



Ontario
College of
Teachers
Many Faces,
Many Roles

Many Faces, Many Roles

Shaping Education in Ontario Together



David Anderson, Toronto

College Member, Teacher and Student

David Anderson was certified to teach in 1978. He began his teaching career in Sandy Lake. Currently he teaches Grade 5 and 6 mathematics and science part-time at Rogers Public School in Newmarket. He is also working to complete his PhD in aboriginal education at the Ontario Institute for Studies in Education at the University of Toronto.

On the Cover:

Bernice Blackman, Toronto **College Member and Superintendent**

Bernice Blackman was certified to teach in 1981. She has taught students at all levels, including English, English as a Second Language, history, mathematics and geography. Now a Superintendent of Education with the Toronto District School Board, she is responsible for a family of 24 elementary and secondary schools. Her focus is on student achievement and school improvement, resource allocation, school profiles, parent engagement, and the accountability of principals and staff.

Many Faces, Many Roles

Shaping Education in Ontario Together

- 2 Many Faces, Many Roles – Chair’s Report
- 4 The Talk From Teachers – Registrar’s Report
- 6 The College at a Glance
- 8 The College Mandate
- 9 The Council of the Ontario College of Teachers
- 10 Supporting Quality Education
- 14 Enhancing Professional Practice Through the Standards
- 18 Quality Preparation for Teachers
- 22 Appealing College Decisions
- 24 Protecting the Public Interest
- 28 College Finances in 2003
- 31 Auditor’s Report
- 36 2003 Statistics



Ontario
College of
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“This year’s annual report recognizes the roles that members of the College play in Ontario’s education system and the contribution each individual makes to shaping education in Ontario.”

Marilyn A. Laframboise, Council Chair

Many Faces, Many Roles

Chair’s Report

College members make their mark not only in the classroom but throughout the education system in Ontario.

Our members also work in administration in the schools and school boards. They work in faculties of education to prepare teacher candidates to enter the profession. They work in teachers’ federations. They play a policy-making role in the Ministry of Education, implement programs and services in the College of Teachers and promote learning in museums and other educational institutions around the province.

But every one of our members has a common starting point for their professional career – a teaching certificate.

This year’s annual report recognizes the roles that members of the College play in Ontario’s education system and the contribution each individual makes to shaping education in Ontario.

Some College initiatives in 2003 were new. Some were ongoing. But all attempted to support our members at various stages in their careers and to help them carry on the excellent work they do on behalf of the students of Ontario.

In 2003, the College continued to foster a deeper understanding and awareness of the standards of practice, the ethical standards and the professional learning framework. Thousands of members took part in these processes through English and French-language workshops, conferences, case institutes, research projects and a standards symposium.

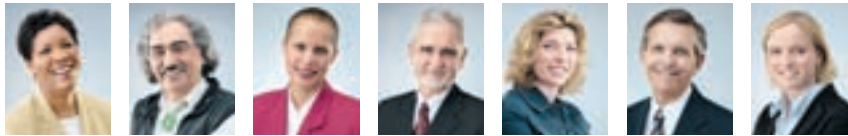
Requests for information from individuals and organizations outside our membership continued to

increase. Government agencies, consulates, international organizations and advocacy groups, as well as other Canadian provinces, drew on College expertise in teacher certification, international credentials and assessment, and the status of universities and teacher training around the world.

As a result of legislation, we formally assumed the role of accrediting education programs and courses in faculties of education and other institutions that help prepare candidates for the profession and provide ongoing learning for practising teachers.

The College developed a policy paper on induction and mentoring, designed to address issues raised by new teachers. *Growing Into the Profession* was presented to the provincial government in December after comprehensive face-to-face consultations with teachers, school board administrators, teacher federations and various education stakeholders. It urges support for newly certified teachers through the establishment of a mandatory two-year induction program in every Ontario school board.

Professionally Speaking commissioned COMPAS Inc., a public opinion and customer research firm, to conduct the first-ever survey of the College’s general membership. One thousand and twenty-seven members chosen at random were polled by phone. The results were published in the magazine as the *State of the Teaching Profession in Ontario*. The survey provided a wealth of information that the College can share with education partners and the provincial government to fuel improvement and address concerns.



“Many Faces, Many Roles”

Member Profiles

Left to right:

- cover: Bernice Blackman
- inside cover: David Anderson
- p. 11: Lorraine Mention
- p. 15: Ron McKelvey
- p. 19: Judith Paradis
- p. 25: Mark Verhoeve
- p. 29: Vicky Marrack

A new initiative focused on ensuring that Ontario takes full advantage of the teaching talent that is here in the province.

Many internationally trained teachers living in Ontario have not been able to practise their profession. In 2003, the College joined with Skills for Change, the Ontario Teachers' Federation and LASI World Skills to develop a joint proposal to provide resources that would aid foreign-trained teachers to work in Ontario classrooms. The proposal was submitted to the Ministry of Training, Colleges and Universities for funding under the Access to Professions and Trades Program.

The College experienced an unexpected change in senior leadership in 2003 with the retirement due to ill health of College Registrar Joe Atkinson.

To recognize Joe Atkinson's exceptional career as an educator, the College created a new charitable foundation to recognize excellence in teacher education. Its first order of business was to establish and generate financial support for the Joseph W. Atkinson Scholarship for Excellence in Teacher Education, a \$2,000 annual scholarship for a student enrolled in one of Ontario's faculties of education.

Claire Button, a teacher education candidate at Queen's University, was awarded the first scholarship. Claire has received numerous academic awards and clearly demonstrated the high academic achievement and other experiences that make her an exemplary candidate for the teaching profession.

The College named W. Douglas Wilson as the new Registrar and Chief Executive Officer. Doug Wilson

joined the College in 1999 and had served as Deputy Registrar since 2000. A veteran classroom teacher, vice-principal and principal, board of education superintendent and co-author of Canadian history textbooks, Doug Wilson assumed his new responsibilities on March 31, 2003.

During the year, the College continued to administer the Professional Learning Program, moving cautiously to use the resources available for increased staffing and other program supports. In December, the provincial government announced that the program would be repealed. The College responded by reducing and reassigning staff and the Professional Learning Committee halted its meetings to review applications from potential new providers.

The government announcement signalled a clear end to an initiative that had concerned and divided College members. It offered an opportunity for the College to take a fresh look at its mandate to “provide for the ongoing education of members of the College” and determine how to ensure effective and high-quality learning opportunities for our members.

Marilyn A. Laframboise, Council Chair

“Our members told us that they remain motivated and committed to mentoring and inspiring young people despite conflict in the education system and the need for more resources. The survey was a validation of College members as professionals, highlighting the idealism and altruism that inspired them to become teachers.”

W. Douglas Wilson, Registrar and Chief Executive Officer

The Talk from Teachers

Registrar's Report

There were some significant changes to the education landscape in Ontario in 2003, which may provide opportunities for greater dialogue and co-operation within the education system that will benefit College members.

The College introduced a number of initiatives during the year to stimulate communication, to give our members more of an opportunity to be heard on the professional issues that concern them most. We found ways to ensure that what our members had to say made its way into the public arena and into the offices of the Minister of Education.

2003 was the second year of the five-year *Transition to Teaching* study, which is surveying teachers who graduated in 2001 and 2002 to track their first teaching experiences. The study is part of the College's efforts to address teacher supply. The 2003 responses revealed that newly hired Ontario teachers don't get the support they need to start their careers properly and some are at risk of leaving teaching altogether. The College also surveyed the general membership, commissioning a public opinion firm to question more than 1,000 members on how they think and feel about their roles as teachers and education leaders and about the teaching profession itself.

