



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

2020 Annual Report Setting the Standard for Great Teaching



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Transition Supervisory Officer's Message

The Evolution of Self-Regulation



Long-recommended Council changes to the College's governance structure have arrived in the form of Bill 229, which the provincial government passed last December.

The changes will increase student protection and improve how the teaching profession is governed in Ontario. These significant legislative changes support what's happening around the world in board governance.

I am pleased to have been appointed by the provincial government as a Transition Supervisory Officer for the College to oversee the transition to the new Council and committees. My role is to ensure that the move to a new governance structure is smooth, efficient and timely.

The new, smaller Council will continue its good work in the service of the public interest, aided by the independent work of committees and panels.

Self-regulation evolves. The new governance structure will create greater opportunities for College members and members of the public across the province to become

involved in the work of the College on panel rosters, committees and Council.

The College's new governance process is in line with what is happening globally, where we are seeing a greater focus on achieving a balance of public and professional representation. This helps to ensure those in Council and committee roles have the appropriate skills and competencies to do the job.

The new structure also means:

- Council and committee members will have staggered terms and will be able to serve for up to six consecutive years;
- a selection-based appointment process will replace an election;
- a subcommittee of Council will make recommendations regarding future appointments to Council, committees and rosters of panelists;
- the subcommittee will also recommend the appointment of public appointees to government; and
- committee chairs will be appointed to one-year renewable terms.

Teachers will always have a say in the regulation of their profession. The Council will continue to pass bylaws and recommend changes to regulation and legislation that

serve students and uphold the high standards of professionalism in teaching.

Members of the profession will continue to participate in discipline panels — along with public members — and will continue to fairly adjudicate matters in the public interest in a timely fashion.

If you are a member of the public or the teaching profession in Ontario and want to grow as a leader, and develop skills in governing your profession in the public interest, look for these new opportunities in the coming months.

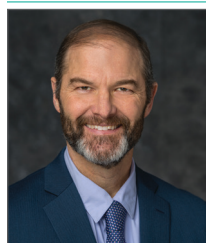
Paul Boniferno

Transition Supervisory Officer



Registrar's Message

Challenge, Change and Resilience



When I was appointed Registrar & CEO of the Ontario College of Teachers, I joined an organization on the cusp of a significant evolution in how we fulfill our public mandate of ensuring the safety and well-being of Ontario students.

That evolution is enabled by the provincial government's passage of Bill 229 in December. The new legislation enshrined key College-recommended updates to our operations and governance structure that will enhance transparency, strengthen public engagement, and help us respond more quickly to the needs of educators while meeting our obligation to protect students.

With that obligation in mind, the College developed a professional advisory with updated guidelines on maintaining professional boundaries between students and their educators. We also launched a Therapy & Counselling program for victims of sexual abuse or prohibited acts of child pornography.

Strengthening public institutions is an ongoing endeavour, but occasionally we must shore up the foundation. That is why the College recommended the dissolution of our

previous governance structure in favour of a model that ensures equal representation for the public and members of the profession on Council and statutory committees. The newly balanced ratio enables the College to tap into the wealth of diverse expertise and perspectives available across Ontario as we recalibrate for the future.

The College has been well guided by its governing Councils over the years, and I offer sincere thanks to all those who stepped forward to serve in the interest of protecting students.

Change rarely comes without challenge. My confidence in the capacity of the College and our members to navigate this transitional year is strong, given what I have learned about how they adeptly adapted to the many challenges of 2020.

First and foremost, of course, was the COVID-19 pandemic that shuttered the College offices and schools around the province. The College responded by quickly taking our operations virtual to maintain our connection with members and other stakeholders to develop responsive initiatives including:

- issuing video conferencing guidelines to support elementary and secondary

teachers who had to take their classrooms online

- addressing the teacher shortage by reaching out to more than 132,000 educators who were retired, in good standing and not teaching, and recent graduates to consider returning to the classroom
- working with faculties of education to ensure their virtual classroom environments continued to effectively develop Ontario's next generation of educators.

In 2020, racial tensions around the world also reached a boiling point. As part of its longstanding commitment to anti-oppression, equity and inclusion, the College continued to examine these issues with sensitivity and candour.

The College launched the development of a new Additional Qualification and Professional Advisory on Anti-Black Racism. Changes to the regulation that underpin discipline in teaching made hatred and discrimination an act of professional misconduct.

We have taken and will continue to take proactive steps to encourage Ontario Certified Teachers and members of the public who identify as a member of an underrepresented group to participate in vital Council and committee work. Opportunities for everyone to lend their expertise and lived experiences to our regulatory mandate will continue to grow and solidify as our new governance structure evolves.

We will not soon forget 2020, and we would be wise not to. Its many and varied challenges reinforced the importance of building resilient public institutions. The College and the profession put their resilience on display time and again. I will surely keep their efforts and lessons in mind as the College continues the fulfillment and strengthening of our mandate through this year of transition.

Derek Haime, OCT

Registrar and CEO





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.

The organization is also mandated to communicate with the public on behalf of the profession. This annual report is one example of that communication. Our website is another.

In the Public Interest

The College has a duty to serve and protect the public interest. Our policies and initiatives are developed to maintain and improve excellence in teaching. We are accountable for how we carry out our 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 public register of all Ontario Certified Teachers (OCTs) on our website, which includes their qualifications and credentials. Disciplinary hearings are open to the public. A summary of each disciplinary hearing and its outcome is published in the College magazine and on our website.

How We Are Governed

Until the end of 2020, the College was governed by a Council of 37, that met 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.

In 2018, the College commissioned an independent review of its governance, focusing on ways to improve the efficiency and effectiveness of key governance practices and structures. The College then made a set of recommendations to the government and in December, 2020, those changes became law.

This new legislation evolves the College's governance structure to operate more effi-

ciently and effectively. When the changes to governance are complete, Council will have fewer members, enabling it to be more nimble. It will be made up of an equal number of members of the public and OCTs, balancing the interests of the public and the profession. Committees will be composed of individuals who are not Council members, meaning that overall, a greater number of individuals will be involved in our work.

A roster of panellists will also work with committee members on panels for statutory and regulatory committees. This will allow for greater representation and diversity, throughout.

Our Members – Ontario Certified Teachers (OCTs)

Who are OCTs? Teachers, consultants, vice-principals, principals, supervisory officers, directors of education and those working in non-school board positions must all be licensed 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 232,164 in 2020.

Our Services

We offer OCTs and the public a wide range of resources about teaching and education on our 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 about 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



Paige Bennett, OCT



Chantal Côté, OCT



Irene Dembek, OCT



Susan E. Elliott-
Johns, OCT (to July 20,
2020)



Rebecca Forte, OCT



Melissa Gaffen, OCT



Tim Gernstein, OCT



Erin Glen, OCT



Mary Ellen Gucciardi,
OCT



John Hamilton, OCT



Jacqueline
Karsemeyer, OCT



Timothy Kwiatkowski,
OCT



Mary-Anne Mouawad,
OCT



Sara Nouini, OCT



Gerry O'Reilly, OCT
(to August 31, 2020)



Nicola Powadiuk, OCT



Nancy Saunders, OCT



Kara Smith, OCT
(from December 3, 2020)



Stéphane Vallée, OCT



Nicole van Woudenberg,
OCT



Jennifer Wyatt, OCT



Stephen Zimmermann,
OCT

Appointed members



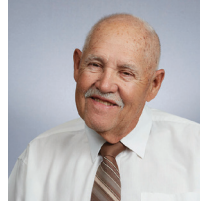
John Cammarata



Robert (Bob) Cooper,
OCT



Elizabeth Edgar-
Webkamigad, OCT



Richard Filion



Godwin Ifedi
(to March 18)



Todd Lalonde
(from June 18, 2020)



Collen Landers



Éleine Legault
(from May 7, 2020)



Marlène Marwah
(to November 28, 2020)



Michelle Miner-Seal
(to November 28, 2020)



Bonnie Oakes Charron,
(from March 18, 2020)



Wanda Percival



Thomas (Tom) Potter



Vincent Rinaldo, OCT



Jonathan Rose

Registrar and Chief Executive Officer



Dr. Derek Haime, 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 (OCTs) are qualified, licensed, 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's what that looked like last year:

Public and Member Participation in Governance

The College has been working to modernize its governance structure since 2018, when it commissioned an independent review to find efficiencies within its governance structure. The review resulted in 37 recommendations, many of which became legislation in early 2021. These changes will enable the College to complete a corporate governance restructuring that will serve as a model for professional self-regulation in Ontario.

The new legislation also means College governance will include equal public and member representation on Council and statutory committees.

Council and committee members will be selected from a diverse group of individuals, including members of the profession, with attributes and competencies to govern the teaching profession in the public interest. This will be achieved through an open and transparent application process.

Furthermore, the changes enabled the College to dispense with costly elections that resulted in low candidate and voter participation.

Professional Advisory: Professional Boundaries

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 fall of 2020, the College officially rolled out its latest advisory, Professional Boundaries, with direct promotion to OCTs and a feature story in the College's quarterly publication, Professionally Speaking. This advisory stresses the importance of maintaining professional boundaries and provides practical advice to Ontario Certified Teachers at any point in their education careers.

Listing Tech Qualifications

Updated legislation introduced in late 2020 officially recognizes the education, work experience and professional competency of Ontario's technological education teachers.

As a result, the technological qualifications now appear on members' certificates and in the College's online public register, [Find a Teacher](#).

Public Protection

The Professional Misconduct regulation, made under the Ontario College of Teachers Act, now includes "making remarks or engaging in behaviours that expose any person or class of persons to hatred on the basis of a prohibited ground of discrimination under Part I of the Human Rights Code."

The change is further supported by the College's commitment to inclusion, diversity and addressing systemic racism. In 2020, the College started the development of an Additional Qualification (AQ) course about anti-Black racism. Internally, College staff have undergone bias and anti-racism awareness training.

Safeguarding Students

Between 1997 and May 2008, sexual abuse was bundled with other forms of abuse in the Professional Misconduct regulation, which meant not all cases resulted in revocation, as disciplinary decisions are always based on the law in place at the time.

Over the years, the College has made numerous recommendations to further strengthen student protection, and in 2020, the government enacted legislation doing just that.

Legislative amendments made to the Ontario College of Teachers Act, enabled the College to retroactively revoke the certificates of individuals who still held teaching certificates,

despite being found guilty of an act of professional misconduct consisting of, or including, sexual abuse of a student or a prohibited act involving child pornography.

Ongoing Transparency

In 2020, the College concluded 88 Discipline Committee hearings and 12 Fitness to Practise Committee hearings. Disciplinary 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 Committee decisions in the College's official publication, *Professionally Speaking*, and on the College's website
- maintaining the online public register, as it also plays an important role in communicating the decisions of our Discipline Committee.

Find a Teacher

Since launching in 2001, [Find a Teacher](#) has been the most viewed area on the College website, with more than 3.4 million page views in 2020.

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

Follow Us on Twitter

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

Access Us on Facebook

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

- participate in polls
- read the latest College news
- learn about new resources at the Margaret Wilson Library
- learn about 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

On Pinterest, the College provides teachers with resources, ranging from inspiring book recommendations to practical classroom tips.

Connect with Us on LinkedIn

On [LinkedIn](#), the College 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

Accreditation Appeal Committee Members

- Charles Dimitry Abraham, OCT (e)
- Robert (Bob) Cooper, OCT (a)
(from October 1)
- Melissa Gaffen, OCT (e)
- Mary Ellen Gucciardi, OCT (e)
(Vice-Chair from July 29)
- Jonathan Rose (a)
(Vice-Chair to July 29)

(a) = appointed

(e) = elected

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 2020, an orientation and training session was provided to one new committee member. 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 2020.

Accreditation Committee

This Annual Report for 2020 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 seeks to ensure the availability of 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 Committee Members

- Paige Bennett, OCT (e) (Vice-Chair)
- Chantal Côté, OCT (e) (from October 30)
- Susan E. Elliott-Johns, OCT (e) (to July 20)
- Rebecca Forte, OCT (e)
- Jacqueline Karsemeyer, OCT (e)
- Todd Lalonde (a) (from July 8)
- Colleen Landers (a) (Chair)
- Mary-Anne Mouawad, OCT (e)
- Bonnie Oakes Charron (a) (from May 21)
- Thomas (Tom) Potter (a) (to March 6)
- Vincent Rinaldo (a)

(a) = appointed

(e) = elected

Accreditation Decisions

In 2020, the Accreditation Committee rendered the following decisions pertaining to 12 programs of professional education offered at six different providers in the province:

Renewals

- With conditions: 1
- No conditions: 1

Program changes

- Addition to program: 2
- Substantial change in program: 1

Revocation

- 2

Extensions to accreditation period

- 5

Accreditation Renewals

In 2020, the committee considered two panel reports for renewal of accreditation of the following programs:

1. Faculty of Education at University of Ottawa:

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

2. Faculty of Education at Brock University:

- Concurrent program of professional education that combines studies in Aboriginal Education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Aboriginal).

In late 2020, the Faculté d'éducation at Université d'Ottawa (French-language program) submitted an application for renewal of the general accreditation of their programs. This review will occur in 2021 with a virtual site visit in February.

Monitoring Programs with Conditions

When the Accreditation Committee issues its decision, it may:

- grant accreditation without conditions
- grant accreditation with conditions if the committee finds that the program does not fully satisfy the requirements for accreditation
- 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.

The Accreditation Committee received and reviewed a plan from the Faculty of Education, Brock University to satisfy the conditions pertaining to the concurrent Bachelor of Education (Aboriginal) program (Primary/Junior divisions). The conditions remain on this program.

Program Change Decisions

The Accreditation Committee received and reviewed the following.

- 1. A substantial change request from the Department of Education, Tyndale University to offer an environmental education stream alternative for the following program:**
 - consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree.
- 2. An addition to program request from the Faculty of Education, University of Windsor for the addition of an area of study in Media Arts as a teaching subject area in the Intermediate/Senior divisions to the following programs.**
 - consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree
 - concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree, including the Early Childhood Education concurrent program for the Primary/Junior divisions.

