



# Committee Report

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## Item: Standards of Practice and Education Committee Report

**Public Interest Rationale:** The Standards of Practice and Education Committee (the Committee) is a regulatory committee that serves the public interest by providing oversight to the development and ongoing quality assurance of Additional Qualification (AQ) programs, Professional Advisories and Professional Standards.

**Strategic Alignment:** The work of the Committee supports the strategic goal of *teachers who are informed by, and held accountable to, professional standards*. The Committee's work upholds the strategic enabler of *a regulatory model that strives to be free from barriers to truth and reconciliation, and equity, diversity, inclusion and access*.

**Submitted By:** Deani Van Pelt, OCT Chair, Standards of Practice and Education Committee

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## Committee Meeting Dates

At the time of this report to Council, the Committee will have held two of four quarterly meetings for this year on the following dates:

- February 11, 2026
- May 21, 2026

## Summary of Discussions

In 2026, the Standards of Practice and Education Committee's work was marked by sustained collaboration, rigorous governance, and a shared commitment to advancing the Professional Standards that guide Ontario Certified Teachers (OCTs). Building on the foundation established in prior years, the Committee

continued to advance key priorities, including the Professional Standards Review (PSR), the renewal of Professional Advisories, and the ongoing development and approval of Additional Qualification (AQ) course guidelines.

A major achievement in 2026 was the Committee's approval of the refreshed *Professional Standards* (attached as Appendix A), supported by newly established guiding principles, marking the first time under the College's new governance model that the Committee exercised its authority to review and approve these core foundations. This historic milestone represents the culmination of nearly four years of research, consultation, and iterative development, and reflects the health of the Committee's governance role in reviewing, approving, and promoting ethical and practice standards for members of the College.

Since its last report to Council, the Committee has continued to play an active role in the Professional Standards refresh process. At its February meeting, staff engaged committee members in analyzing themes from interest holder consultations, which helped refine the guiding principles we used to review the standards. The themes emphasized embedding equity, diversity, inclusion, and accessibility (EDIA) throughout the refreshed Professional Standards, responding to the realities of contemporary education and reflecting the diverse voices and experiences of Ontario's education community.

Just three weeks ago, the Committee reviewed and unanimously approved the final version of the refreshed *Professional Standards*. Members recognized the review process as a model for the ethical foundations of practice, grounded in integrity, respect for diverse perspectives, trust in the professionalism of educators, and undertaken with care. The process was widely regarded as demonstrating the value of sustained, meaningful interest holder engagement, with iterative consultation

strengthening both the quality of the standards and confidence in their implementation. Feedback from partners, including those from First Nations communities, affirmed that the process was rigorous and inclusive, resulting in standards that reflect a strong sense of ethical purpose and professional responsibility.

The Committee also acknowledged that this work is not an endpoint, but part of an ongoing cycle of review and renewal. Members emphasized the importance of continued engagement as the standards are implemented across the sector, reinforcing the College's commitment to maintaining relevance, clarity, and responsiveness in its expectations for professional practice.

In addition to its work on the standards, the Committee continued to fulfill its mandate regarding Professional Advisories and in-service teacher education. In February, the Committee approved the revised Professional Advisory Student Physical Safety in Learning Environments (2026), ensuring that guidance for members remains current, practical, and aligned with legislative and professional expectations. The approval process reflected the Committee's confidence in a thorough, transparent, and evidence-informed development process.

The Committee also advanced the development and quality assurance of Additional Qualifications (AQ) courses, by approving more than 40 guidelines so far this year. These guidelines will now be made available to course providers to develop their AQ courses according to a consistent set of relevant expectations. It is those courses that will be submitted for accreditation with the goal of them being offered to OCTs for their ongoing professional learning. Guideline approvals reflect the Committee's commitment to ensuring that AQ programming remains responsive to

emerging educational priorities, inclusive in its approach, and reflective of diverse perspectives and experiences across the province.

Across all areas of its work, the Committee continues to demonstrate a strong emphasis on transparency, clarity, and confidence-building in decision-making. Members were supported by comprehensive staff processes that enabled informed deliberation and meaningful contributions, thereby reinforcing the Committee's role in upholding and promoting high standards of professional practice.