Our members told us that they remain motivated and committed to mentoring and inspiring young people despite conflict in the education system and the need for more resources. The survey was a validation of College members as professionals,

highlighting the idealism and altruism that inspired them to become teachers.

The information from these two surveys helped to inform the College's policy paper on induction and mentoring which called on the provincial government to provide much-needed support for newly certified teachers. The paper proposed the establishment of a two-year mandatory induction program in every school board using veteran teachers.

Visits by our members and the public to the College web site continued to grow in 2003. The public register, which provides an easy-to-access register of College members, their qualifications and credentials and their status, continues to be the most frequently visited part of the College web site. Employers, members of the College and the public all find the public register a useful resource.

Members' use of the web site for interacting with the College also continued to grow during 2003. As of the end of December 2003, nearly 55,000 members had registered in the Members' Area, and 72 per cent had signed up to receive the College's periodic e-mail newsletter *Your College and You*.

The College also expanded electronic services to those who have given the College an e-mail address. During 2003, the College implemented automatic e-mail notifications to members when qualifications are added to their Certificate of Qualification.

The College's efforts with the Ministry of Education, the teachers' federations and other education partners

Total College membership in 2003

188,671

College membership growth since 1997

↑14%

to address issues of teacher supply have had a positive result. In 2003, there were 7,465 Ontario applications to the College, an increase of about 10 per cent over 2002.

The College's commitment to cost-effective administration yielded evident benefits in the year-end financial statements, which showed a surplus. The cancellation of the Professional Learning Program, announced at the end of the year, will enable the Council to rework its current three-year fee cycle to adopt a lower fee during the 2005-2007 period.

2003 was an election year for the College. Voting to fill 17 Council positions was conducted electronically for the first time, eliminating costly paper mail-in ballots and reducing the cost of Council elections significantly. The elections introduced a number of new faces to Council.

Don Cattani of Thunder Bay was elected to represent Northwest Ontario. Paul Brazeau of North Bay was elected to represent Northeast Ontario. Gordon Hough of Brockville was elected to represent Southeast Ontario. Suzanne De Froy of Windsor was elected to represent Southwest Ontario.

Hilda Watkins of Windsor was elected to represent the English-Language Public Board – Elementary. Ted Coulson of Hamilton was elected to represent the English-Language Public Board – Secondary. Rosemary Fontaine of Toronto was acclaimed to represent the English-Language Roman Catholic Board – Elementary. Richard Victor of

Dryden was elected to represent vice-principals and principals. Jennifer Pitt of Toronto was elected to represent private schools.

Anne Vinet-Roy of Timmins took on the position of Council member on November 20, replacing a member from the French-language Roman Catholic Board – Secondary who resigned.



W. Douglas Wilson, Registrar and Chief Executive Officer

“One of the difficulties with teaching is that those who do it well make it look effortless. The classroom looks organized; the kids are well mannered; the teacher delivers without distraction. What people don’t see are the hours spent beyond the classroom planning, preparing lessons and gathering supplies.”

W. Douglas Wilson, Registrar and Chief Executive Officer

The College at a Glance

The Ontario College of Teachers

Our Mandate

The College of Teachers was established in 1997 to allow teachers to regulate and govern their own profession in the public interest. Its mandate is at the heart of what constitutes quality education – skilled teachers, who adhere to clearly expressed standards of excellence in their practice and are accountable for their practice. The College sets standards of practice and conduct, issues teaching certificates and may suspend or revoke them, accredits teacher education programs and courses, provides ongoing professional learning opportunities for members and investigates and hears complaints about individual members.

The College is also mandated to communicate with the public on behalf of the profession, which it does primarily through its web site at www.oct.ca and the annual report.

In the Public Interest

The College’s primary responsibility is to the public interest. The College is essentially teachers regulating their profession, but College policies and initiatives are not developed to further the interests of individual teachers. Our purpose is to maintain and improve a high-quality public education system and promote excellence in teaching.

As part of its duty to the public interest, the College is accountable for how it carries out its responsibilities. Standards of practice and ethical standards refer to the public interest. The public has access to a register of all members of the College with their qualifications and credentials through the College web site. Disciplinary hearings are open to the public and a summary of each hearing and the outcome is published in the College magazine and on our web site.

How We Are Governed

The College is governed by a 31-member Council, 17 of whom are members of the College elected by their peers. Elected members serve three-year terms and represent the English, French, Catholic, public, elementary and secondary school systems in all regions of the province. Fourteen members of Council are appointed by the provincial government for terms of up to three years. Since some appointees are also former teachers or administrators, usually about two-thirds of the Council are members of the College.

The Council meets four times a year to develop and approve policies. The Executive Committee, comprised of the chair and vice-chair of Council, the chairs of statutory committees, and at least two appointed members, acts for Council between meetings.



In a survey of members on their attitudes to teaching, our members reported that they remain motivated and committed to mentoring and inspiring young people, despite the challenges facing the teaching profession today.



The College relies on the involvement and input of its members and education partners in its work to continuously improve the teaching profession.



The majority of College members are classroom teachers, but vice-principals, principals, supervisory officers and directors of education are also certified teachers who begin their careers in the classroom.

Our Members

The majority of College members are classroom teachers, but vice-principals, principals, supervisory officers and directors of education must also be certified teachers to hold the positions they do and so also belong to the College.

Our members work in faculties of education, the Ministry of Education, teachers' federations, the College, independent schools and many other institutions that provide educational opportunities for teachers and their students as well as in other parts of Canada and around the world.

The College membership reached 188,671 in 2003. More than 1,660 of our members work outside of Ontario.

Our Services

The College offers a wealth of resources on teaching and education for its members and the public.

Information is available in the Margaret Wilson Library, on our web site and in our quarterly magazine, *Professionally Speaking/ Pour parler profession*. The online public register provides an easy-to-access register of College members, their qualifications and credentials and their status with the College.

Requests for information from individuals and organizations outside our membership increases every year. Government agencies, consulates, international organizations and advocacy groups, as well as other Canadian provinces, draw on College expertise on teacher certification, international credentials and assessment, and the status of universities and teacher training around the world.

Our Education Partners

The strength of Ontario's education system is the breadth and depth of expertise contributed by individuals and organizations who 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 articulate problems and develop solutions.

Whether developing standards of practice for our members or a response to government policy initiatives, consultation with our education partners plays an integral role in the College's approach to addressing issues that challenge the teaching profession.

“We believe that partnerships are the cornerstone of progress. Effective partnership entails a willingness to work towards the common good. It requires listening closely, respecting differing viewpoints and working with others to realize good ideas regardless of their source.”

Marilyn A. Laframboise, Council Chair

The College Mandate

The Ontario College of Teachers

- To regulate the profession of teaching and to govern its members.
- To develop, establish and maintain qualifications for membership in the College.
- To accredit professional teacher education programs offered by postsecondary educational institutions.
- To accredit ongoing education programs for teachers offered by postsecondary 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, including professional learning required to maintain certificates of qualification and registration.
- To establish and enforce professional standards 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.



Chair
Marilyn A. Laframboise
Elected Member



Registrar and CEO
W. Douglas Wilson

The Council of the Ontario College of Teachers

Elected Teacher Members

All elected members on the College Council are members of the College.