The committee approved these program changes.

Extensions to Accreditation Period

In light of the COVID-19 pandemic, the Accreditation Committee extended the accreditation period for one provider (five programs) from Spring 2020 until Spring 2021. An extension of up to one year to the accreditation period is made available in Ontario Regulation 347/02 Accreditation of Teacher Education Programs.

Revocations

The Accreditation Committee responded to the request of the provider to revoke the accreditation for two programs of professional education offered by the School of Education and Professional Learning at Trent University:

- one part-time consecutive program that had not been offered since the implementation of the four-semester delivery structure
- one concurrent Indigenous program deemed redundant since the differences existed solely in the pre-professional years.

COVID-19 Pivot Reports

In Fall 2020, providers submitted descriptions of how program delivery and practicum adjustments had been made as a short-term, emergency response to the COVID-19 pandemic. The Accreditation Committee reviewed the trends that were reported in these accountability reports including:

- adjustments to format and structure with a pivot to online delivery of coursework
- accommodations to practicum due to school closures, limited availability of associate teachers and transition to online learning in K-12 classrooms.

Accreditation Resources and Virtual Site Visit Practices

In order to balance rigour, consistency and efficiency in the review process for accreditation, staff continuously improve resources and practices. In 2020, resources continued to be refreshed and translated to align the streamlined accreditation processes for English- and French-language providers. All translations reflect regulatory language and sector-specific terminology.

Site visits for the two accreditation renewals in 2020 were completed prior to the enactment of the emergency measures of the pandemic. Since March 2020, all panel and committee work has occurred virtually. Staff have continued to transition practices in preparation for the likelihood of virtual and hybrid site visits in 2021.

Professional learning, specifically led by Indigenous scholars, has continued to inform resource development and refinement. Site visits for both Indigenous and non-Indigenous programs of professional education will benefit from more culturally responsive practices and protocols. This work is ongoing and will allow for the collection of more salient information pertaining to the programs seeking accreditation.

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. In 2020, professional learning topics included:

- “We are All Treaty People” Indigenous presentation, Dr. Sandra Styres and Ryan Neepin, Deepening Knowledge Project OISE

- Braiding Culturally-Responsive Accreditation Practices in an Era of Truth and Reconciliation
- Distinguishing between FSL AQ and French as a Focus program
- Accreditation Decision-Rendering when Conditions Have Been Recommended in a Panel Report
- Theory and Practice Connections - Review of current literature pertaining to online learning and virtual delivery of programs of professional education.

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. As virtual site visits evolve, novel opportunities for connecting with stakeholders will continue to be leveraged.

Editorial Board

The College’s quarterly award-winning magazine, [*Professionally Speaking / Pour parler profession*](#), is delivered to 229,944 Ontario Certified Teachers in either English or French. It provides inspiring stories from Ontario Certified Teachers, reports trends in education and regulation, and features in-depth articles, resource reviews and tools to enhance professional practice.

The magazine also profiles [remarkable teachers](#) who have made a difference in the lives and careers of notable Canadians.

The Editorial Board is responsible for setting editorial and advertising policy for the magazine. The board reviews magazine content prior to publication and provides input into future editions, looking for a balance of subject areas that will interest the College's diverse membership. Each issue highlights teachers who demonstrate excellence in the classroom, and offers an opportunity to share those teachers' philosophies and experiences with colleagues.

Feedback from members about the content they find most useful in guiding their professional practice helps the Editorial Board continually improve the publication.

In 2020, *Professionally Speaking's* articles and special sections continued to cover important College news and initiatives related to its mandate, including "Professional Boundaries" — a feature story about the College's recent professional advisory. Many feature articles reflected the challenging nature of the year, including a look at steps Ontario Certified Teachers are taking to protect their mental health, and a story about supporting student success in a COVID-19 world. Other features covered a wide range of topics, including Ontario educators' experiences working in remote communities, and tools and strategies for creating an eco-friendly and sustainable school.

In March, *Professionally Speaking* published its annual AQ supplement, focusing on innovation in learning, as well as key statistics from the College's 2019 [Transition to Teaching](#) study, which looks at the job market for new teachers.

The College's commitment to transparency and accountability is reflected in the Governing Ourselves section of the magazine. Ontario Certified Teachers 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 College magazine enjoyed another impressive awards season in 2020. *Professionally Speaking/Pour parler profession* received international recognition at the 2020 Tabbie Awards, picking up four honours (including one silver and three 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 recognize excellence in business-to-business publication in Canada, *Professionally Speaking* won one gold, one silver award, and five honourable mentions.

Professionally Speaking continues to provide information about important education issues that are relevant to readers. It encourages discussion and feedback from OCTs through content such as the Professional Practice section and Letters to the Editor.

Editorial Board Members

- Chantal Côté, OCT (e) (Vice-Chair)
- Melissa Gaffen, OCT (e)
- Godwin Ifedi (a) (Chair) (to March 18)
- Timothy Kwiatkowski, OCT (e)
- Éline Legault (a) (from May 21)
- Marlène Marwah (a) (to November 28)

(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 and one additional appointed member of Council.

The committee meets at least four times each year, in tandem with Council meetings in order to review and approve Council meeting agendas.

The Executive Committee made several appointments to fill statutory, standing, regulatory and special committee vacancies as they occurred throughout 2020. Some vacancies continued due to appointed and elected 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 2020, the committee approved an advisory about Addressing Behaviour or Remarks of a Racist Nature for release in 2021, in addition to the previously approved advisory on Professional Boundaries.

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.

In 2020, the Executive Committee created a sub-committee to review the College scholarship program. The sub-committee's report recommended the creation of a fourth award beginning in 2022 to recognize resilience by teacher candidates in the face of extraordinary challenges. The report, which was endorsed by Council, recommended that the additional scholarship be named after the College's former Registrar, the late Brian McGowan.

For 2020-2021, the Executive Committee selected:

- Kai Butterfield (OISE/UT) as the recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education
- Melena Hope (Lakehead University) as the recipient of the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship
- Damon O'Shea (Western University) as the recipient of the Ontario College of Teachers Intermediate/Senior Scholarship.

Council presented awards to all three recipients at its December 2020 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 2020, two interim orders to suspend the certificate of a mem-

ber were issued. One request for referral to the Fitness to Practise Committee was granted in 2020.

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. Two such requests were received in 2020. 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 2020.

Executive Committee Members

- Diane Ballantyne, OCT (e)
- Irene Dembek, OCT (e)
- Susan E. Elliott-Johns, OCT (e)
(to July 20)
- Tim Gernstein, OCT (e) (Vice-Chair)
- John Hamilton, OCT (e)
- Jacqueline Karsemeyer, OCT (e)
- Colleen Landers (a)
- Mary-Anne Mouawad (e) (from August 12)
- Sara Nouini, OCT (e)
- Jonathan Rose (a)
- Nicole van Woudenberg, OCT (e) (Chair)

(a) appointed

(e) elected

Finance Committee

Finance Committee Members

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

(a) appointed

(e) elected

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

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

The committee adheres to financial principles 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 232,164 in 2020, meeting budgeted membership forecasts.

The collection of 2020 other fee revenues represented 75.3 per cent of the annual budget forecast which was slightly less than planned largely attributed to less registration fees and member reinstatements. The level of registrations for new graduates, and prospective members from out of province and from other countries was less than planned by 392 members. Reinstatements were also less than planned by 2,965 members. Both the registration and reinstatement activity were impacted by COVID-19.

The 2020 College-approved operating budget was \$44,122,234. The recorded annual operating cash surplus was \$811,072 for 2020.

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 2020, the committee focused on further defining the renewed governance framework, the application process for committees and developing the competency profiles associated with each. These were key recommendations from Council in 2019 stemming from the external governance review completed by Governance Solutions Inc in 2018.

The Governance Committee engaged an external facilitator to assist in the development of competency profiles for use with the application processes. Through a series of facilitated workshops, the committee confirmed that the goals for identifying competencies and attributes are to:

- communicate with potential applicants, members of the College and the public, what is needed for successful participation as a Council or committee member
- enable applicants to highlight how they currently possess certain competencies, or how they plan to gain such competence and their willingness to do so
- assist applicants to assess their own interest/skills/aptitudes against the position requirements.

As required by its mandate in regulation, the Governance Committee began preparations for the election of College members to the 9th Council. In addition to approving a budget of \$391,500 for the 2021 election, the committee approved the voting procedures and a calendar of dates for the election in 2020/21. The election was halted when the Act amendments moving to a renewed governance framework received Royal Assent in December.

Governance Committee Members

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

(a) appointed

(e) elected

Human Resources Committee

The Human Resources Committee is a special committee of Council that monitors the implementation of the College salary pro-

gram, advises Council on the hiring processes for the Registrar and Deputy Registrar, and makes recommendations to Council on human resources policies.

Human Resources Committee Members

- Timothy Kwiatkowski, OCT (e)
- Éline Legault (a) (from December 10)
- Marlène Marwah (a) (to November 28)
- Michelle Miner-Seal (a) (Chair to November 28)
- Gerry O'Reilly, OCT (e) (Vice-Chair to August 31)
- Bonnie Oakes Charron (a) (from December 10)
- Nicole van Woudenberg, OCT (e)

(a) appointed

(e) elected

The Human Resources Committee usually meets three to four times a year, however in 2020, the committee met on 14 occasions. The committee's work included the development of a compensation philosophy and policy for College staff that was subsequently approved by Council.

The committee also focused on developing a staffing and recruitment plan for the position of Registrar. With the additional participation of the chairs of two other committees, a selection committee was formed to conduct a comprehensive recruitment process. The selection committee's recommendation was endorsed by Council in December.

Investigation Committee, Discipline Committee,

Fitness to Practise Committee

Three committees of Council 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 addressed. 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. On February 1, 2021, the College entered its one-year governance transition period. During the transition period, panels are being composed of tran-

sitional roster members who were selected through an application process. Roster members have been vetted on a number of objective criteria, including competencies and experience. During the governance transition period, each panel includes at least one member of the public and at least one member of the teaching profession.

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 more appropriate to resolve at the school or the local school board level. The remaining half are formal expressions of concern from the public and members, as well as employer reports, of

which approximately 40 per cent are resolved at intake while the rest are dealt with by panels of the Investigation Committee. In 2020, the Investigation Committee disposed of 303 complaints, and the Discipline and Fitness to Practise committees disposed of 100 matters.

Investigation Committee

College staff investigate complaints in a fair and impartial manner and 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 the complaint if it determines that the complaint does not relate to professional misconduct, incompetence or incapacity;
- refuse to investigate the 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 and take no further action;
- remind or advise the member in writing;
- caution or admonish the member in writing or in person;
- adopt a Memorandum of Agreement reached through complaint resolution;
- refer the complaint in whole or in part to a Discipline or a Fitness to Practise hearing;
- since September 2017, resolve matters related to Teacher Performance Appraisals by adopting an Agreement and Undertaking between the member and the College;
- since November 2019, adopt agreements whereby members resign from the College and undertake never to reapply;
- since February 2021, where the Investigation Committee believes that a member may be incapacitated, it may make

inquiries regarding the member's capacity and if it has reasonable and probable grounds to believe that the member may be incapacitated, it may require the member to submit to physical or mental examinations and suspend the member's certificate until the member submits to the examinations.

Complaint Resolution Process at the Investigation Committee

When a case is deemed suitable and the parties agree, the College can use complaint resolution to resolve complaints about members. Since November 2017, the complaint resolution process, enabled under the Ontario College of Teachers Act, has been an effective alternative to an extended investigation. Under this process, a single-member panel of the Investigation Committee disposes of complaints by adopting a Memorandum of Agreement between the member and the College. Outcomes at Complaint Resolution are limited to reminders, advice (written), cautions and admonishments (written or in person). Participation in the program is voluntary and without prejudice to the parties if complaint resolution fails.

Investigation Committee Members

- Charles Dimitry Abraham, OCT (e) (from May 21)
- Robert (Bob) Cooper, OCT (a)
- Tim Gernstein, OCT (e)
- Erin Glen, OCT (e) (Vice-Chair from July 8)
- Jacqueline Karsemeyer, OCT (e) (Chair)
- Michelle Miner-Seal (a) (to November 28)
- Gerry O'Reilly, OCT (e) (to August 31)
- Bonnie Oakes Charron (a) (from May 21)
- Jennifer Wyatt, OCT (e)
- Stephen Zimmermann, OCT (e) (Vice-Chair to March 5)

(a) = appointed
(e) = elected

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 (subject to changes to the College's governance structure). 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:

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

- if the act of professional misconduct consists of or includes sexual abuse, a prescribed sexual act or a prohibited act involving child pornography, order the member to reimburse the College for funding provided for a person under the College's Funding for Therapy and Counselling Program, or require the member to post security acceptable to the College to guarantee the payment of any amounts the member may be required to reimburse the College.

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

- order 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
- fix costs to be paid by the member to the College.

During the transitional period, each three-member panel of the committee will include at least one transitional roster member who is a member of the public and at least one transitional roster member who is a member of the profession and the College. This ensures that panels have both an understanding of the public interest and of the teaching profession. Like Discipline Panels, Fitness to Practise Panels make decisions by considering the evidence related to the allegations and the submissions of the College and the member.

Discipline Committee hearings are presumptively open to the public.