The first half of 2026 marks a period of significant achievement for the Standards of Practice and Education Committee. Most notably, the approval of the refreshed Professional Standards will shape the profession for years to come and exemplifies the Committee's commitment to inclusive, evidence-informed, and ethically grounded governance.

### Review and Approval of AQ Guidelines

During the first two quarters of 2026, the Committee approved the following AQ course guidelines in both English and French:

AQ Guideline	Schedule(s)
Adult Education	C
Alternative Education	C
Computer Studies	A, D, E
Family Studies	A, D, E



Mentoring	C
Social Sciences	A, E
Teaching Combined Grades	C
Writing	D

### Motion Referred to Council

A motion will be brought forward from the Standards of Practice and Education Committee to Council at the June 11, 2026 meeting:

**That the Standards of Practice and Education Committee request that Council recommend amendments to Ontario Regulation 176/10 Teachers' Qualifications to remove the terms: *Actualisation linguistique en français (ALF)* and *Programme d'appui aux nouveaux arrivants (PANA)* and replace with *Soutenir les élèves plurilingues apprenants du français, incluant les élèves nouveaux arrivants: approches inclusives.***

### Committee Mandate and Duties

The duties of the Standards of Practice and Education Committee are:

- reviewing and approving professional learning requirements for members of the College;
- reviewing and approving policies to support the ongoing promotion of continuing competence by members of the College;
- reviewing, approving and promoting ethical and practice standards for members of the College;



- reviewing and approving policy guidelines for programs of additional qualification; and
- reviewing and approving professional advisories to guide the practice of members of the College.

### **Future Meeting Dates as of June 11, 2026**

- September 2, 2026
- November 12, 2026

### **Committee Members**

- Danny Anckle (Vice-Chair)
- Natalie Joncas Raymond, OCT
- Stephen Maniscalco, OCT
- Roselynn Okobia
- Victoria Scott
- Deani Van Pelt, OCT (Chair)



# *PROFESSIONAL STANDARDS*

## Preamble

The *Professional Standards* articulate the expectations to which Ontario Certified Teachers (OCTs) are accountable. Grounded in a shared commitment to students and student learning, the Standards form an integrated framework that guides OCTs' ethical decision-making, informs professional judgment in practice, and upholds the integrity of the profession in the public interest.

Foundational to the Standards are the core ethical principles of Care, Respect, Trust, Integrity, and a Commitment to Truth and Reconciliation. Together, these commitments articulate the values that guide professional decision-making and orient OCTs' responses to the ethical, relational, and contextual complexities of teaching and learning. They provide the ethical foundation for all aspects of professional practice.

Ethical commitments are enacted through the Standards of professional practice, which describe how OCTs apply professional judgment in their daily work. By exercising professional competencies, drawing on knowledge-informed professional practice, and maintaining collaborative professional relationships, OCTs translate ethical commitments into action across diverse educational contexts. Professional practice is therefore not separate from ethics, but the means through which ethical responsibility is expressed and realized.

Commitment to students and student learning is at the core of the *Professional Standards*. This commitment anchors ethical decision-making and gives purpose to professional practice. It affirms that all professional responsibilities, ethical and practical, must advance equitable outcomes and serve the wellbeing, dignity, human rights, and learning of every student. Through this commitment, OCTs strive to create culturally safe, inclusive, and respectful learning environments where students feel valued and supported.

The *Professional Standards* function as an integrated and interdependent framework. Each Standard must be understood in relation to the others, and none operates in isolation. Together, they reflect OCTs' ongoing obligation to act ethically, exercise informed professional judgment, engage in continuous learning, and foster collaborative professional relationships, always in the best interests of students and student learning.

### ***Professional Standards and Your Position of Trust***

Ontario Certified Teachers (OCTs) are accountable for upholding the *Professional Standards* at every stage of their careers and across the diverse roles they hold within Ontario's education system. This position of trust carries ethical and professional obligations articulated in the *Professional Standards*.

The *Professional Standards* also outline considerations for:

- **providers of accredited initial teacher education programs**, to inform program design and delivery,
- **teacher candidates**, to support their professional learning and development during initial teacher education,
- **providers of Additional Qualification courses**, to support ongoing professional learning,
- **members of the public**, to understand the role, obligations, and professional responsibilities of Ontario Certified Teachers, and
- **the Ontario College of Teachers**, to address instances of professional misconduct related to a failure to meet the *Professional Standards*.