Elected Members

Top Row (L-R):

Nancy Hutcheson (Vice-Chair), Bernard J. Adam, Paul Brazeau, Don Cattani, Ted Coulson, Suzanne De Froy, Rosemary Fontaine

Middle Row (L-R):

Gordon Hough, Harry Mulvale, Iain Munro, Janet Ouellette, Elizabeth Papadopoulos, Jennifer Pitt, Richard Victor

Bottom Row (L-R):

Anne Vinet-Roy, Hilda Watkins

Council Members Appointed by the Minister of Education

*Appointed members of Council who are also members of the College



Appointed Members

Top Row (L-R):

Jackie Breithaupt,* Ernie Checkeris, Janet Cornwall, Patrick J. Daly, Pauline Demers,* Normand W. Fortin, Martin Kings*

Bottom Row (L-R):

Diane Leblovic,* Elayne McDermid,* Karen M. Mitchell, Larry Mongeon, Patrick Slack,* David Somer, Lila Mae (Lou) Watson*

The members of the 2003 Executive Committee could claim over 200 years' experience in the classroom, school administration or school board, plus many more years representing teachers in the federations or representing the public as a trustee.

Supporting Quality Education

Executive Committee, Editorial Board and Election Committee

The breadth and range of experience in the education system that characterizes the teaching profession is reflected in the make-up of the Executive Committee, the body that acts for the governing Council between its quarterly meetings.

The committee is made up of the chair and vice-chair of Council, the Registrar and the chairs of all other statutory and standing committees. At least two members of the Executive Committee must be appointed members of Council.

The members of the 2003 Executive Committee could claim over 200 years' experience in the classroom, school administration or school board, plus many more years representing teachers in the federations or representing the public as a trustee.

They brought that wealth of experience to address the many issues that confronted the College during the past year.

The College continued to meet with Ministry of Education officials to advance the process of revising the regulation on teachers' qualifications. In 2003, the focus of discussions was on the ministry's implementation of the Ontario Teacher Qualifying Test and a definition of a program of professional education, to bring the regulation in line with the College's new responsibility for accrediting teacher education programs.

Also under discussion during the year were Letters of Permission, which the ministry issues to schools to permit them to hire unqualified people to teach. The College has asked that it be given responsibility for issuing Letters of Permission, ensuring that unqualified

personnel are subject to the same standards of practice and conduct as members of the College.

A number of Interim Certificate of Qualification (ICQ) holders failed to pass the Ontario Teacher Qualifying Test within a year of the issue date of their certificate, putting the College in the position of having to cancel their teaching licences. However, the regulation requiring ICQ holders to pass the test before reapplying had not yet been approved by the government. To keep teachers in the classroom, the College decided to allow the members whose ICQ was cancelled to reapply immediately and receive a one-year extension to the qualifying test requirement.

The Ontario College of Teachers Foundation was set up in 2003 to recognize and support excellence in teacher education. It awards scholarships, bursaries and prizes to individuals to help them pursue careers in teaching and to promote professional growth among veteran teachers.

The foundation established the Joseph W. Atkinson Scholarship for Excellence in Teacher Education, which will award \$2,000 annually. The first recipient was Claire Button, a teacher education candidate at Queen's University.

The financial awards will be funded by private donations to the foundation.

The College's commitment to cost-effective administration yielded evident benefits in the year-end financial statements, which showed a significant surplus. The cancellation of the Professional Learning Program, announced at the end of the year, will enable the

A close-up portrait of Lorraine Mention, a woman with a short, buzzed haircut, smiling warmly. She is wearing a bright pink blazer over a white collared shirt. The background is a soft, light blue gradient.

Many Faces, Many Roles
Shaping Education in Ontario Together

**Lorraine Mention, London
College Member and Vice-Principal**

Lorraine Mention was certified to teach in 1995. Lorraine has taught in a variety of grades and in all divisions, primarily for the Thames Valley District School Board. "Education is an ongoing journey of growth and challenge. It is a journey that embraces tolerance, acceptance, forgiveness and understanding," says Lorraine. She is in her first year as vice-principal of the Rick Hansen Public School, an elementary school of 445 students.

“It’s a challenge to ensure that there is stimulating and useful information in each issue of the magazine for all members of the College, whether they work in the classroom, in administration or in some other sector of education.”

Marilyn A. Laframboise, Chair, Editorial Board

Council to rework its current three-year fee cycle to adopt a lower fee during the 2005-2007 period.

Elections

In 2003, the Election Committee oversaw the College’s third elections since its inception in 1997.

The Election Committee is a special committee of Council that reviews the current regulations and bylaws to govern Council elections and makes recommendations to Council for change, if any.

There are 31 positions on Council. Seventeen are elected by the membership and 14 are appointed by the Minister of Education. Of the 17 elected positions, 13 provide representation for six geographic regions, seven province-wide English, French, Catholic, public, elementary and secondary school systems and four provide representation for vice-principals/principals, supervisory officers, faculties of education and independent schools.

In 2003, for the first time, College elections were conducted entirely online through the College web site.

Prior to the vote, the Election Committee devised and approved voting procedures, which were changed primarily to reflect electronic voting.

The electronic election process resulted in a significant savings for the College.

Voting was held between March 3 and April 14 and was available 24 hours a day from anywhere a member could access the Internet. Members obtained their ballots through the Members’ Area of the College web site after creating a password-protected account. 40,000 new accounts were created during the voting period.

Independent auditor Deloitte and Touche verified the final count – 8,233 members voted in the elections.

The College is working to improve the election process, to address concerns raised by the 2003 election and to strive for greater access and involvement in future Council elections.

“The committee has concerns that only 4.39 per cent of the membership voted in the 2003 election and will be exploring ways to address these concerns and encourage participation in future,” says Gord Hough, who was a successful candidate in the election and subsequently became Election Committee Chair.

Editorial Board

Professionally Speaking/Pour parler profession is one of the College’s most valued resources because it is the principal means of communicating to members.

The Editorial Board oversees the magazine, developing editorial and advertising policies and meeting regularly to consider submissions for upcoming issues.

“It’s a challenge to ensure that there is stimulating and useful information in each issue of the magazine for all members of the College whether they work in the classroom, in administration or in some other sector of education,” says Council Chair Marilyn Laframboise, who also chairs the Editorial Board.

In 2003, the College introduced a search engine to its web site, making it possible for visitors to search the magazine as well, the full text of which is available online.

The College is required by legislation to keep its members informed of issues relevant to the profession and to membership in the College. The magazine also enables the College to report regularly on new research and resources, creative initiatives by other members of the profession and information on educational issues in general.

Although the College posts information on its web site and sends out a regular e-mail newsletter, *Professionally Speaking/Pour parler profession* is the best vehicle for providing advance information and after-the-fact reports on initiatives such as Council elections and legislative changes to teaching requirements.

The magazine's high-quality format and readership of more than 275,000 draws advertising revenues that subsidize a significant portion of the costs of printing and mailing the magazine.

Professionally Speaking/Pour parler profession has proved to be a useful resource for other education partners and the media and enabled the College to promote better public understanding of the challenges that teachers face.

Executive Committee

Larry M. Capstick (Chair to April)
Marilyn A. Laframboise (Chair from May)
Nancy Hutcheson (Vice-Chair from May)
Bernard J. Adam
Douglas E. Carter (to April)
Patrick J. Daly (from May)
Karl Dean (to April)
Margaret Dempsey (to April)
Diane Leblovic
Harry Mulvale
Janet Ouellette (from May)
Frances Thorne (to April)
Rick Victor (from May)
Lila Mae (Lou) Watson (from May)

Editorial Board

Marilyn A. Laframboise (Chair)
Bernard J. Adam
Karen M. Mitchell (to April)
Iain Munro
Patrick Slack (from May)
David Somer

Election Committee

Douglas E. Carter (Chair to April)
Gordon Hough (Chair from May)
Patrick J. Daly (to April)
Pauline Demers (from May)
Jerry De Quetteville (to April)
Normand W. Fortin (from May)
Audrey Hadfield (to April)
Martin Kings (to April)
Janet Ouellette (from May)
Elizabeth Papadopoulos (from May)

The standards of practice and the ethical standards define what it means to be a teacher and articulate the values and ethical responsibilities that guide the profession.