Discipline Committee Members

- Diane Ballantyne, OCT (e)
- John Cammarata (a)
- Irene Dembek, OCT (e)
- Richard Filion (a)
- Rebecca Forte, OCT (e) (Vice-Chair)
- Mary Ellen Gucciardi, OCT (e)
- John Hamilton, OCT (e) (Chair)
- Godwin Ifedi (a) (to March 18)
- Éline Legault (a) (from May 21)
- Marlène Marwah (a) (to November 28)
- Sara Nouini, OCT (e)
- Wanda Percival (a) (from February 20)
- Thomas (Tom) Potter (a)
- Nicola Powadiuk, OCT (e)
- Jonathan Rose (a)
- Nancy Saunders, OCT (e) (from May 21)
- 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 their 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. Like Discipline panels, Fitness to Practise panels make decisions by considering the evidence related to the allegations and the 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 Committee Members

- Diane Ballantyne, OCT (e) (Vice-Chair)
- John Cammarata (a)
- Irene Dembek, OCT (e) (Chair)
- Richard Fillion (a)
- Rebecca Forte, OCT (e)
- Mary Ellen Gucciardi, OCT (e)
- John Hamilton, OCT (e)
- Godwin Ifedi (a) (to March 18)
- Éleine Legault (a) (from May 21)
- Marlène Marwah (a) (to November 28)
- Sara Nouini, OCT (e)
- Wanda Percival (a) (from February 20)
- Thomas (Tom) Potter (a)
- Nicola Powadiuk, OCT (e)
- Jonathan Rose (a)
- Nancy Saunders, OCT (e) (from May 21)
- Stéphane Vallée, OCT (e)

(a) = appointed

(e) = elected

Quality Assurance Committee

Quality Assurance Committee Members

- Godwin Ifedi (a) (Vice-Chair to March 18)
- Todd Lalonde (a) (from July 8)
- Marlène Marwah (a) (to November 28)
- Nancy Saunders, OCT (e) (Vice-Chair)
- Nicole van Woudenberg, OCT (e)
- Stephen Zimmermann, OCT (e) (Chair)

(a) appointed

(e) elected

Council's Quality Assurance Committee reviews the performance of the College relative to its objects as defined in the Ontario College of Teachers Act and ensures that the objects are achieved. The committee reviews each of the 11 objects and identifies opportunities to further support their achievement. The committee also reviews the College's work related to Council's Strategic Priorities.

In 2020, the committee received a presentation delivered by the Standards of Practice and Education Unit on its various responsibilities, including the development of Additional Qualification guidelines. The Investigations and Hearings Department provided an update on its work and initiatives to enhance the performance and transparency of the investigation and discipline process.

The Policy and Research Unit completed presentations on the registration appeals process and the process for making legislative, regulatory and bylaw amendments.

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 and/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 fulfills 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 2020, one new Council member was appointed to the committee alongside existing committee members. At their orientation session, the new committee member participated in

training sessions regarding issues that affect the registration appeals process, including:

- the committee's mandate and processes
- the legislative framework
- the certification process
- credential assessment
- guiding principles for deliberations and decisions writing.

In 2020, the Registration Appeals Committee received 18 appeals. Of this number, 10 were from members who were certified with TCLs, while three were from applicants who were denied certification. Following re-assessments by the College, four were withdrawn and one did not fall within the Committee's authority.

In 2020, the committee met 13 times and rendered 12 decisions, including appeals carried over from 2019. 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 three appellants made oral presentations to the committee in 2020, and nine appeals were reviewed as part of a paper review process.

Registration Appeals Committee Members

- Chantal Côté, OCT (e)
- Elizabeth Edgar-Webkamigad, OCT (a)
- Richard Fillion (a)
- Sara Nouini, OCT (e) (Chair)
- Stéphane Vallée, OCT (e) (Vice-Chair)

(a) appointed
(e) elected

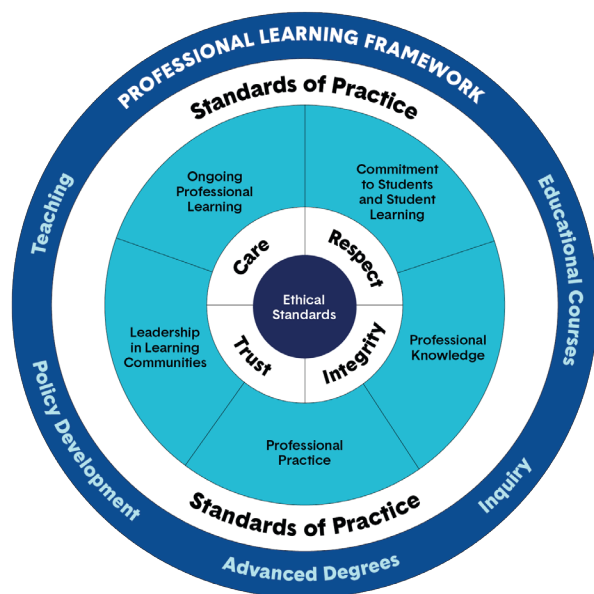
Reasons for Appeal in 2020 and Decisions Rendered

Reasons	Quantity
Terms, conditions or limitations on a certificate	10
Teacher education program requirement not satisfied	1
Teacher education program requirement and academic requirement not satisfied	0
Academic degree requirement not satisfied	0
Language proficiency requirement not satisfied	1
Teacher education program requirement and language proficiency requirement not satisfied	0
Total	12

Appeal outcomes	Quantity
Original decision upheld	10
Original decision overturned	0
Original decision modified	2
Total	12

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 many forms of ongoing education and learning engaged in by members of the profession.

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

professionalism. The SP&E Committee also reviews and approves Additional Qualification (AQ) policy guidelines and associated research.

In 2020, the SP&E Committee focused on:

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 reflects 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.

Draft AQ Course Guidelines Approved

In 2020, the committee approved 63 draft AQ course guidelines for provincial validation.

Final AQ Course Guidelines Approved

In 2020, the committee approved 22 final AQ course guidelines to guide the design and implementation of AQ courses.

AQ Regulatory Changes

The following AQ regulatory changes were approved by Committee in 2020 and by Council at the December 2-4, 2020 Council Meeting. Council recommended to the Minister of Education that:

- a new American Sign Language (ASL) as a Second Language Additional Qualification course be enacted in Schedule C of the Teachers' Qualifications Regulation
- a new Langues des signes québécoise (LSQ) Additional Qualification course be enacted in Schedule C of the Teachers' Qualifications Regulation
- a new Additional Qualification (AQ) course(s) related to anti-Black racism be enacted in the Teachers' Qualifications Regulation
- a new Anti-Audism Additional Qualification course be enacted in Schedule C of the Teachers' Qualifications Regulation
- a new Supporting Cultures of Well-Being Qualification course be enacted in Schedule C of the Teachers' Qualifications Regulation

That Council request from the Minister of Education an update on the 11 Council recommended Additional Qualification regulatory changes that were forwarded to the Ministry in June 2018.

AQ Consultation Processes: Writing Teams, Surveys, Focus Groups and Focused Conversations

As part of the development of AQ course guidelines, the SP&E Unit engages in consultation and feedback processes, including AQ guideline writing teams, surveys and focus groups.

AQ Provincial Writing Teams

The SP&E Committee received information regarding the following AQ policy development processes that took place in 2020.

Virtual AQ Course Guideline Writing Teams

- Schedule D: Teacher Librarian - 4 Virtual Writing Teams
- Schedule C: Langue des signes québécoise, Langue seconde- 4 Virtual Writing Teams
- Schedule C: American Sign Language (ASL) as a Second Language- 4 Virtual Writing Teams.

AQ Surveys

- Schedule D: Teaching Students who are Blind/Low Vision
- Proposed New AQ: Supporting Cultures of Well-Being in Education
- New AQ: Anti-Black Racism.

External Leadership Groups

External leadership groups are occasionally formed to support the policy development of some Aqs by inviting professionals in the field to apply their expertise. It is an example of self-regulation in practice. The Committee received information related to work being done to support the policy development of the following Aqs.

- **Teaching Students who are Blind/Low Vision**

An external leadership group was established to review the unit's survey data and develop recommendations for the teaching qualifications related to supporting students who are blind/low vision.

- **Anti-Black Racism**

In May 2020, the SP&E Committee approved a new AQ course on anti-Black Racism to be included in regulation in response to feedback received from the profession and the public. The SP&E Unit commenced policy development into this provincial policy document as per the following framework: Karen Murray, OCT, the Toronto District School Board’s Centrally Assigned Principal for Equity, Anti-Racism and Anti-Oppression, is an external facilitator who is leading the College’s policy development for this AQ.

Professional Learning

The SP&E Committee regularly participates in Professional Learning sessions related to AQ policy development and the ethical standards.

In 2020, the committee received three presentations by members of the profession and a parent related to Teaching Students who are Deaf or Hard of Hearing and learned about the following:

- the proposed program guideline changes which have been informed by Deaf educators and viewed as a step towards supporting all Deaf and Hard of Hearing learners in Ontario.
- a proposal for a new AQ on Anti-Audism.
- the importance of the College’s extensive, transparent and inclusive consultation and collaboration processes which enabled multiple voices and perspectives to be included.
- the importance of a critical social justice lens within the guideline and ensuring that the new guideline includes a strong critical pedagogical approach required of teacher candidates, in order to prepare them to teach Deaf and Hard

of Hearing students and meet the complexities of students’ individual needs.

- research on Deaf education focused on exploring the acquisition of American Sign Language (ASL) by Deaf Kindergarten children, concerning early language access and use of appropriate resources.

The Committee also engaged in educative sessions related to music, anti-Black racism and the Foundations of Professional Practice.

Standards of Practice and Education Committee

- Charles Dimitry Abraham, OCT (e)
- Elizabeth Edgar-Webkamigad, OCT (a)
- Susan E. Elliott-Johns, OCT (e) (Chair to July 18)
- Erin Glen, OCT (e)
- Mary Ellen Gucciardi, OCT (e)
- Colleen Landers (a)
- Mary-Anne Mouawad, OCT (e) (Vice-Chair)
- Bonnie Oakes Charron (a) (from May 21)
- Wanda Percival (a) (from February 20)
- Stephen Zimmermann, OCT (e) (from September 2)

(a) = appointed
(e) = elected

Find an AQ

Between January and December 2020 feedback analysis was conducted for 154 AQ inquiries.

AQ Candidate Surveys

By the end of 2020, data was collected from 4,828 AQ course candidate surveys that focused on approximately 63 different AQ courses. This helped to inform AQ policy development and accreditation practices.

Accreditation of AQ Course Submissions

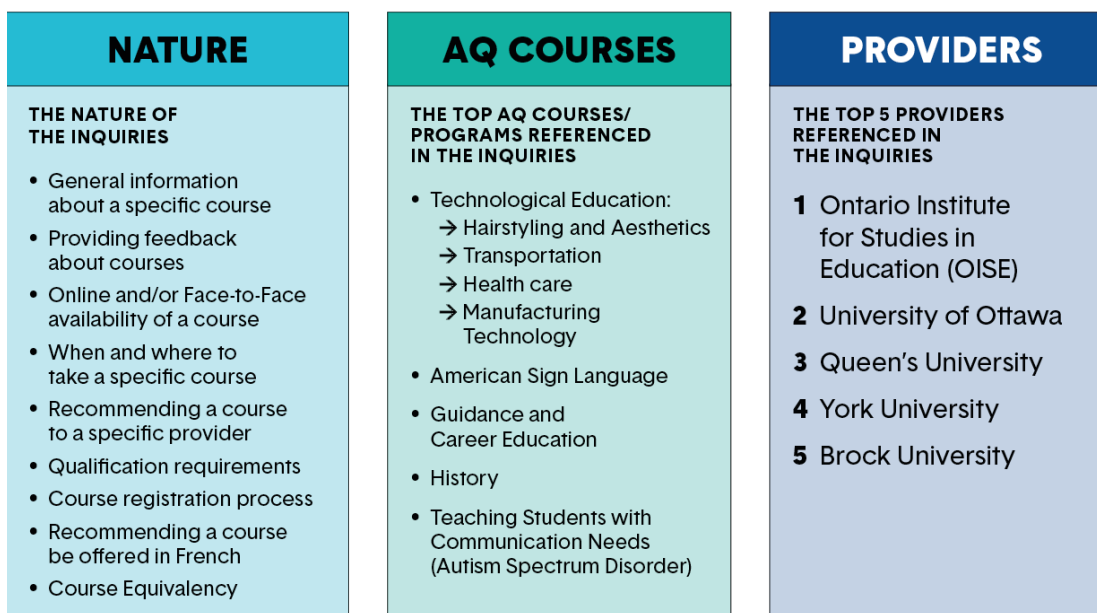
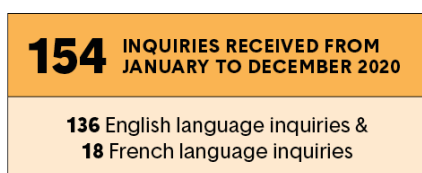
SP&E accredits AQ course submissions using processes and practices that support the ongoing implementation of the standards and the PLF. The accreditation processes embodies the standards of practice and the

PLF, and also helps to shine a spotlight on them. In 2020, there were 201 AQ courses accredited by the College. The Standards of Practice as well as the PLF were foundational elements of each.

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 2020, there were 19 sessions for 361 participants, including teacher-educators and leaders, principal candidates and internationally educated teachers. Figure 1 provides a breakdown of these educative sessions during 2020.