## Organization of the *Professional Standards*

The *Professional Standards* are presented as an integrated framework of nine commitments that guide ethical conduct, professional judgment, and accountability in professional practice for all Ontario Certified Teachers. Together, these Standards define what it means to teach with care, respect, integrity, trust, and a shared responsibility to advance Truth and Reconciliation, and explain how these commitments are enacted through professional learning, collaboration, and informed decision-making.

The Standards recognize that ethical responsibilities are integral to professional practice; they are expressed in how OCTs support students' learning and wellbeing, exercise professional judgment, work with others, and respond to diverse and changing educational contexts.

## Development of the *Professional Standards (2026)*

The development of the *Professional Standards* involved extensive research, jurisdictional scans, and broad consultations with Ontario Certified Teachers (OCTs) from English, French, Public, and Catholic school systems; First Nations schools and provincial school authorities; parents and guardians; students; and education system partners, including members from First Nations, Métis, and Inuit communities across Ontario. These Standards respond to the evolving context and responsibilities of the teaching profession in Ontario.

## The Professional Standards (2026)

STANDARD	DESCRIPTION
<b>Ontario Certified Teachers demonstrate Care</b>	Ontario Certified Teachers show compassion, acceptance, interest, and insight into developing students' potential. They demonstrate care through a commitment to students' well-being and learning expressed in practice through positive influence, professional judgment, and empathy.
<b>Ontario Certified Teachers demonstrate Respect</b>	Ontario Certified Teachers demonstrate consideration and fair-mindedness. They honour human dignity, emotional wellness, and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy, and the environment.
<b>Ontario Certified Teachers act with Integrity</b>	Ontario Certified Teachers demonstrate honesty, reliability, and ethical practice. Ongoing reflection helps them uphold integrity in their professional commitments and responsibilities.
<b>Ontario Certified Teachers build Trust</b>	Ontario Certified Teachers demonstrate fairness, openness and honesty. Their professional relationships with students, colleagues, parents, guardians, and the public are based on trust.
<b>Ontario Certified Teachers uphold a commitment to Truth and Reconciliation</b>	Ontario Certified Teachers honour First Nations, Métis, and Inuit strengths, knowledge systems, languages, and Ways of Knowing by acknowledging the truths about how education continues to be shaped by the legacies of colonialism; deepening their understanding in relationship with First Nations, Métis, and Inuit communities; and applying this knowledge through culturally informed and inclusive, strengths-based pedagogy, and responsive methodologies.

STANDARD	DESCRIPTION
<p><b>Ontario Certified Teachers are committed to students and student learning</b></p>	<p>Ontario Certified Teachers demonstrate their commitment to every student through professional practice informed by students' lived experiences, and grounded in care, dignity, and the upholding of human rights. They take actions to create culturally safe, accessible, and barrier-aware learning environments where students feel respected, supported, and empowered to learn.</p>
<p><b>Ontario Certified Teachers develop and demonstrate professional competencies</b></p>	<p>Ontario Certified Teachers develop knowledge, skills, and teaching practices through experience, collaboration, and ongoing, relevant learning, and apply these competencies to make informed professional decisions. They remain responsive to student needs, current research on effective teaching and assessment, and evolving educational contexts, including emerging technologies.</p>
<p><b>Ontario Certified Teachers exercise knowledge-informed professional practice</b></p>	<p>Ontario Certified Teachers build a current and comprehensive knowledge base that includes an understanding of student development, pedagogy, curriculum, content knowledge, and community-held knowledge systems, as well as relevant policies and legislation. They apply this knowledge with care, integrity, and contextual awareness to make decisions that improve students' learning and promote their wellbeing.</p>
<p><b>Ontario Certified Teachers foster collaborative professional relationships</b></p>	<p>Ontario Certified Teachers foster collegial relationships grounded in ethical and collaborative professionalism to strengthen students' support networks and create safe environments that promote students' learning and wellbeing. They recognize power dynamics within these relationships and work to interrupt inequitable patterns so that collaboration authentically centres students' strengths and needs.</p>