Enhancing Professional Practice Through the Standards

Standards of Practice and Education Committee

Ontario teachers model a set of standards that convey to parents and the public that their children are being taught by professionals committed to students and student learning. The standards of practice and the ethical standards define what it means to be a teacher and articulate the values and ethical responsibilities that guide the profession.

The work of members of the College in classrooms, schools, school boards and programs of professional education throughout the province is reflected in the *Standards of Practice for the Teaching Profession*, the *Ethical Standards for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*. These documents form the foundation of professional practice for teachers in Ontario.

The Standards of Practice and Education Committee's mandate is to advise Council on the development of pre-service and in-service standards of practice and a professional learning framework to support standards of practice and promote continuing competence among members of the College.

In 2003, the College continued to foster a deeper understanding and awareness of the standards of practice, the ethical standards and the professional learning framework. Thousands of members participated in English and French-language workshops, conferences, case institutes, resource kit development and research, culminating in a standards symposium.

Case Institutes

Members of the College have engaged in case writing and case discussion institutes as educational and

pedagogical processes to enhance standards-based professional practice. This type of involvement allows members to reflect on and extend professional knowledge and practice to support student learning.

The College conducted a number of English and French-language case institutes for teacher candidates, practising teachers, principals, supervisory officers and directors of education. In-service sessions were also held for district school board representatives to assist them in replicating the use of case discussions to deepen understanding of the standards and the ethical dimensions of teaching and education leadership.

Course instructors for the teacher education program at York University participated in a case institute on the standards and subsequently provided an in-service session on the case method to 100 members of the College who teach Additional Qualification courses to teachers. Faculty members from a number of other institutions providing teacher education also participated in workshops and case institutes.

Follow-up surveys and focus group sessions were used to document the impact of the case institutes on teaching and leadership practice. Educators told us that the case sessions enhanced professional knowledge, teaching practice and leadership. Case work also offered them opportunities to illustrate the evolving nature of the profession within Ontario.

One of the College's key strategies in the ongoing integration and review of the standards is the development of a standards case book entitled *Fostering Cultures of Shared Inquiry: Using the Case Method*,

A professional headshot of Ron McKelvey, a middle-aged man with short, graying hair and a goatee. He is wearing a dark suit jacket, a white dress shirt, and a red patterned tie. The background is a plain, light blue color.

Many Faces, Many Roles
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Ron McKelvey, Milton

**College Member and a Director with the
Ministry of Education**

Ron McKelvey was certified to teach in 1971. He taught for 10 years before becoming a school administrator and later superintendent for the Kawartha Pine Ridge District School Board. Currently he is Director of the Provincial Schools Branch of the Ministry of Education and responsible for the operation of nine provincial schools for deaf, blind and deaf/blind students and for students with severe learning disabilities.

Educators told us that the case sessions enhanced their professional knowledge, teaching practice and leadership.

which was completed in 2003. College members wrote cases that have been used as standards-based curriculum for teacher education and leadership development. The case book includes commentaries written by provincially, nationally and internationally recognized experts in the field of education. Several other case studies are currently being validated with members of the College.

In-Service Teacher Education

Work continued on the revision of Additional Qualification (AQ) course and program guidelines. College members take AQs to gain additional professional knowledge in specific areas. Successfully completed AQs are added to a member's teaching certificate.

There are over 200 AQs listed in regulation and the revision process for these course guidelines have ensured that the *Standards of Practice for the Teaching Profession*, the *Ethical Standards for the Teaching Profession* and the *Professional Learning Framework* are the foundation for all aspects of these in-service education courses and programs.

Over 50 new course guidelines were developed in English and French, through consultation with members, educational partners and the public.

Standards Symposium

In November, the College hosted a symposium on the standards, attracting approximately 200 participants from across the province from 44 English-language school boards, nine French-language school boards,

two independent schools and 11 faculties of education. The focus of the symposium was to increase understanding and integration of the standards within teacher education.

"The symposium was conceived as a response to the expressed needs and recommendations from our members," says Diane Leblovic, chair of the Standards of Practice and Education Committee. "Our members had told us they wanted a provincial forum that would give them opportunities to reflect on their professional practice in collaboration with their colleagues."

At the symposium, the College presented a resource kit entitled *Standards in Practice: Fostering Professional Inquiry*, which was developed by teachers for teachers. It highlights reflective practice and serves as a catalyst for professional inquiry. Members can access this kit on the College web site.

Standards Review

In 2003, the College began its review of the standards of practice and ethical standards to ensure that the standards continue to reflect the values and ideals of the teaching profession.

The Standards of Practice and Education Committee approved a five-phase review process. The first phase involved the development and piloting of several research tools and processes with members of the College.

A series of structured review activities including questionnaires, focus groups, consultations, case discussions and presentations will provide new insights into the standards and their key elements.

International Standards Presentations

Groups of international educators from Britain, Jordan, Vietnam, Australia and the Netherlands visited the College and were given presentations on the standards of practice and ethical standards.

Collaborative Research Partnerships

The College engaged in several collaborative research partnerships with school boards, programs of professional teacher education, the Ministry of Education and the Catholic Principals' Council of Ontario.

These research projects incorporated the standards into professional practice. This led to the creation of collaborative communities of inquiry in the areas of induction, in-service teacher education and leadership development.

Standards of Practice and Education Committee

Diane Leblovic (Chair)
Nancy Hutcheson
(Vice-Chair to April)
Karen M. Mitchell (Vice-Chair
from October)
Ernie Checkeris
Karl Dean (to April)
Margaret Dempsey (to April)
Suzanne De Froy (from May)
Audrey Hadfield (to April)
Martin Kings (to April)
Harry Mulvale
Janet Ouellette (from May)
Jennifer Pitt (from May)
Lila Mae (Lou) Watson (from May)

“Through regular review of teacher education programs, the College ensures that we will be able to positively influence and enhance the professional practice of new teachers entering the profession and those continuing to learn.”

Rick Victor, Chair, Accreditation Committee

Quality Preparation for Teachers

Accreditation Committee and Professional Learning Committee

The quality of teacher education has a direct bearing on how effective teachers are in stimulating students to learn and explore their capacity to achieve.

The College is the accrediting body for all teacher education programs and courses in Ontario. Accreditation is a form of quality assurance designed to encourage continuous improvement for professional programs. This responsibility extends both to programs that prepare teacher candidates for the profession and Additional Qualification (AQ) courses listed in regulation that members of the College take to enhance or extend their skills.

Prior to 2000, as part of a pilot project, the College granted initial accreditation to the 10 faculties in Ontario offering teacher education programs. Regulation 347/02, Accreditation of Teacher Education Programs, introduced in late 2002, formalized the College’s responsibility for accreditation and set out the criteria that teacher education programs must satisfy.

“2003 was the year in which the College put accreditation into action,” says Rick Victor, chair of the Accreditation Committee. “Through regular review of teacher education programs, the College ensures that we will be able to positively influence and enhance the professional practice of new teachers entering the profession and those continuing to learn.”