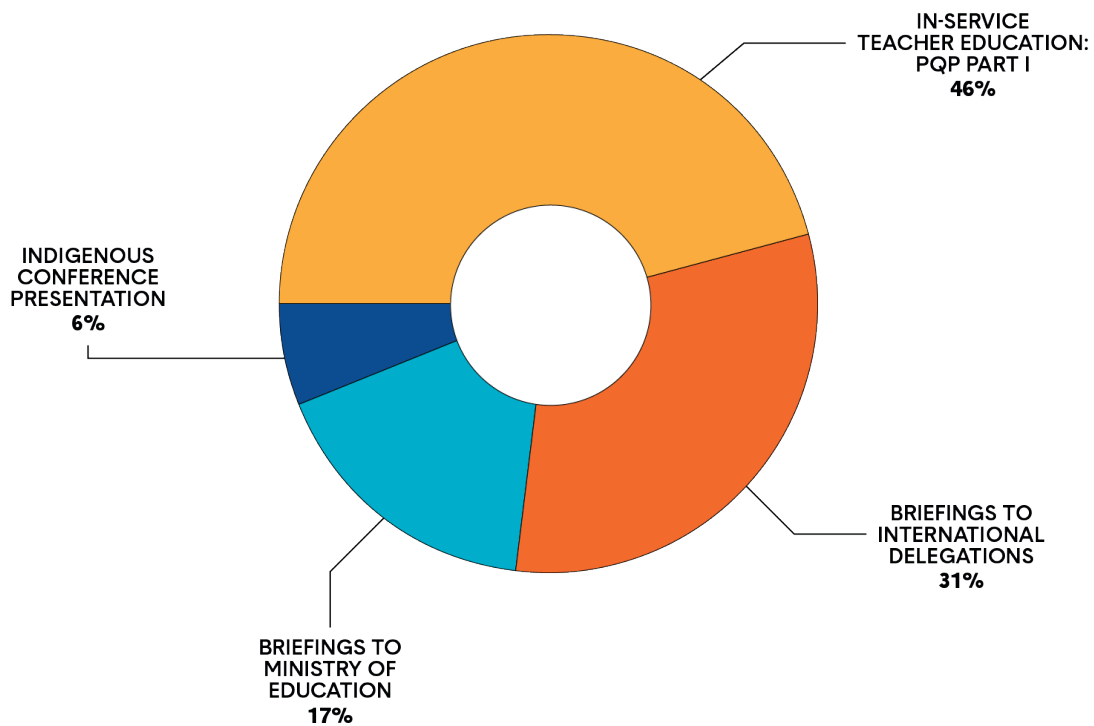


Standards Teacher Education Resources

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 teachers.

Two new provincial teacher education resources entitled, Exploring Ethical Professional Practice: Ecological Consciousness & Eco Justice, were developed with members of the teaching profession to be used as tools for deepening understanding and exploration of environmental stewardship and ecological literacy within teacher education and to support ethical professional practice:

- [Eco-placemats](#) (nine eco placemats combined into a single document)
- [Eco-cards](#) (smaller flash card versions of the eco placemats).



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

Teacher Shortages Mean More Jobs for New Graduates

The College's latest Transition to Teaching survey found unemployment for early-career teachers continues to recede. With an insufficient number of future Ontario teachers on track to start their teaching careers, this shortage will challenge school boards for the next several years.

Recent education graduates in Ontario reported less unemployment in the 2019–20 school year than in years past. The latest survey found first-year Ontario graduate unemployment at six per cent, with an average rate for teachers in years two through five between two and three per cent. These reports are much lower than the double-digit unemployment rates of recent years.

Despite the positive labour market for Ontario's early-career teachers in 2019–20, the journey was not easy for those trying to progress from part-time to full-time teaching jobs.

School closures in March 2020 ended all further teaching assignments for many daily occasional roster teachers and cut into weekly teaching days for others. Many first-year teachers say they did not teach as much as they wanted to during the school year. This underemployment rate jumped to 34 per cent

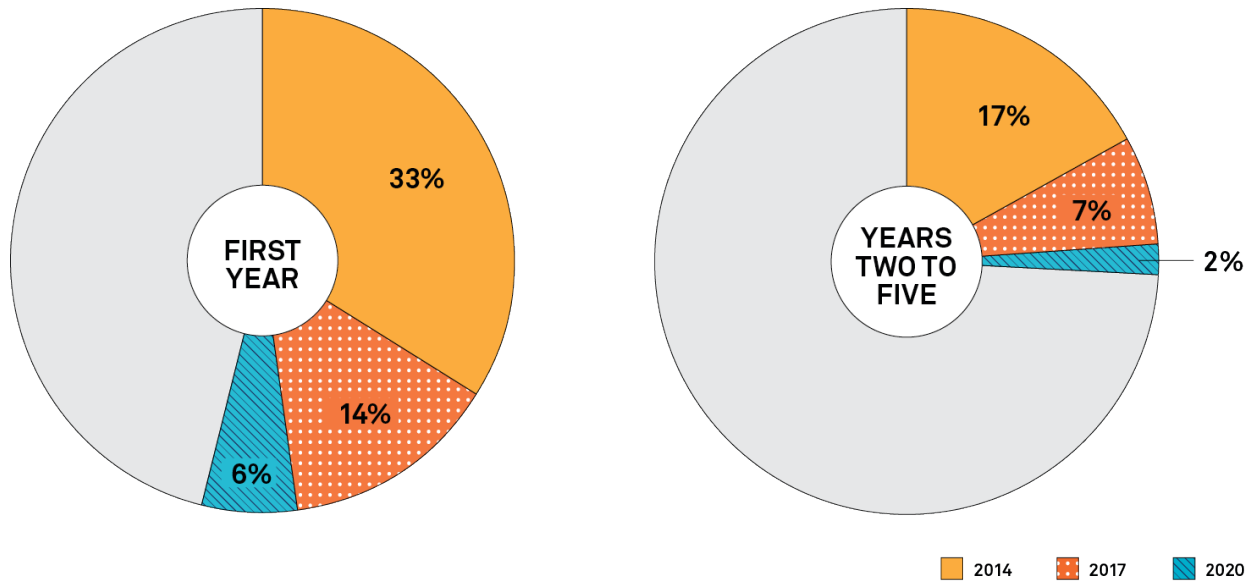
in 2020 from just 14 per cent the previous year. Reports of job interview and appointment delays after schools closed added to the COVID-19 fallout that hit some newly licensed Ontario teachers.

Meanwhile, collective agreements with the province's teacher federations resolved future uncertainties with respect to average class size funding for Ontario district school boards. Proposals to increase student/teacher class sizes in secondary schools from 22/1 to as high as 28/1 are no longer on the table. Nonetheless, averages did rise to 23/1 in 2019–20 from 22/1 the previous year, restricting job opportunities for secondary panel teachers.

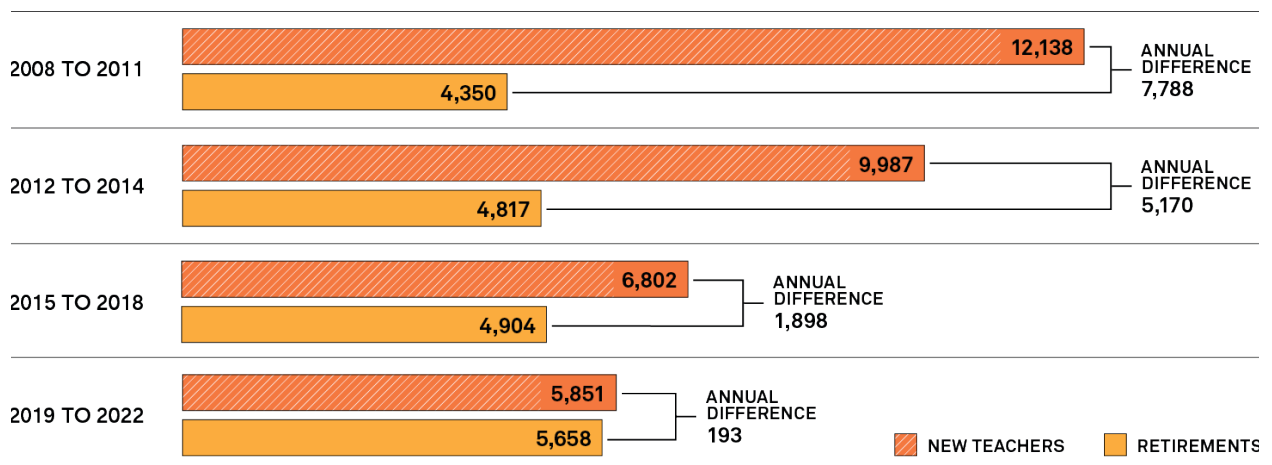
The combined effects of school closures, which delayed some teacher hiring, and secondary class size increases can be seen in the differences in the unemployment rate across certification divisions among first-year teachers.

Read the full 2020 Transition to Teaching survey at oct-oeeo.ca/T2T2020.

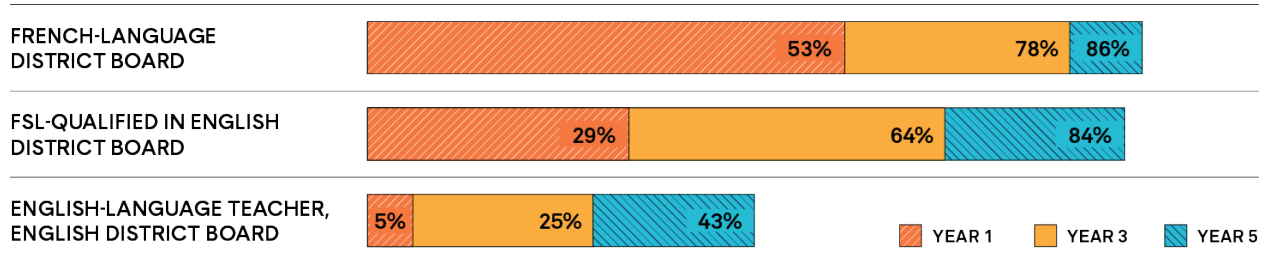
Unemployment Rates for Early-Career Teachers



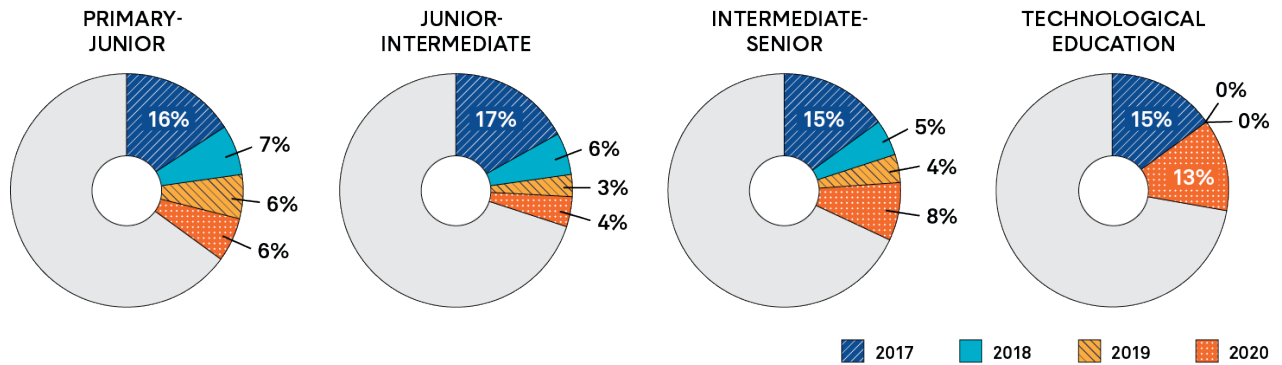
Annual New and Annual Retiring Teachers



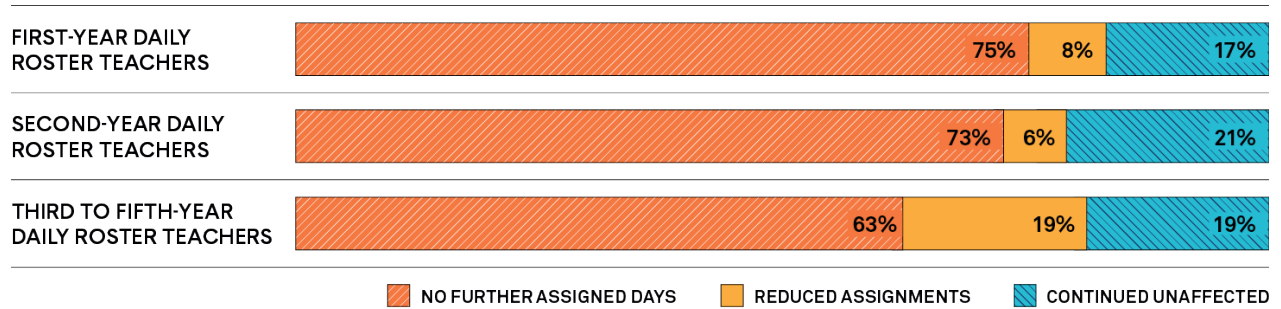
Early-Career Teachers with Permanent Contracts



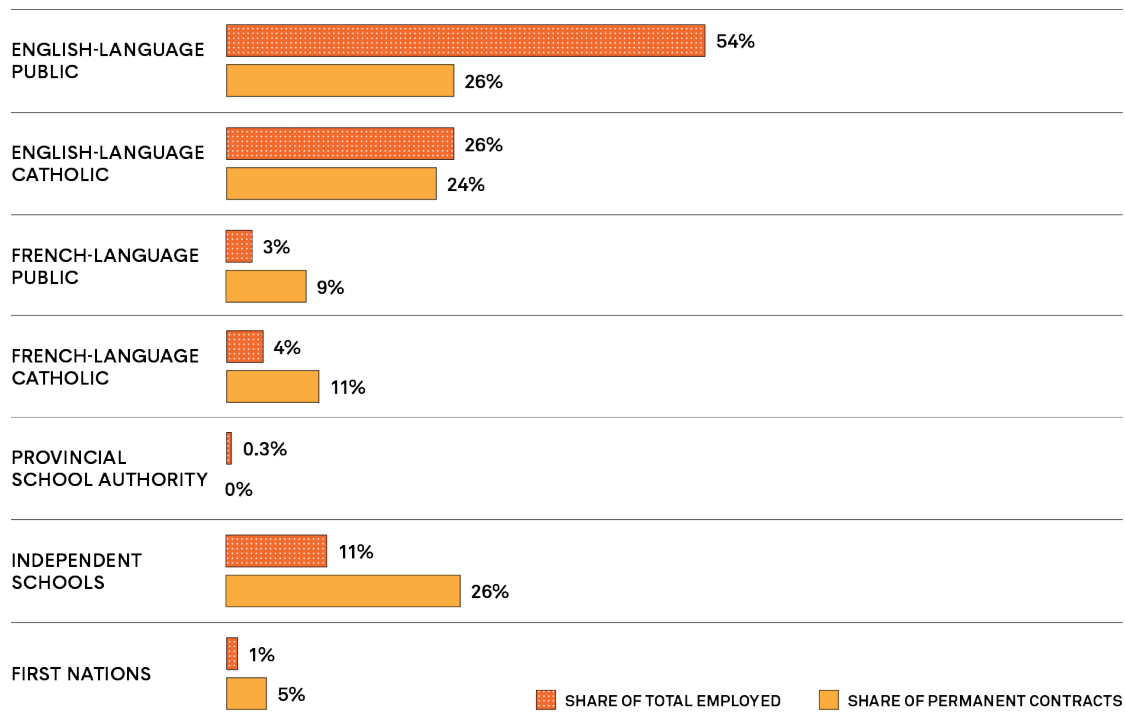
Unemployment Rate for First-Year Teachers



