
	\$ 38,564	\$ 41,007

See accompanying notes to financial statements.

Approved on behalf of the Members:

Nicole van Woudenberg, OCT
Council Chair

Chantal Bélisle, OCT
Deputy Registrar

Statement of Operations and Changes in Members' Equity

(In thousands of dollars)

Year ended December 31, 2019, with comparative information for 2018

	2019	2018
Revenue:		
Annual membership fees	\$ 35,265	\$ 35,209
Other fees	1,429	1,932
Advertising	787	800
Special projects	12	110
Interest and other	568	453
	38,061	38,504
Expenditures:		
Employee salaries	18,041	17,331
Employee benefits (note 10)	4,698	4,563
Council and committees	705	933
Services to members and applicants	3,162	3,307
Professional practice	583	521
Investigations and hearings	6,066	4,132
Operating support	5,073	4,752
Mortgage interest	831	874
Amortization	2,186	2,217
Council elections	—	220
Deficiency of revenue over expenditures	(3,284)	(346)
Members' equity, beginning of year	21,085	21,431
Members' equity, end of year	\$ 17,801	\$ 21,085
Members' equity, comprised of:		
Unrestricted	\$ 13,791	\$ 13,342
Internally restricted (note 9)	4,010	7,743

Statement of Cash Flows

(In thousands of dollars)

Year ended December 31, 2019, with comparative information for 2018

	2019	2018
Cash provided by (used in):		
Operating activities:		
Deficiency of revenue over expenditures	\$ (3,284)	\$(346)
Amortization which does not involve cash	2,186	2,217
Change in non-cash operating working capital:		
Accounts receivable	(26)	43
Deposits and prepaid expenses	(52)	(17)
Accounts payable and accrued liabilities	821	(608)
Deferred revenue	667	112
Deferred salaries	115	265
	427	1,666
Financing activities:		
Repayment of mortgage principal	(762)	(719)
Investing activities:		
Purchases of investments	(48,357)	(8,080)
Proceeds from redemption of investments	51,500	6,573
Purchase of capital assets	(1,873)	(1,791)
	1,270	(3,298)
Increase (decrease) in cash	935	(2,351)
Cash, beginning of year	3,716	6,067
Cash, end of year	\$ 4,651	\$ 3,716

See accompanying notes to financial statements.

Notes to Financial Statements

(In thousands of dollars)

Year ended December 31, 2019

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 purchased are recorded at cost. Repairs and maintenance costs are charged to expenditures. Betterments which extend the estimated useful life of an asset are capitalized. When a capital asset no longer contributes to the College’s ability to provide services, its carrying amount is written down to its residual value. Capital assets are amortized over their estimated useful lives on a straight-line basis, 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:

	2019	2018
Bank of Montreal 2.1% GIC, matured February 14, 2019	\$ —	\$ 8,148
Bank of Montreal 2.25% GIC, matures April 15, 2020	5,005	—
	\$ 5,005	\$ 8,148

Included in the investment balance is \$5 (2018 - \$148) of accrued interest.

3. Capital assets:

			2019	2018
	Cost	Accumulated amortization	Net book value	Net book value
Land	\$7,660	\$ —	\$ 7,660	\$ 7,660
Building	12,834	4,064	8,770	9,198
Building improvements	15,575	8,810	6,765	7,687
Furniture	6,304	5,267	1,037	1,021
Equipment	5,033	4,575	458	460
Computer equipment	2,283	1,915	368	306
Software	3,510	282	3,228	2,267
	\$ 53,199	\$ 24,913	\$ 28,286	\$ 28,599

Included in software is \$3,214 (2018 - \$2,221) 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, 2019 are government remittances owing of \$52 (2018 - \$274).

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:

	2019	2018
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$93, maturing June 30, 2020	\$ 9,757	\$ 10,288
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$40, maturing June 30, 2020	4,242	4,473
	13,999	14,761
Less current portion	13,999	762
	\$ —	13,999

Principal payments are due as follows:

2020	\$ 13,999
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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, 2019, no amounts (2018 - 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:

2020	\$ 29
2021	29
2022	29
	\$84

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 internally restricted to unrestricted of \$3,733 for operating needs (2018 - the Council approved an interfund transfer from unrestricted to internally restricted of \$8,372 and a draw from internally restricted of \$629 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 three 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 \$1,798 (2018 - \$1,721), 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.

12. Subsequent event:

Subsequent to year-end, the COVID-19 outbreak was declared a pandemic by the World Health Organization and has had a significant financial, market and social dislocating impact. The College shifted to a work remote business contingency strategy on March 17, 2020. College operations were not interrupted and core business functions continued to operate remotely. The College has planned a four-phase strategy in response to normalizing operations on a gradual basis. The situation is dynamic and potential financial impact, if any, is not known at this time.





**Ontario
College of
Teachers**

Setting the
Standard for
Great Teaching

Cette publication est également disponible en français sous le titre
Rapport annuel 2019.

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