During the accreditation process, six-member panels review the conceptual framework for the teacher education program, the academic and practical content, the resources available to students,

how students are assessed on what they learn, research activities associated with the program and the qualifications and experience of the teaching faculty.

Teacher education programs must also be consistent with and reflect the College’s standards of practice and ethical standards, current research in teacher education and the integration of theory and practice in teacher education.

Once a teacher education program receives initial accreditation, the College reviews the program on a cyclical basis.

Accreditation Panels

An accreditation review of a pre-service program is conducted by a panel made up of three members of the College Council, a member of the College, a representative of the institution being accredited and a person chosen from a roster of people with expertise or experience in teacher education program evaluation. At least one of the College Council members must be an appointed Council member. Panel members must be fluent in the language of instruction of the program to be reviewed.

Where a teacher education program prepares candidates to be teachers of technological studies or of a Native language as a second language or a Native teacher education program, at least one member of the panel must have expertise in the specialized area.

An intensive three-day panel training session has been developed to prepare accreditation panel

A close-up portrait of Judith Paradis, a woman with blonde, wavy hair, smiling warmly. She is wearing a blue denim jacket. The background is a light, solid blue color.

Many Faces, Many Roles

Shaping Education in Ontario Together

Judith Paradis, Toronto **College Member and Classroom Teacher**

Judith Paradis was certified to teach in 1998. She has taught junior and senior kindergarten and Grade 6, where she taught “everything except English.” Judith is currently teaching physical education and computer science for Grades 1 through 6 at École Gabrielle-Roy, which has approximately 300 students.

The College expanded the base of providers of AOs in Ontario to include district school boards, the Ontario Teachers' Federation and its affiliates, and principals' organizations.

members. In 2003, College staff developed a handbook and other publications as well as enhanced training opportunities to assist and support panel members in their work.

Early in 2003, College staff held a series of briefings at faculties of education across the province to outline the conditions that teacher education programs must satisfy to be accredited. Other briefing sessions were held for the Ontario Teachers' Federation and its affiliates, school boards and supervisory officer and principal associations.

Teacher Preparation Programs

The College has encouraged faculties of education to develop innovative and responsive new teacher education programs. Ontario institutions introduced part-time programs, French-language programs and one with a mathematics/science focus.

In 2003, the College began the accreditation process with initial accreditation of six new programs, including Trent University, University of Ontario Institute of Technology (UOIT) and Laurentian University (English), two part-time teacher education programs offered in French at the University of Ottawa and Laurentian University, and a full-time teacher education program offered by Redeemer University College.

Additional Qualifications

In 2003, the College reviewed 511 Additional Qualification (AQ) courses, which members of the College can take as part of their continuing

development. AOs are listed in regulation that outlines Ontario teachers' qualifications and are offered for practising teachers by postsecondary institutions and other providers. These courses include qualification programs for principals and supervisory officers.

The College expanded the base of providers of AOs in Ontario to include district school boards, the Ontario Teachers' Federation and its affiliates, and principals' organizations.

Native Teacher Education

In 2003, at the request of the Ontario Association of the Deans of Education (OADE), the College and OADE's Native Teacher Education Subcommittee agreed to jointly chair a workgroup to address issues about accreditation of teacher preparation programs.

The goal of this workgroup is to develop criteria for accrediting native teacher education programs that are culturally, linguistically and educationally appropriate. As part of that commitment, the College will ensure that members of accreditation panels dealing with native teacher education programs receive sensitivity training to provide awareness appropriate for the context of these programs.

Professional Learning

Professional learning plays a major role in the work life of teachers as they strive to improve their own skills and model lifelong learning for their students.

Accreditation Committee

Frances Thorne (Chair to April)
 Rick Victor (Chair from May)
 Jerry De Quetteville (Vice-Chair to April)
 Elayne McDermid (Vice-Chair from May)
 James Black (to April)
 Paul Brazeau (from May)
 Jackie Breithaupt (from May)
 Sterling Campbell (to April)
 Larry M. Capstick (to April)
 Pauline Demers (from May)
 Gordon Hough (from May)
 Larry Mongeon (to April)
 Iain Munro
 Pierrette Nadeau (May to July)
 Patrick Slack (from May)
 David Somer (to April)
 Anne Vinet-Roy (from December)

Professional Learning Committee

Elayne McDermid (Chair)
 Bernard J. Adam (Vice-Chair to April)
 Audrey Hadfield (Vice-Chair from
 September, College member-at-large
 from May)
 Martha Barrett, College member-at-large
 Patrick J. Daly (to April)
 Suzanne De Froy (from May)
 Bridget Harrison, ministerial appointment
 Debi Homuth (College member-at-large
 to April)
 Robert J. Kennedy, ministerial appointment
 Martin Kings (from May)
 Lynn Ziraldo, ministerial appointment

In December 2003, the Minister of Education announced that legislation would be introduced in the next session of the legislature to repeal the mandatory Professional Learning Program (PLP), introduced by the provincial government in 2001.

Prior to the announcement, the College continued to administer the PLP.

During the year, the Professional Learning Committee met monthly throughout most of the year to approve courses and providers for the program.

College staff held workshops for providers around the province in English and French on various aspects of the PLP including how to write course applications, individual learning options and course completion reports. Representatives from school boards, independent schools, faculties of education, government agencies, professional associations and private businesses attended.

College staff began responding to requests from individual and groups of teachers in schools asking for sessions on the PLP to have clear information about the requirements, courses available either from approved providers or through individual learning options and advice for completing the program within the five-year cycle.

College staff also met with many providers at their request to explore course ideas, clarify procedures and answer questions. Information about the program for members and providers was updated regularly on the College web site.

The College continued to enhance the Provider Information Management System (PIMS), which was

introduced in 2002 to automate providers' submission of applications and course information and to support the processing of applications.

After the provincial government's announcement, the College reduced contract and temporary staff and reassigned many regular staff to non-PLP activities. The College also began a review of the effect of the government decision on College resources such as information technology and office space assigned to the PLP.

“The appeal process provides assurances to the public that the College’s processes are thorough and fair.”

Janet Ouellette, Chair, Registration Appeals Committee

Appealing College Decisions

Registration Appeals Committee and Accreditation Appeal Committee

College decisions can have a significant impact on the lives of those they touch.

To reflect our commitment to public accountability, the College has established an appeal process for decisions about membership in the College and accreditation of teacher education programs and courses.

Committees especially established for the purpose hear the appeals, with administrative support from College staff.

Registration Appeals

The Registration Appeals Committee hears appeals from applicants who have been denied membership in the College or who have been granted a certificate but have had restrictions placed on it.

“The appeal process provides assurances to the public that the College’s processes are thorough and fair,” says Registration Appeals Chair Janet Ouellette. “If a decision is overturned, it is almost always because the applicant was able to provide the Registration Appeals Committee with additional documents.”

In 2003, the committee reviewed 41 appeals during the year. Nine of the cases were carried over from the preceding year.

After reviewing documents provided by the College and the applicants, a panel of the committee upheld the Registrar’s decision in 32 cases and modified the decision in four of the cases. The committee overturned the Registrar’s decision in five of the cases after receiving additional documentation.

REGISTRATION APPEALS COMMITTEE DECISIONS

Reason	Number of Cases
The degree is not acceptable to the College under the teachers’ qualification regulation.	6
Neither the degree nor the teacher education program is acceptable to the College under the teachers’ qualification regulation.	6
The program presented does not represent a full year of pedagogical course work dealing exclusively with teacher education.	14
The teacher education program was completed by distance education.	3
The teacher education program does not contain coursework that corresponds to two consecutive divisions of the Ontario curriculum.	8
Past conduct of applicant	3

The preceding chart presents the reasons for denying membership in the 40 cases reviewed by the Registration Appeals Committee during 2003. One additional appeal was reviewed regarding a condition on a certificate.