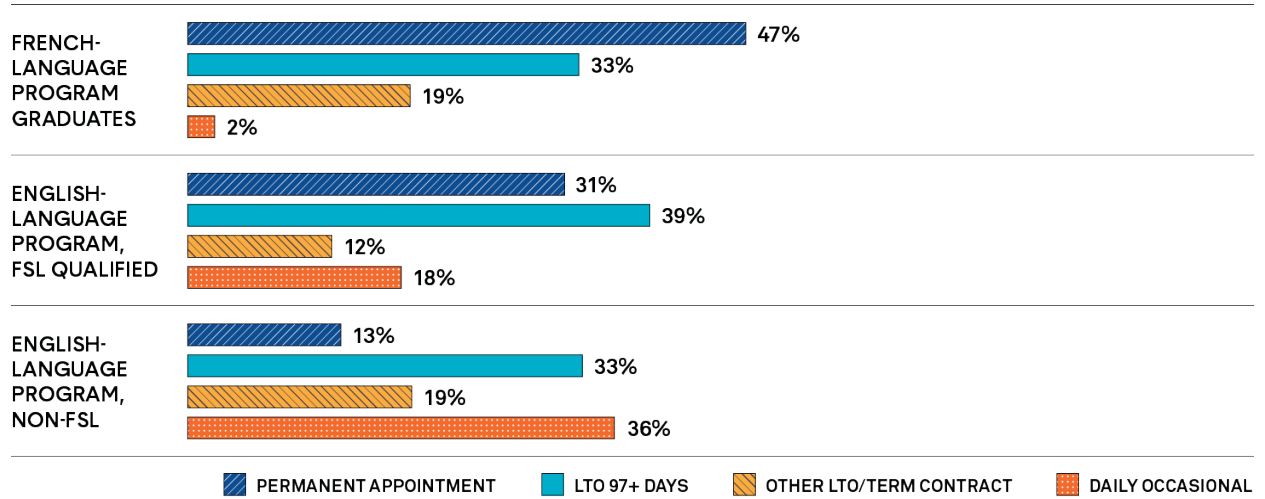
Early-Career Daily Roster Teachers Affected by COVID-19 School Closures in March 2020



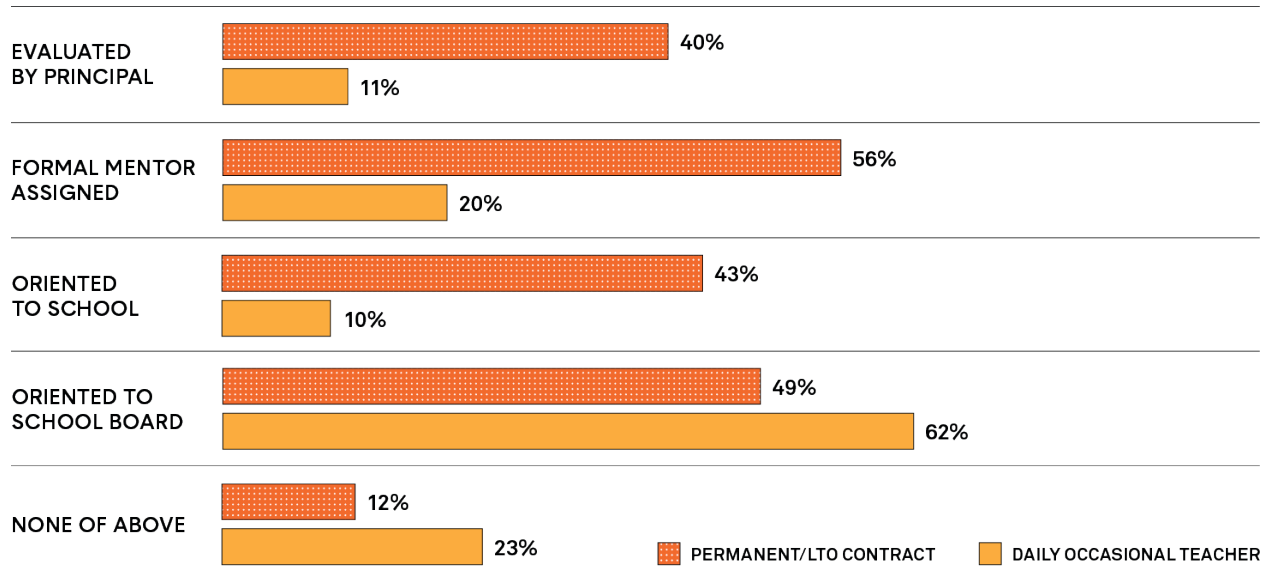
Employers of First-Year Teacher Hires



First-Year Teacher Contracts in 2020 by Language of Teacher Education

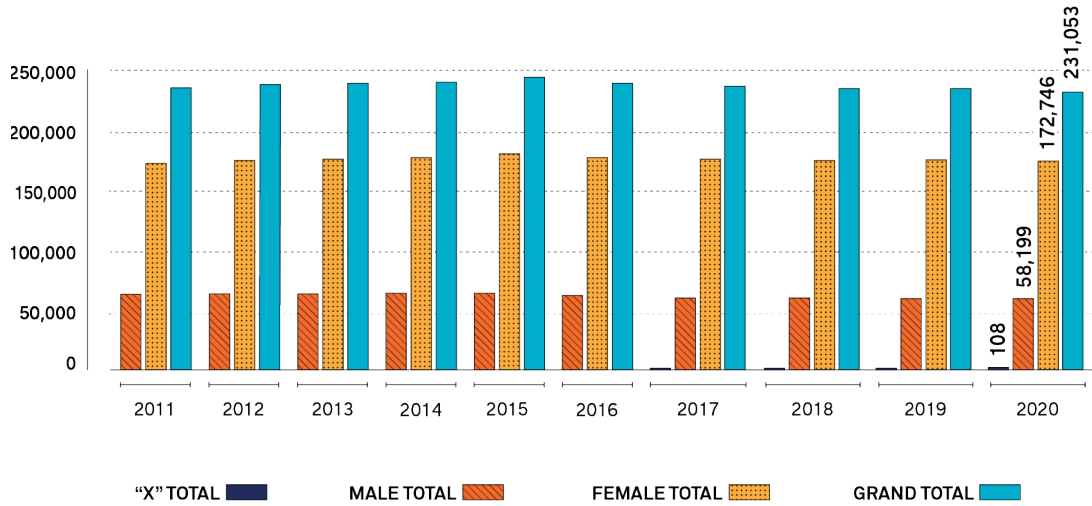


Daily Occasional Teacher In-School Support Gap

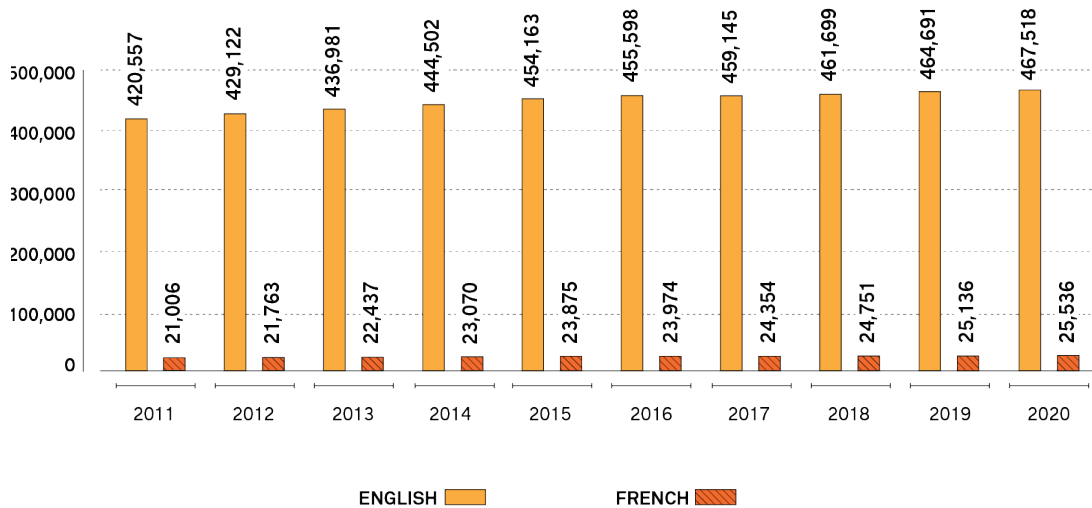


Membership at the College

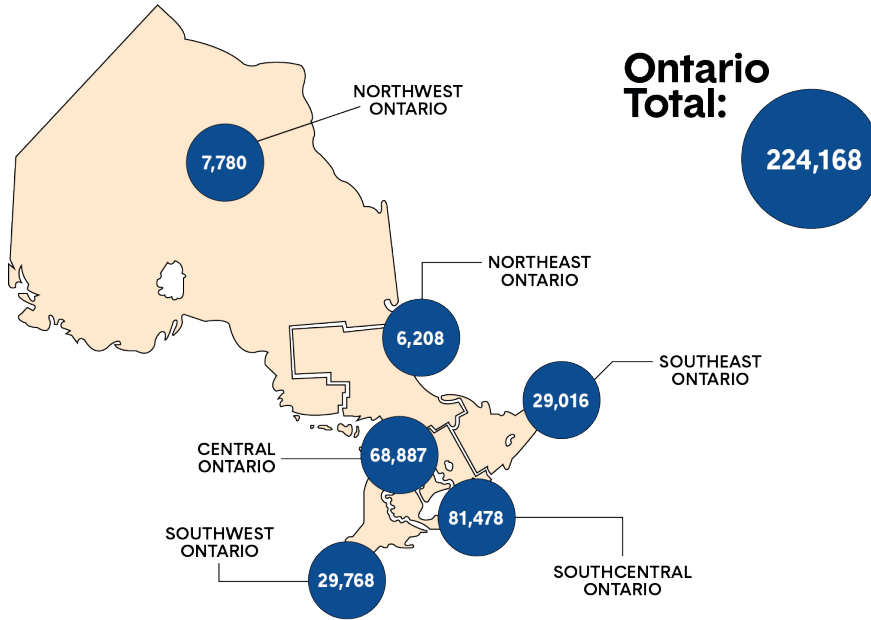
Total Number of Members in Good Standing



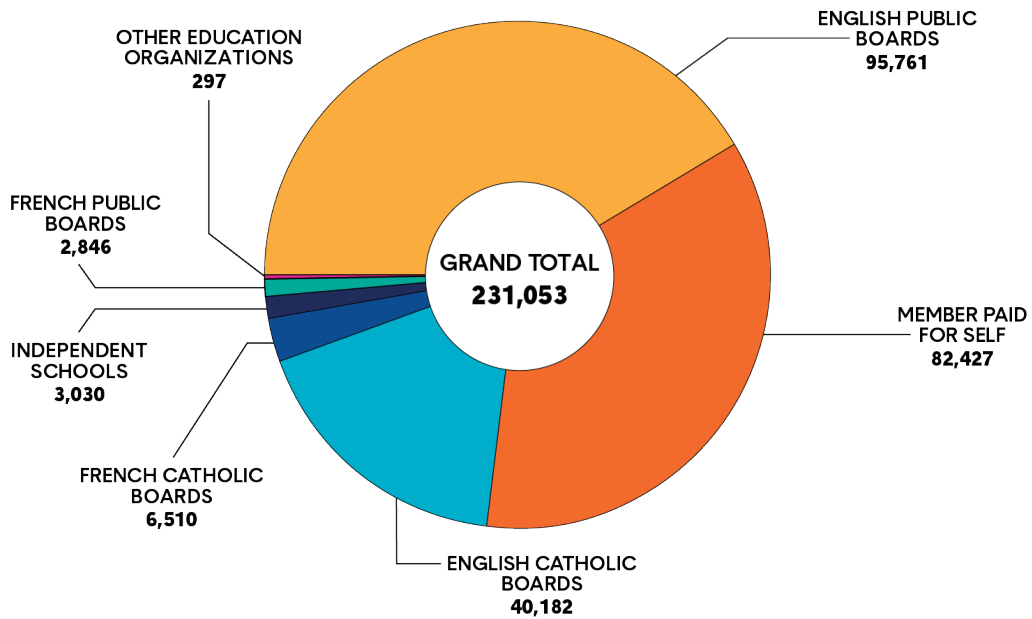
Individuals Appearing on the Public Register