In eight of these cases the appellants also did not meet the language proficiency requirements for registering with the College.

Accreditation Appeals

The College's first Accreditation Appeal Committee was established in 2003 as required by legislation awarding accreditation responsibilities to the College. The committee is responsible for hearing appeals lodged by providers of teacher education programs who contest the results of an accreditation review.

In 2003, the committee established the administration processes to be followed in the event of an appeal, which must be launched within 60 days of an accreditation panel decision.

For programs of professional education, the Accreditation Appeal Committee establishes a panel to hear an appeal application. The panel makes a recommendation to the committee, which decides on the outcome.

All committee members receive training for service on panels of both the Accreditation Committee and Accreditation Appeal Committee.

Registration Appeals Committee

Douglas E. Carter (Chair to April)
Janet Ouellette (Chair from May)
Bernard J. Adam (Vice-Chair to April)
Jackie Breithaupt (Vice-Chair from May)
Douglas Brown (to April)
Ted Coulson (from May)
Audrey Hadfield (to April)
David Somer (from May)

Accreditation Appeal Committee

Elizabeth Papadopoulos (Chair from May)
Ted Coulson (from May)
Janet Cornwall (from May)
Normand W. Fortin (from May)
Hilda Watkins (from May)

“One of the principal ways in which the College protects the public interest is through the disciplinary process.”

Bernard J. Adam, Chair, Discipline Committee

Protecting the Public Interest

Investigation Committee, Discipline Committee and Fitness to Practise Committee

The Investigation Committee, the Discipline Committee and the Fitness to Practise Committee share responsibility for ensuring that the College meets its commitment to address concerns expressed about the conduct of members of the teaching profession.

The Complaint Process

In 2003, the College received more than 1,500 telephone calls, e-mails or letters enquiring about the conduct of a member. Of these, 230 resulted in formal complaints. This represents an increase of nearly 43 per cent over the previous year. This increase includes a greater number of allegations of the use of child pornography and inappropriate e-mail communication from teachers to students.

“There is a growing awareness among members of the College and of the public about what constitutes inappropriate behaviour,” says Rosemary Gannon, Investigations and Hearings Co-ordinator, “and there have been legislative changes affecting what employers must report to the College. Both of these factors have contributed to the increase in the number of complaints.”

One of the legislative changes was the *Student Protection Act*, which came into effect in 2002. Legislation now requires employers to report to the College when a member has been charged with specified criminal offences or when a member's teaching duties have been restricted for reasons of professional misconduct. Prior to this legislative change, employers were required to report to the

College only when a member had been convicted of specified criminal offences.

The Teacher Performance Appraisal legislation requires that if a member of the College is dismissed or resigns during their “on review” stage of the performance appraisal – that is, where the member has had two consecutive performance appraisals rated as unsatisfactory – the employer must file a complaint with the College. In 2003, the College received the first complaint as a result of this requirement.

Once it receives a formal complaint, the College conducts an investigation and presents the information to the Investigation Committee for disposition. The Investigation Committee determines whether or not a case should be referred to the Discipline Committee or the Fitness to Practise Committee for a hearing.

The Investigation Committee may dismiss or refuse to investigate a complaint if it determines it is outside the College's jurisdiction or if the complaint is frivolous, vexatious or an abuse of process. The committee may also issue a caution or admonishment to a member or take any action consistent with its legislated responsibilities.

Dispute Resolution

The College's Dispute Resolution Program provides an alternative to a full investigation or hearing. It was introduced by the College in 1999 as another means of resolving disputes that allows the complainant and member to play a more active role in the outcome.

Dispute resolution may be introduced at any stage of the complaint process. It is voluntary and without

A close-up portrait of Marc Verhoeve, a middle-aged man with short brown hair and blue eyes, smiling warmly. He is wearing a dark suit jacket, a white dress shirt, and a colorful patterned tie. The background is a plain, light blue color.

Many Faces, Many Roles

Shaping Education in Ontario Together

Marc Verhoeve, Kitchener College Member and Department Head

Marc Verhoeve was certified to teach in 1975. Marc has been a secondary school teacher for 30 years, first at Waterloo Collegiate and then at Forest Heights Collegiate. Since 1979, Marc has specialized in the effective use of computerization in career counselling. He is currently head of counselling services for 1,800 students at Forest Heights Collegiate.

Investigation Committee

Harry Mulvale (Chair)
Karl Dean (Vice-Chair to April)
Iain Munro (Vice-Chair from October)
Paul Brazeau (from May)
Jackie Breithaupt (to April)
Douglas Brown (to April)
Patrick J. Daly (from May)
Audrey Hadfield (to April)
Gordon Hough (from May)
Janet Ouellette (to April)
Elizabeth Papadopoulos
Jennifer Pitt (from May)
Patrick Slack (from May)
David Somer (from May)

Discipline Committee

Bernard J. Adam (Chair)
Nancy Hutcheson (Vice-Chair)
James Black (to April)
Sterling Campbell (to April)
Larry M. Capstick (to April)
Douglas E. Carter (to April)
Don Cattani (from May)
Ernie Checkeris
Janet Cornwall
Ted Coulson (from December)
Pauline Demers
Rosemary Fontaine (from May)
Sheila Gifford (to April)
Marilyn A. Laframboise
Diane Leblovic
Karen M. Mitchell
Pierrette Nadeau (to June)
Anne Vinet-Roy (from December)
Hilda Watkins (from May)

Fitness to Practise Committee

Margaret Dempsey (Chair to April)
Lila Mae (Lou) Watson (Chair from May)
Don Cattani (Vice-Chair from October)
Jackie Breithaupt (from May)
Douglas E. Carter (to April)
Pauline Demers (from May)
Jerry De Quetteville (to April)
Rosemary Fontaine (from May)
Sheila Gifford (to April)
Martin Kings (to April)
Elayne McDermid (to April)
Pierrette Nadeau (to June)
Janet Ouellette (from May)
Frances Thorne (to April)
Anne Vinet-Roy (from December)

prejudice to the parties or the investigation. Dispute resolution must provide an outcome that is in the public interest and is similar to what would result from a full investigation and hearing.

In 2003, there were 24 complaints resolved through dispute resolution, compared to 19 in 2002. The Investigation Committee ratified 19 agreements. The Discipline Committee ratified five.

In 2003, the Investigation Committee reviewed the Dispute Resolution Program and its implementation. Following reports to Council by the Investigation, Discipline, Fitness to Practise and Executive Committees, Council initiated an external review of the College's use of dispute resolution to resolve complaints alleging sexual misconduct. It is expected that the external review will be completed in 2004.

Hearings

"One of the principal ways in which the College protects the public interest is through the disciplinary process," says Bernard J. Adam, Chair of the Discipline Committee.

Discipline and fitness to practise hearings are presided over by three-person panels drawn from a roster of current and former Council members. According to legislation, at least one panel member must be an appointed member of Council, which gives the public a role in the disciplinary process.

"Having a Council member representing the public on each hearing panel is an expression of the profession's commitment to accountability," says Adam.

Discipline hearings deal with matters of incompetence or professional misconduct and are open to the public. The Discipline Committee held 51 hearings in 2003. Discipline panels revoked 19 teaching certificates and suspended 17.