Geographic Distribution of Members

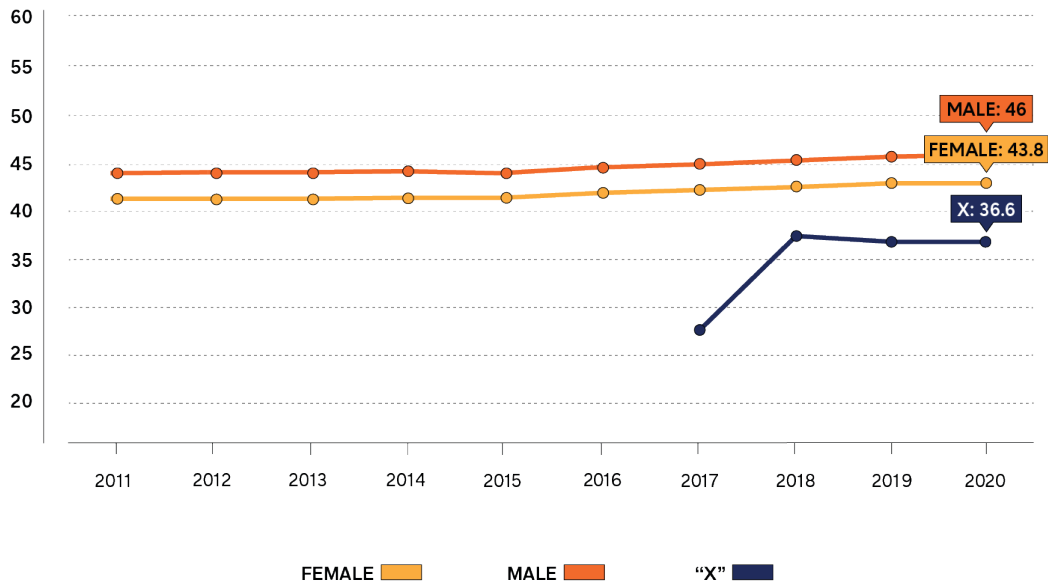


Where Members are Employed (Based on Fee Payment Information)

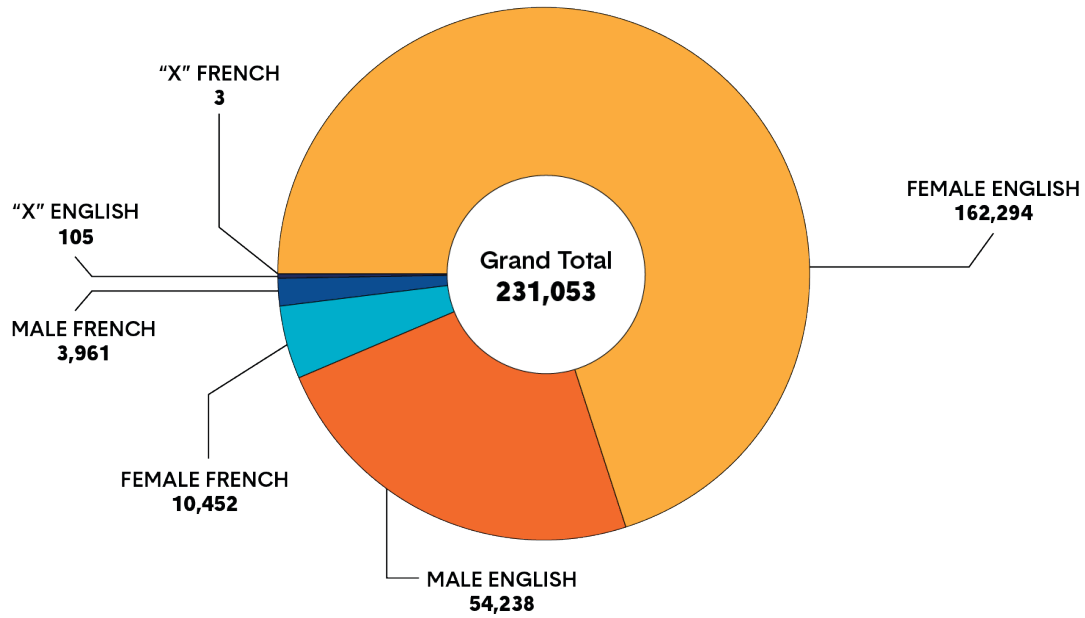


Membership Demographics

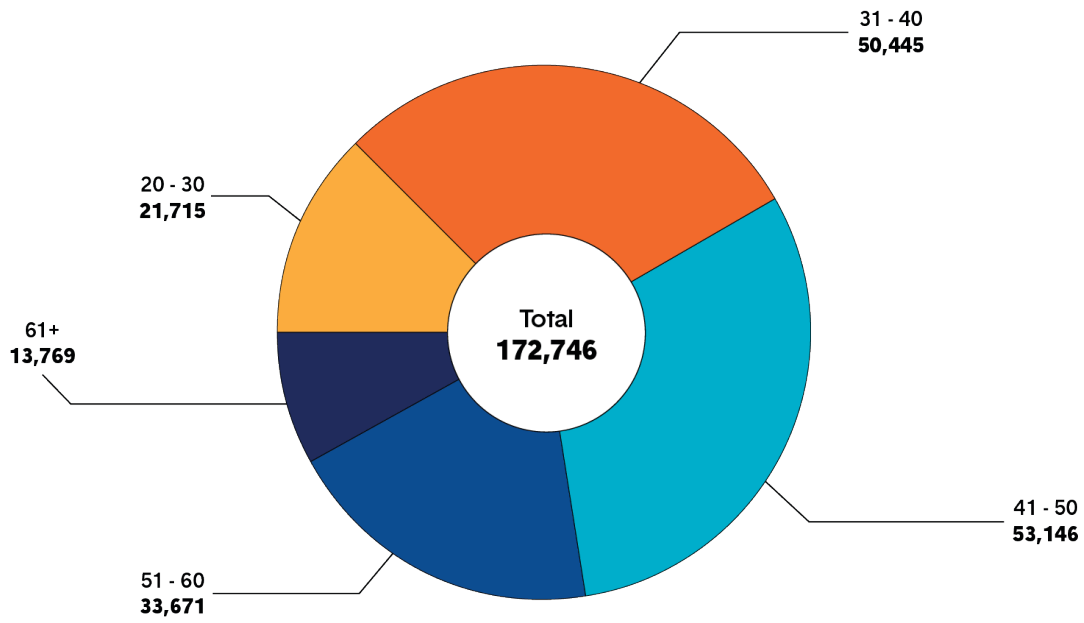
Average Age of Members



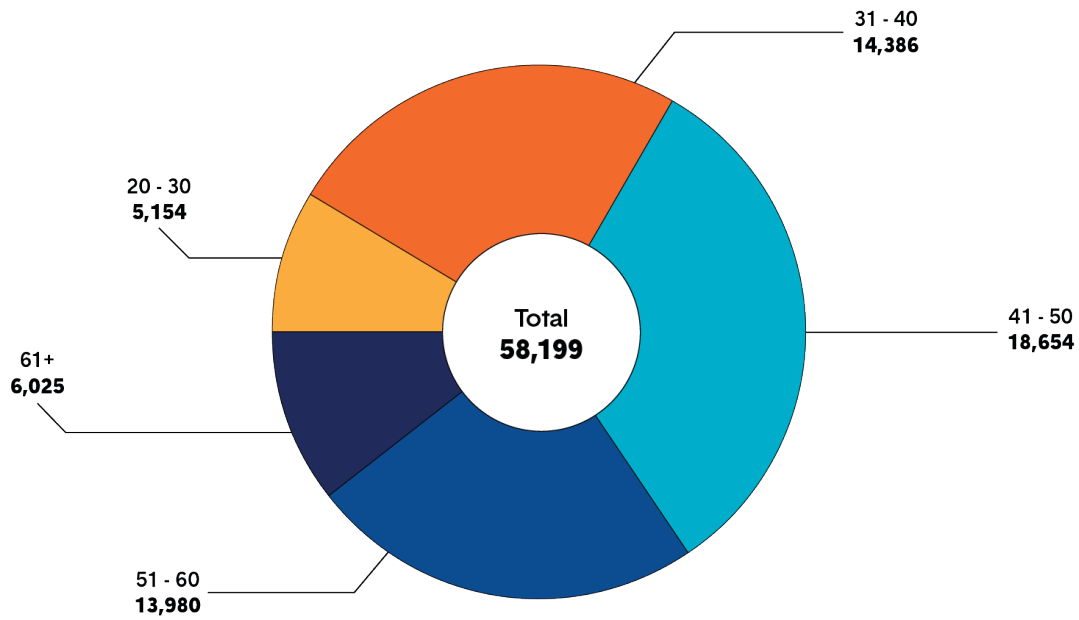
Gender and language distribution



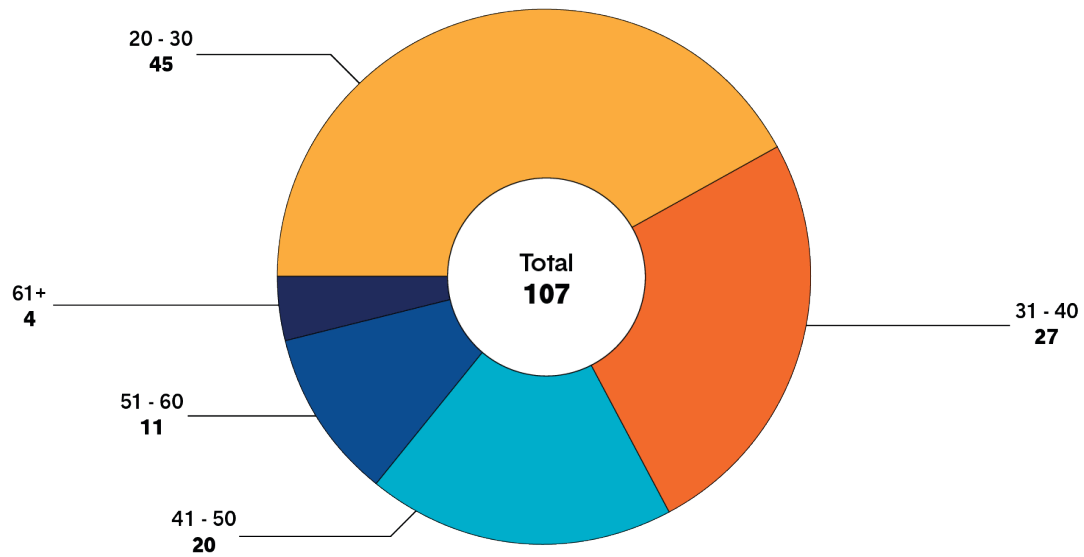
Age of Female Members



Age of Male Members

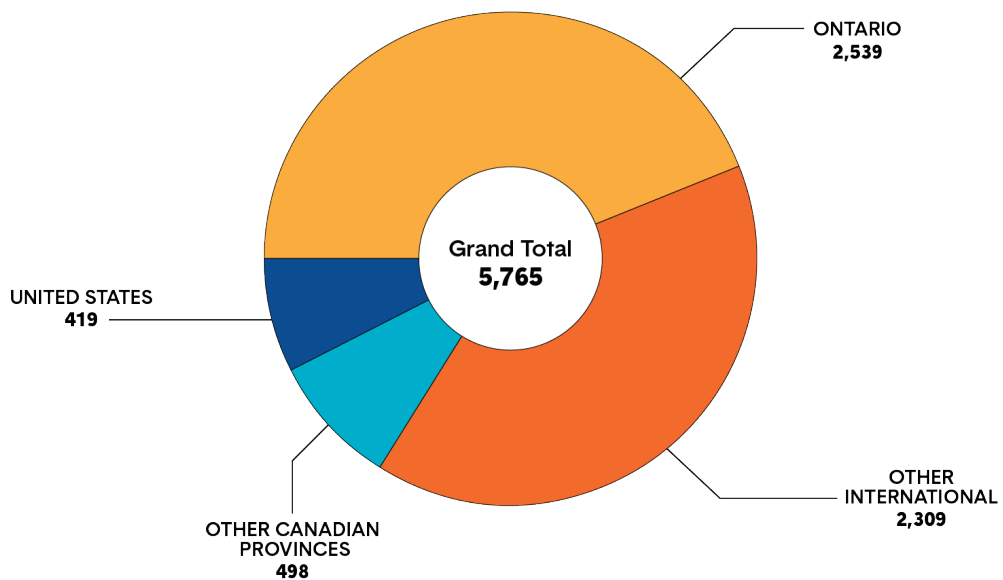


Age of X Members

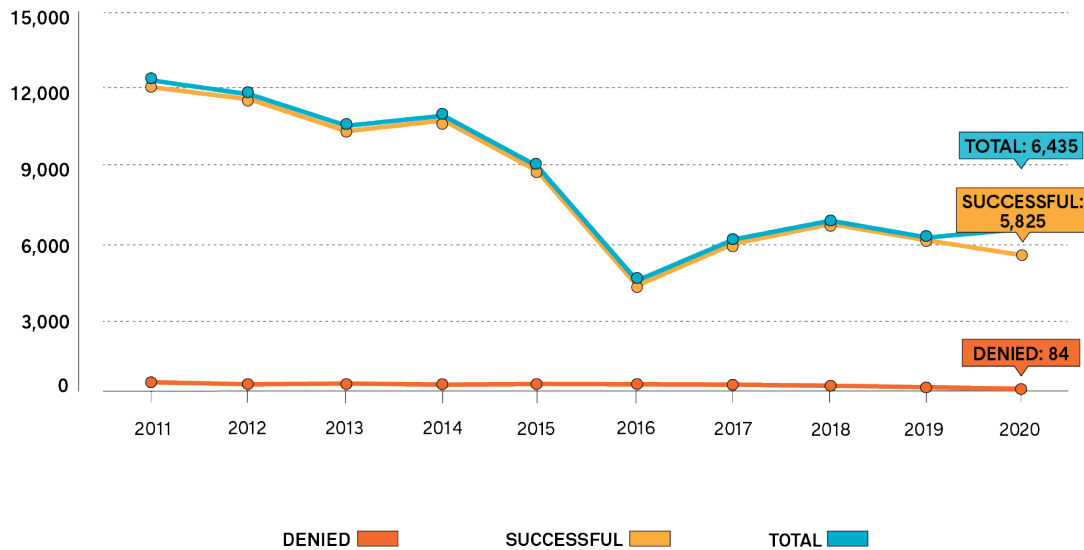


Applications for Membership

Total Number of Applicants Currently within the Registration Process (Active and Inactive)