Fitness to Practise hearings determine if a member of the College has a physical or mental condition or a disorder that causes a member to be unfit to carry out professional responsibilities. Fitness to Practise hearings are not open to the public. No Fitness to Practise hearings were held in 2003.

"Fitness to practise hearings focus primarily on rehabilitation," says Lou Watson, Chair of the Fitness to Practise Committee. "A finding of incapacity is an opportunity for a troubled member of the College to get help."

Other Activities

Following its commitment to protect the safety of children, the College regularly informs potential employers and education authorities throughout Canada and the world about members whose certificates of qualification and registration have been revoked, cancelled, suspended or reinstated.

The College meets regularly with education stakeholder organizations in Ontario to discuss the nature of complaints made to the College and how they are resolved.

Investigation Committee

STATISTICS REGARDING COMPLAINTS

Total intake files ¹	484
Total number of written complaints ²	230

ORIGIN OF COMPLAINTS

	Number	Percentage
Registrar's complaints including school board notification	108	46.9
Members of College	28	12.2
Members of public	94	40.9
Total	230	100

NATURE OF COMPLAINTS³

Professional Misconduct

	Percentage
Abuse of a student – physical, sexual, verbal, psychological or emotional	43.0
Conduct unbecoming a member	14.4
Failure to comply with the <i>Education Act</i>	8.4
Contravention of law – suitability to hold certificate	5.1
Act or omission regarded as disgraceful, dishonourable or unprofessional	3.1
Failure to maintain standards of profession	3.1
Failure to supervise adequately	2.9
Failure to comply with the <i>Ontario College of Teachers Act</i> regulations or bylaws	1.7
Contravention of law – student at risk	1.2
Signing or issuing false/misleading documents	1.2
Falsification of records	0.7
False information/documents re qualifications	0.5
Failure to keep required records	0.2
Inappropriate release of student information	0.2

Incompetence

Lack of skill	5.3
Lack of judgment	3.9
Lack of knowledge	2.2
Disregard for welfare of student	2.0

Incapacity

Mental disorder	0.7
Mental condition	0.2

Total	100
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DISPOSITION OF COMPLAINTS

	Number	Percentage
Outside jurisdiction/frivolous, vexatious or abuse of process	49	25.3
Referred to Discipline Committee	50	25.8
Referred to Fitness to Practise Committee	1	0.5
Referred to Discipline Committee ⁵ by Executive Committee	1	0.5
Referred to Fitness to Practise Committee ⁵ by Executive Committee	0	0
Not referred	12	6.2
Written caution/admonishment	7	3.6
Resolved through dispute resolution	19	9.8
Withdrawn/Abandoned	55	28.3
Total	194	100

Dispute Resolution

DISPOSITION OF COMPLAINTS

Memoranda of Agreement Ratified by Investigation Committee

Resignation/cancellation ⁴	7
Undertaking not to teach	6
Terms, Conditions or Limitations	5
Letter of apology	1

Total	19
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Memoranda of Agreement Ratified by Discipline Committee

Revocation	4
Suspension	1

Total	5
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Discipline Committee

DISPOSITION OF COMPLAINTS

	Number	Percentage
Revocation	19	37.2
Suspension	17	33.3
Reprimand	3	5.9
Surrendered certificate	1	2.0
Not guilty	2	3.9
Withdrawal of Notice of Hearing	8	15.7
Reinstatement	1	2.0

Total	51	100
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Fitness to Practise Committee

DISPOSITION OF COMPLAINTS

	Number	Percentage
Terms, Conditions and Limitations	0	0

Total	0	0
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Footnotes

- 1 Not all formal complaints in 2003 were intake files in 2003.
- 2 Not all complaints filed in 2003 were disposed of in that year.
- 3 A complaint may contain more than one allegation.
- 4 Cancellation and revocation have the same effect of prohibiting a member from engaging in employment where an Ontario certificate of qualification and registration is required.
- 5 Matters referred to the Discipline Committee or Fitness to Practise Committee by the Executive Committee were not considered by the Investigation Committee.

Finance Committee

Karl Dean (Chair to April)
Patrick J. Daly (Chair from May)
Elizabeth Papadopoulos
(Vice-Chair from October)
Douglas Brown (to April)
Marilyn A. Laframboise
Rick Victor (from May)
Martin Kings (from May)

College Finances in 2003

Finance Committee

The College spent cautiously in 2003 in response to uncertainty about the future of the Professional Learning Program. This caution paid off with accumulated reserves that provide Council with the opportunity to reduce fees in the future.

As part of a multi-year plan to stabilize fees, Council had approved a budget surplus of \$1.7 million for 2003. However, the College held or reduced spending throughout 2003 to nearly double that figure.

The College is financed primarily by members' fees. In 2003, the College collected 189,095 fees, a few hundred short of the projected 190,000. As a consequence, income from membership fees was about \$84,000 short of budget, but this had little effect on overall revenues.

"Our strategy of setting fees to try to stabilize them over a three-year period lets us provide the services our members expect and fulfill all our mandated responsibilities in an environment of stable rates," says Finance Committee chair Patrick J. Daly.

The Council's three-year membership fee strategy was to generate a surplus in the first year, balance the budget in the second year and produce a revenue shortfall in the third year. In that third year, the College draws on its fee stabilization reserve fund to balance revenue and expenses. If necessary, it budgets for a fee increase the following year, starting the cycle all over again.

The College's financial planning was adversely affected in 2001 with the introduction of the Professional Learning Program, which prompted a fee increase in 2003. The provincial government announced at the end of 2003 that the program would be cancelled.

The 2003 excess in revenue over expenses has been assigned to the fee stabilization reserve fund. The cancellation makes it possible for the College to re-address its three-year financial planning cycle and for Council to set a lower fee for the 2005-2007 cycle.

The College budget for 2003 was \$28.768 million. It allowed for a surplus during the first year of the fee increase of approximately \$1.767 million. Due to lower than foreseen spending on investigations and hearings and on the Professional Learning Program (PLP), the final surplus was \$3.181 million.

Spending on investigations and hearings was 10 per cent lower than in 2002. Savings were found in the handling of cases, including the regular use of pre-hearings and dispute resolution as a means of resolving complaints.

Lower rates of spending in other areas also contributed to the excess of revenue for 2003. Staff costs were lower because the College held off on filling PLP-related positions and vacancies caused by staff turnover producing a net savings of close to \$310,000. The cost of services to members was lower than expected and other operational and capital spending was also under budget.

The Finance Committee determines principles and establishes guidelines for setting the budget. It oversees budget preparation, recommends the annual budget to Council and tracks College expenditures and revenue to ensure compliance and appropriate reporting.

The committee reviews and makes recommendations about membership and other fees and functions as the College's audit committee, reviewing interim financial reports and the audited financial statements.

A professional headshot of Vicky Marrack, a woman with blonde hair, smiling. She is wearing a light blue collared shirt under a dark blazer. The background is a plain, light blue color.

Many Faces, Many Roles

Shaping Education in Ontario Together

Vicky Marrack, Whitby **College Member and Classroom Teacher**

Vicky Marrack was certified to teach in 2000. She teaches Grade 11 and 12 science subjects at Trafalgar Castle School, a private girls' school in Whitby with classes from Grades 6 to 12. Vicky and her Grade 11 chemistry class have written a chemistry textbook called *Chemistry: It's No Laughing Matter*, which has been published for use in the school.

Financial Reporting Responsibilities

The accompanying financial statements have been prepared by College officials who are responsible for their 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 accounting principles generally accepted in Canada 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.

PricewaterhouseCoopers, LLP, the independent auditing firm appointed by Council, have examined the financial statements of the College in accordance with generally accepted auditing standards and have expressed their opinion on the financial statements. Their report follows.