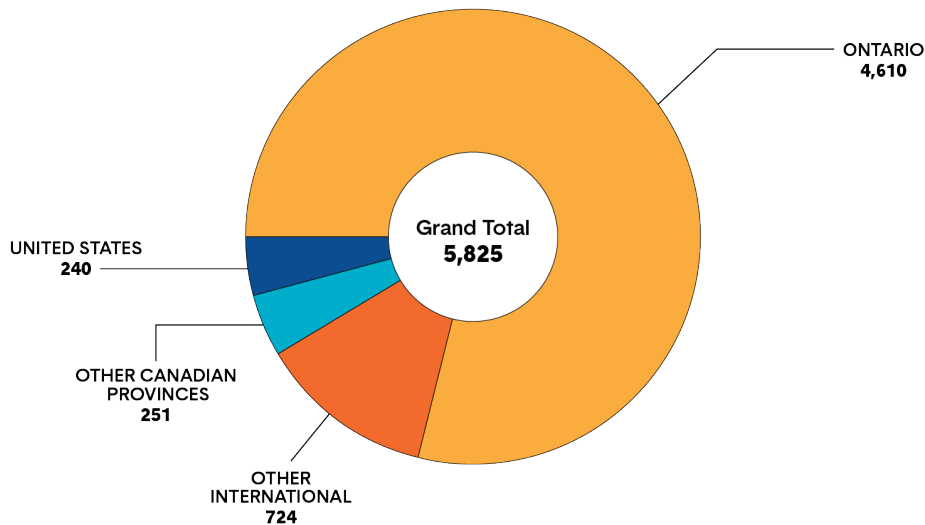


Application Results

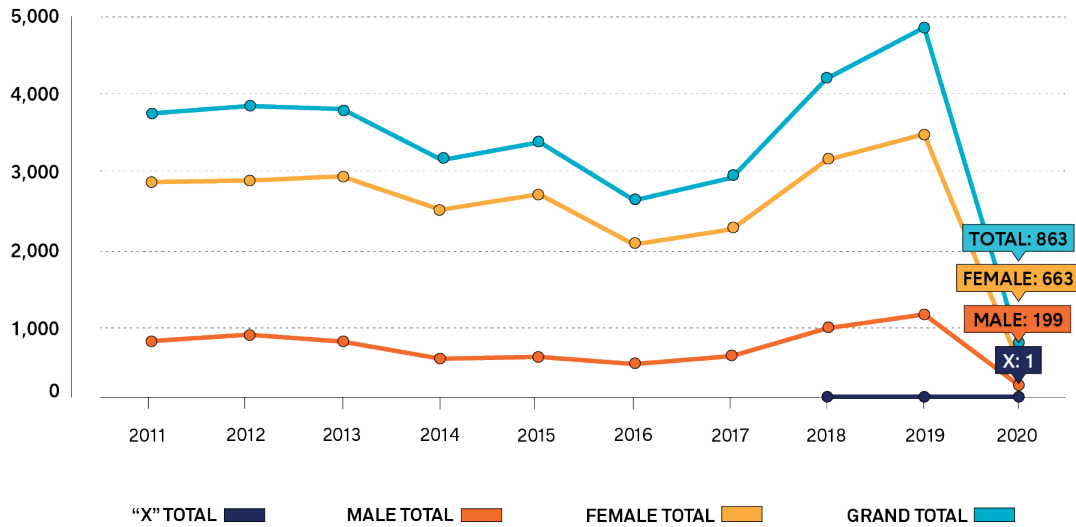


Note: in any given year, the number of successful applications and the number of denied applications do not necessarily correlate to the total applications for that year. "Total applications" indicates how many applications were initiated in any given year. Successful applications and denied applications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

Total Number of Successful Applications for Membership

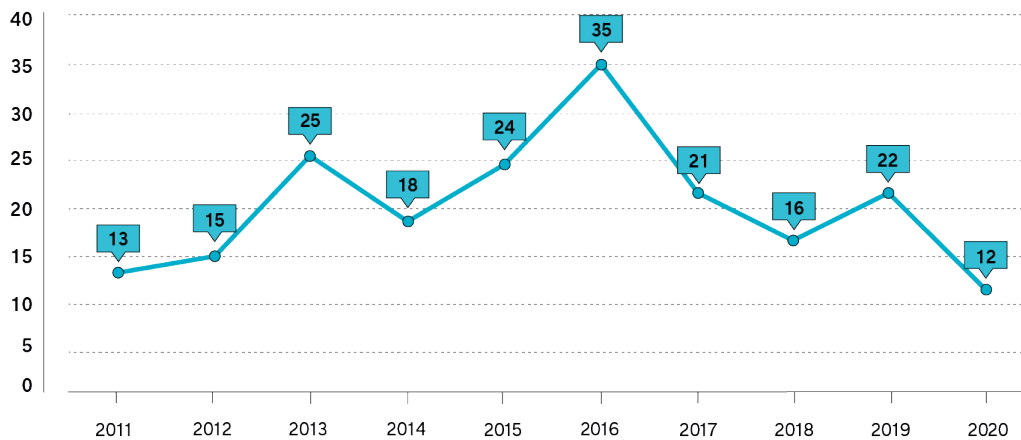


Total Number of New Teacher Induction Program Completions Annually



As a result of the physical closure of schools from March – June, 2020, many new teachers did not receive the second of the two Teacher Performance Appraisals required to complete the New Teacher Induction Program (NTIP). These teachers will continue in NTIP for the 2020-21 school year.

Total Number of Registration Appeals Decisions Rendered Annually



Volume & Sources of Teacher Education

Total Number of Members by Province of Initial Certification

Province	Total
Alberta	1,075
British Columbia	1,056
Manitoba	831
New Brunswick	1,051
Newfoundland	914
Nova Scotia	1,311
Prince Edward Island	135
Quebec	4,081
Saskatchewan	318

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

Country	Total
Australia	4,922
India	3,896
England	1,113
Scotland	1,040
New Zealand	664
Jamaica	651
Philippines	358
Pakistan	337
Poland	315
Nigeria	192
Wales	192
Romania	191
South Africa	176
Hong Kong	153
Ukraine	150
Guyana	126
Albania	125
Trinidad & Tobago	118
Lebanon	110
El Salvador	109
Russian Federation	102

Total Number of Members by US State of Initial Certification

State	Total
Alabama	32
Alaska	6
Arizona	40
Arkansas	3
California	50
Colorado	10
Connecticut	13
Delaware	2
District Of Columbia	5
Florida	111
Georgia	30
Hawaii	6
Idaho	7
Illinois	51
Indiana	42
Iowa	79
Kansas	9
Kentucky	13
Louisiana / Louisiane	16
Maine	422
Maryland	20
Massachusetts	62
Michigan	522
Minnesota	33
Mississippi	12

State	Total
Missouri	19
Montana	3
Nebraska	18
Nevada	5
New Hampshire	17
New Jersey	46
New Mexico	4
New York	1,6901
North Carolina	22
North Dakota	23
Ohio	66
Oklahoma	13
Oregon	4
Pennsylvania	92
Rhode Island	9
South Carolina	18
South Dakota	7
Tennessee	36
Texas	39
Utah	12
Vermont	15
Virginia	56
Washington	27
West Virginia	23
Wisconsin	16

Total Number of New Members by Ontario Faculty of Education

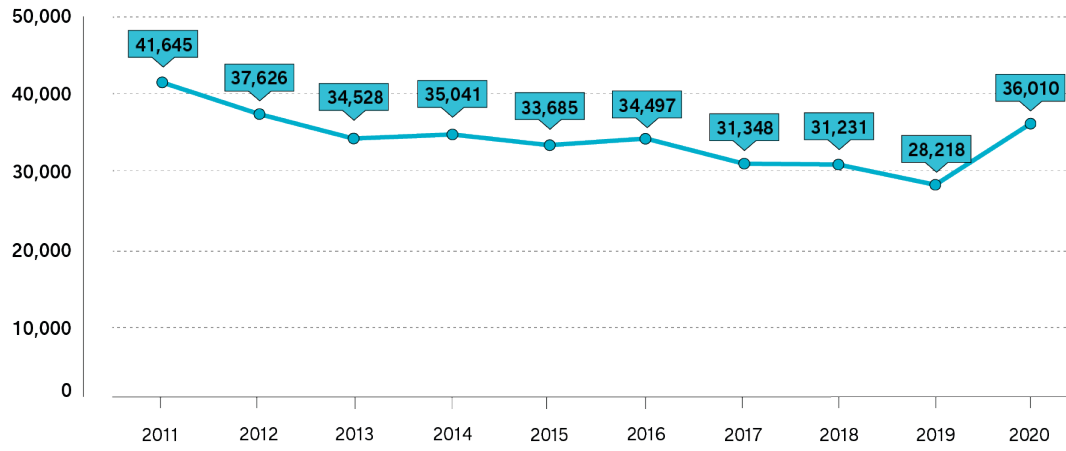
Faculty of Education	Number
Brock University	330
College of Education, Niagara University	143
École des sciences de l'éducation, Université Laurentienne	84
Faculty of Education, Lakehead University	248
Faculty of Education, Queen's University	540
Faculty of Education, The University of Western Ontario	338
Faculty of Education, University of Ottawa	320
Faculty of Education, University of Windsor	216
Faculty of Education, Wilfrid Laurier University	63
Faculty of Education, York University	772
Ontario Institute for Studies in Education of the University of Toronto	527
Redeemer University College	74
School of Education, Laurentian University	55
Schulich School of Education, Nipissing University	237
Trent University	142
Tyndale University College & Seminary	39
Université d'Ottawa	356
University of Ontario Institute of Technology	115

Qualifications of College Members

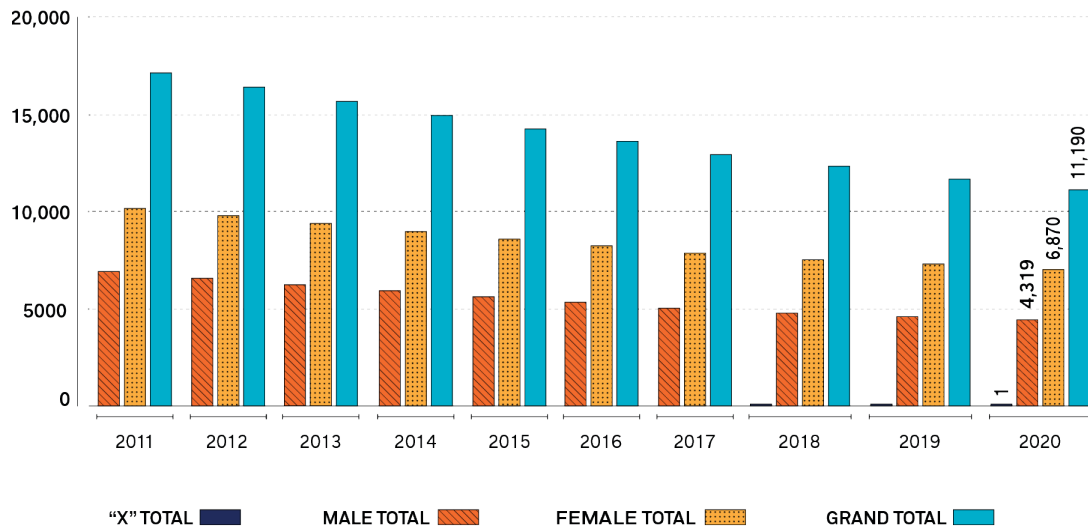
Top 30 Additional Qualifications Awarded in 2020, by Subject

Additional Qualification	Number
Special Education, Part 1	4,081
Mathematics, Primary and Junior, Part 1	2,581
Teaching English Language Learners, Part 1	2,100
Special Education, Part 2	1,803
Religious Education in Catholic Schools, Part 1	1,644
Reading, Part 1	1,574
Special Education, Specialist	1,279
Teaching Students with Communication Needs (Autism Spectrum Disorder)	1,225
Guidance and Career Education, Part 1	1,202
Kindergarten, Part 1	1,099
Principal's Qualification, Part 1	988
Mathematics, Primary and Junior, Part 2	938
Honour Specialist	849
Principal's Qualification, Part 2	765
French as a Second Language, Part 1	705
Teacher Librarian, Part 1	594
Mathematics, Primary and Junior, Specialist	546
Integration of Information and Computer Technology in Instruction, Part 1	467
French as a Second Language, Part 2	442
Religious Education in Catholic Schools, Part 2	442
Teaching and Learning through e-learning	437
Teaching English Language Learners, Part 2	414
Co-operative Education, Part 1	381
Special Education for Administrators	369
Reading, Part 2	357
Guidance and Career Education, Part 2	343
French as a Second Language, Specialist	311
Kindergarten, Part 2	297
Mathématiques (cycles primaire et moyen), partie 1	293
Religious Education in Catholic Schools, Specialist	288

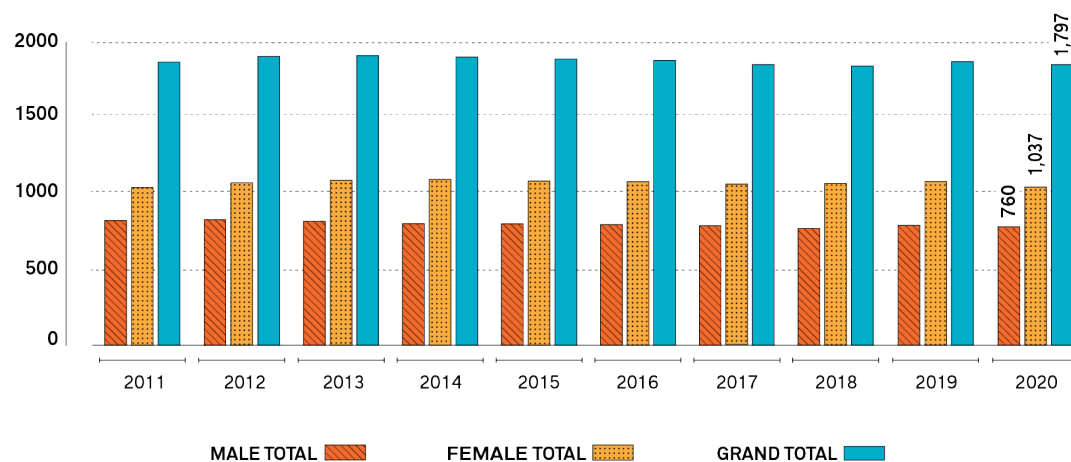
Total Number of Additional Qualifications Awarded



Members with Principal's Qualifications (by Gender)



Members with Supervisory Officer's Qualifications (by Gender)



Number of AQ Courses Submitted by Accredited Provider

Provider Name	2020
Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)	0
Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)	0
Association for Media Literacy (AML)	1
Brock University	5
Catholic Community Delivery Organization (CCDO)	0
Catholic Principals' Council of Ontario (CPCO)	3
Centre franco-ontarien de ressources pédagogiques (CFORP)	0
Charles Sturt University in Ontario	0
Dufferin Peel Catholic District School Board	1

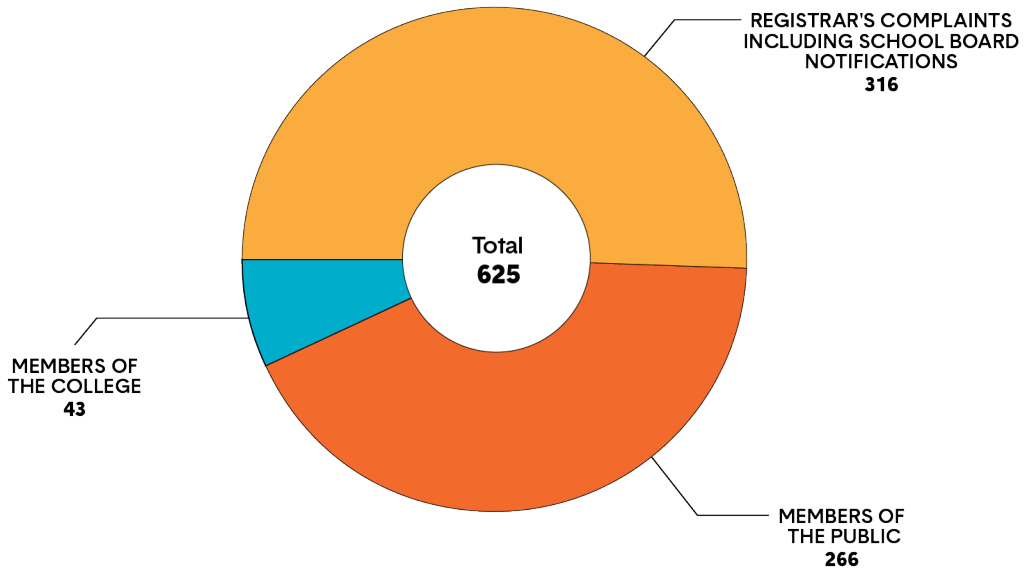
Provider Name	2020
Durham District School Board	0
Eastern Ontario Staff Development Network (EOSDN)	0
Elementary Teachers' Federation of Ontario (ETF0)	3
Fanshawe College	1
Halton Catholic District School Board	3
Halton District School Board	0
Hamilton-Wentworth District School Board	2
Huron-Superior Catholic District School Board	1
Indigenous Education Coalition (IEC)	0
Kawartha Pine Ridge District School Board	0
Kenjgewin Teg Educational Institute	0
Lakehead District School Board	0
Lakehead University	9
Laurentian University	4
Le Centre franco	6
Niagara College Canada	0
Niagara University	4
Nipissing University	4
Ontario English Catholic Teachers Association (OECTA)	15
Ontario Institute for Studies in Education (OISE) at the University of Toronto	0
Ontario Principals' Council (OPC)	1

Provider Name	2020
Ontario School Counsellors' Association	0
Ontario Tech University	4
Ottawa Catholic School Board	0
Peel District School Board	0
Queen's University	26
Rainy River District School Board	0
Redeemer University College	0
Regis College	0
Royal Conservatory of Music	0
Saint Paul University	0
Seneca College of Applied Arts & Technology	0
Six Nations Polytechnic	0
St. Clair Catholic District School Board	0
The University of Western Ontario	67
Toronto District School Board	0
Trent University	0
Université d'Ottawa	11
Université Laurentienne	7
Université Saint-Paul	0
University of Ontario Institute of Technology	0
University of Ottawa	1

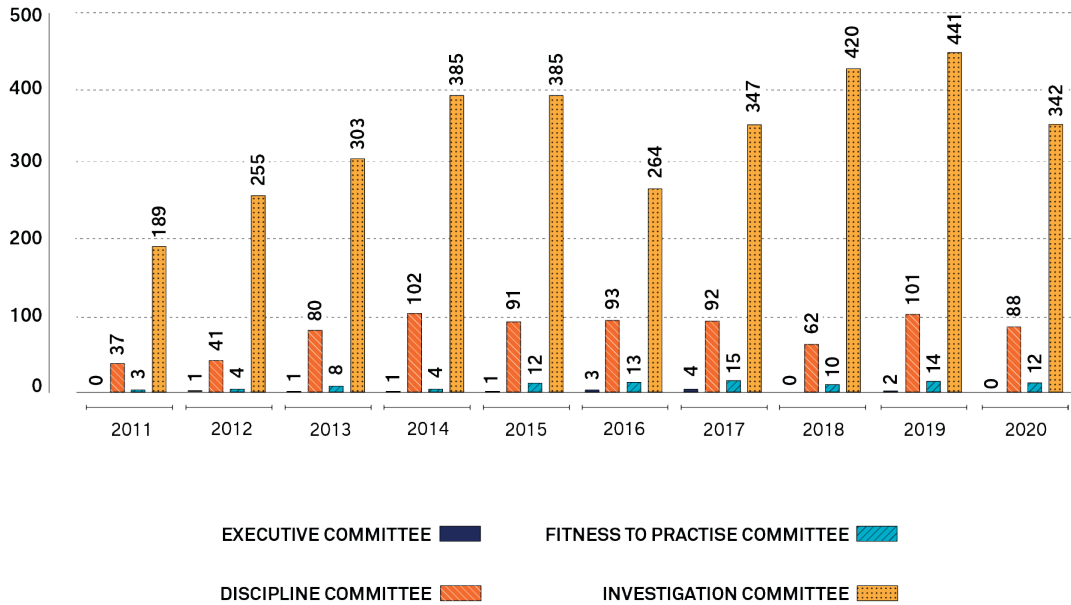
Provider Name	2020
University of Windsor	5
Upper Canada District School Board	0
W. Ross MacDonald School for the Blind/Ministry of Education Provincial Schools Branch	0
Wilfrid Laurier University	0
York Catholic District School Board	4
York Region District School Board	2
York University	11

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 - 2020
- Additional Basic Qualifications Held by Members - 2019
- 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 by Gender
- Members with Supervisory Officer Qualifications by Gender
- 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 Administrator and 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, 2020
- 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, 2020, 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.

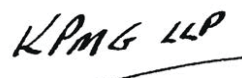
We also:

- 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
June 3, 2021

Balance Sheet

DRAFT

(in thousands of dollars)

Year ended December 31, 2020, with comparative information for 2019

	2020	2019
Assets		
Current assets:		
Cash	\$ 4,341	\$ 4,651
Investments (note 2)	5,019	5,005
Accounts receivable	242	379
Deposits and prepaid expenses	224	243
	9,826	10,278
Capital assets (note 3)	28,199	28,286
	\$ 38,025	\$ 38,564
Liabilities and Members' Equity		
Current liabilities:		
Accounts payable and accrued liabilities (note 4)	\$ 4,072	\$ 4,701
Deferred revenue	1,002	1,444
Deferred salaries	430	619
Mortgage payable (note 5)	498	13,999
	6,002	20,763
Mortgage payable (note 5)	12,835	—
Members' equity:		
Unrestricted	14,366	13,791
Internally restricted (note 9)	4,822	4,010
	19,188	17,801
Commitments and contingencies (notes 7 and 8)		
	\$ 38,025	\$ 38,564

See accompanying notes to financial statements.

Approved on behalf of the Board:

Paul Boniferno
Transition Supervisory Officer

Chantal Bélisle, OCT
Deputy Registrar

Statement of Operations and Changes in Members' Equity

(In thousands of dollars)

Year ended December 31, 2020, with comparative information for 2019

	2020	2019
Revenue:		
Annual membership fees	\$ 39,468	\$ 35,265
Other fees	1,419	1,429
Advertising	636	787
Special projects	—	12
Interest and other	321	568
	41,844	38,061
Expenditures:		
Employee salaries	19,397	18,041
Employee benefits (note 10)	4,651	4,698
Council and committees	633	705
Services to members and applicants	2,244	3,162
Professional practice	284	583
Investigations and hearings	5,740	6,066
Operating support	4,741	5,073
Mortgage interest	638	831
Amortization	2,097	2,186
Council elections	32	—
	40,457	41,345
Excess (deficiency) of revenue over expenditures	1,387	(3,284)
Members' equity, beginning of year	17,801	21,085
Members' equity, end of year	\$ 19,188	\$ 17,801
Members' equity, comprised of:		
Unrestricted	\$ 14,366	\$ 13,791
Internally restricted (note 9)	4,822	4,010

See accompanying notes to financial statements.

Statement of Cash Flows

(In thousands of dollars)

Year ended December 31, 2020, with comparative information for 2019

	2020	2019
Cash provided by (used in):		
Operating activities:		
Excess (deficiency) of revenue over expenditures	\$ 1,387	\$ (3,284)
Amortization which does not involve cash	2,097	2,186
Change in non-cash operating working capital:		
Accounts receivable	137	(26)
Deposits and prepaid expenses	19	(52)
Accounts payable and accrued liabilities	(629)	821
Deferred revenue	(442)	667
Deferred salaries	(189)	115
	2,380	427
Financing activities:		
Repayment of mortgage principal	(666)	(762)
Investing activities:		
Purchases of investments	(18,014)	(48,357)
Proceeds from redemption of investments	18,000	51,500
Purchase of capital assets	(2,010)	(1,873)
	(2,024)	1,270
Increase (decrease) in cash	(310)	935
Cash, beginning of year	4,651	3,716
Cash, end of year	\$ 4,341	\$ 4,651

See accompanying notes to financial statements.

Notes to Financial Statements

(In thousands of dollars)
Year ended December 31, 2020

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. The provincial government announced the appointment of Paul Boniferro as Transition Supervisory Officer (“TSO”) with the Ontario College of Teachers, effective February 1, 2021 for a one-year term. With this appointment, the College Council has been dissolved placing the Ontario College of Teachers into a period of governance transition that will result in a new governance model.

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:

	2020	2019
Bank of Montreal 2.25% GIC, matured April 15, 2020	\$ —	\$ 5,005
Bank of Montreal 1.0% GIC, matures August 11, 2021	5,019	—
	\$ 5,019	\$ 5,005

Included in the investment balance is \$19 (2019 - \$5) of accrued interest.

3. Capital assets:

			2020	2019
	Cost	Accumulated amortization	Net book value	Net book value
Land	\$ 7,660	\$ —	\$ 7,660	\$ 7,660
Building	12,834	4,492	8,342	8,770
Building improvements	15,664	9,851	5,813	6,765
Furniture	6,452	5,498	954	1,037
Equipment	5,146	4,769	377	458
Computer equipment	2,545	2,104	441	368
Software	4,908	296	4,612	3,228
	\$ 55,209	\$ 27,010	\$ 28,199	\$ 28,286

Included in software is \$4,612 (2019 - \$3,214) 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, 2020 are government remittances owing of \$112 (2019 - \$52).

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.

On June 25, 2020, the College entered into a Letter of Agreement (the "Agreement") with a Canadian chartered bank to establish a renewed and amended credit facility (the "Facility").

Under the Facility, the College has established two separate loans with different interest rates and maturity dates as outlined below. Both mortgages are amortized over 20 years and are secured by the property. Held as collateral for the Facility are the property, a chattel mortgage and a general assignment of rents and leases.

Under the terms of the Agreement, the College is required to comply with certain financial and non-financial covenants. As at December 31, 2020, the College is in compliance with the covenants.

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

	2020	2019
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$93, maturing June 30, 2020	\$ —	\$ 9,757
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$40, maturing June 30, 2020	—	4,242
Bank of Montreal, 3.04% payable in monthly instalments of principal and interest of \$38, maturing June 30, 2025	6,664	—
Bank of Montreal, 3.54% payable in monthly instalments of principal and interest of \$40, maturing June 30, 2030	6,669	—
	\$ 13,333	13,999
Less current portion	498	13,999
	\$ 12,835	\$ —

Principal payments are due as follows:

2021	498
2022	515
2023	532
2024	549
2025	5,874
Thereafter	5,365
	<hr/>
	\$ 13,333

6. Credit facility:

Under the Agreement as disclosed in note 5, the College has access to an operating demand loan with an overall limit of \$5,000, which bears interest at the bank prime rate plus 0.5%. As at December 31, 2020, no amounts (2019 - 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:

2021	\$ 29
2022	26
	<hr/>
	\$ 55

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. Paul Boniferro, TSO with the Ontario College of Teachers reviewed and approved the year-end financial statements acting in his new capacity as

the authority replacing Council. Mr. Boniferro approved the transfer of the year-end cash surplus of \$812 to restricted funds (2019 - transfer from internally restricted to unrestricted of \$3,733).

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 \$1,823 (2019 - \$1,798), which is included in the employee benefits expense in the statement of operations and changes in members' equity.

11. Financial risks:

On March 11, 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization and has had a significant financial, market and social dislocating impact. This has resulted in governments worldwide, including the Canadian and provincial governments, enacting emergency measures to combat the spread of the virus. These measures, which include the implementation of travel bans, self-imposed quarantine periods and social distancing, have caused material disruption in Canada to fundraising efforts. Management has taken measures to manage this risk and is actively monitoring the situation to minimize its impact to the College.

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



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

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