Auditor's Report

March 10, 2004

To the Members of the Ontario College of Teachers

We have audited the consolidated balance sheet of the Ontario College of Teachers as at December 31, 2003 and the consolidated statements of operations, members' equity and cash flows for the year then ended. These consolidated financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at December 31, 2003 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

PricewaterhouseCoopers LLP

Chartered Accountants

Consolidated Balance Sheet as at December 31, 2003

(in thousands of dollars)

ASSETS	2003	2002
	\$	\$
Current assets		
Cash	845	915
Short-term investments – at cost, including accrued interest	9,838	6,080
Accounts receivable	338	263
Due from Ministry of Education – Professional Learning Program	–	1,000
	<u>11,021</u>	<u>8,258</u>
Deferred election costs (note 2)	152	67
Capital assets (notes 2, 3 and 4)	7,800	8,802
	<u>18,973</u>	<u>17,127</u>
LIABILITIES		
Current liabilities		
Accounts payable and accrued liabilities	2,352	2,790
Deferred revenue	345	304
	<u>2,697</u>	<u>3,094</u>
Deferred capital contribution (notes 2 and 3)	2,440	3,112
Deferred lease inducements (notes 2 and 6)	1,897	2,163
	<u>7,034</u>	<u>8,369</u>
MEMBERS' EQUITY (note 5)		
Invested in capital assets	3,463	3,527
Internally restricted		
Reserve for working capital	4,000	3,726
Reserve for fee stabilization	3,976	1,005
Unappropriated balance	500	500
	<u>11,939</u>	<u>8,758</u>
	18,973	17,127

On Behalf of Council



Marilyn A. Laframboise
Chair of Council



W. Douglas Wilson
Registrar and Chief Executive Officer

Consolidated Statement of Operations For the year ended December 31, 2003

(in thousands of dollars)

REVENUE	2003	2002
	\$	\$
Annual membership fees	26,326	19,510
Other fees	1,986	1,939
Advertising	603	690
Ministry of Education's contribution to Professional Learning Program	–	4,390
Deferred capital contribution amortization	672	428
Special projects	50	64
Interest and other	596	372
	<u>30,233</u>	<u>27,393</u>
EXPENSES		
Employee compensation	14,916	12,096
Council and committees	388	301
General services to members	2,001	2,059
Professional affairs	529	482
Investigations and hearings	1,530	1,838
Operating support	5,577	7,925
Asset amortization	2,111	1,932
	<u>27,052</u>	<u>26,633</u>
Excess of revenue over expenses for the year	3,181	760

Consolidated Statement of Members' Equity For the year ended December 31, 2003

(in thousands of dollars)

	Invested in capital assets (note 5) \$	Internally restricted funds		Unappropriated (note 5) \$	2003 Total \$	2002 Total \$
		Reserve for working capital (note 5) \$	Reserve for fee stabilization (note 5) \$			
Balance beginning of year	3,527	3,726	1,005	500	8,758	7,998
Excess of revenue over expenses for the year	-	-	-	3,181	3,181	760
Investment in capital assets	(64)	-	-	64	-	-
Transfer	-	274	2,971	(3,245)	-	-
Balance - End of year	3,463	4,000	3,976	500	11,939	8,758

Consolidated Statement of Cash Flows For the year ended December 31, 2003

(in thousands of dollars)

	2003 \$	2002 \$
Cash provided by (used in)		
Operating activities		
Excess of revenue over expenses for the year	3,181	760
Add (deduct): Non-cash items reflected in operations		
Amortization of capital assets	2,000	1,582
Amortization of deferred membership registration costs	-	148
Amortization of deferred election costs	111	202
Amortization of deferred lease inducements	(266)	(235)
Amortization of deferred capital contribution	(672)	(428)
Changes in non-cash working capital items		
Accounts receivable	(75)	(2)
Due from Ministry of Education - Professional Learning Program	1,000	39
Accounts payable and accrued liabilities	(438)	582
Deferred revenue	41	6
	4,882	2,654
Investing activities		
Net purchases of short-term investments	(3,758)	(1,374)
Leasehold improvements	-	(1,433)
Furniture and office equipment	(998)	(2,127)
Election costs	(196)	-
	(4,952)	(4,934)
Financing activities		
Deferred lease inducements	-	165
Ministry of Education capital contribution	-	2,571
	-	2,736
Increase (decrease) in cash during the year	(70)	456
Cash - Beginning of year	915	459
Cash - End of year	845	915

Notes to Consolidated Financial Statements

December 31, 2003

(tabular amounts in thousands of dollars)

1 ONTARIO COLLEGE OF TEACHERS' MANDATE

The Ontario College of Teachers (the College) was established by an Act of the Ontario Legislature, which was 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 managed and administered by a Council comprised of 31 members, of whom 17 are elected by the membership and 14 are appointed by the Lieutenant-Governor-in-Council.

2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The consolidated financial statements of the College have been prepared in accordance with Canadian generally accepted accounting principles and reflect the financial affairs of the College and the wholly controlled Foundation. The more significant aspects are:

Deferred election costs

Council elections are normally held every three years. The cost of conducting these elections is deferred and amortized over the term of the elected members.

Capital assets

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

Computer equipment	33-1/3% per annum
Furniture and office equipment	10% per annum
Leasehold improvements	over the remaining term of the lease

Deferred capital contribution

Financial contributions that the College received from the Ministry of Education for capital asset purchases associated with the Professional Learning Program were deferred and are being recognized in revenue on the same basis as the amortization of the capital assets acquired.

Deferred lease inducements

As described in note 6, the College is amortizing the lease inducements over the terms of the respective leases.

Income taxes

As a not-for-profit professional membership organization, the College is not liable for income taxes.

Fair value of financial instruments

The carrying amounts of the College's current assets and current liabilities approximate their fair values because of the near-term maturity of these financial instruments.

3 PROFESSIONAL LEARNING PROGRAM

The *Stability and Excellence in Education Act*, enacted on June 28, 2001, encompassed a Professional Learning Program (the Program), which required all members of the College to complete ongoing professional learning in order to maintain their licence to teach. Pursuant to this Act, the College is responsible for the implementation and administration of this Program. However, in a letter to the College on December 19, 2003, the Minister of Education announced his intention to introduce legislation in the spring session of the Legislature to repeal the Program. Accordingly, the College has suspended all operational activities associated with the Program and is awaiting draft legislation.

As at December 31, 2003, the unamortized capital assets associated with the Program amounted to \$2,440,000 (2002 – \$3,112,000) and were financed by the deferred capital contribution received from the Ministry of Education.

4 CAPITAL ASSETS

			2003	2002
	Cost \$	Accumulated amortization \$	Net \$	Net \$
Furniture	3,514	1,495	2,019	2,281
Office equipment	561	237	324	287
Computer equipment	3,352	1,967	1,385	1,391
Leasehold improvements	6,936	2,864	4,072	4,843
	14,363	6,563	7,800	8,802

The capital assets acquired by the College relate to office and meeting space at 121 Bloor Street East and 2 Bloor Street East, Toronto.

5 MEMBERS' EQUITY

The members' equity of the College is comprised of four components. Invested in capital assets relates to the capital assets of the College that are not funded by deferred lease contributions or by deferred capital contributions. The reserve for working capital has been established by the College in recognition of the need to provide working capital for continuing operations. The College also maintains a reserve for fee stabilization to help moderate the potential for fee increases in the immediate future. The unappropriated members' equity represents the undesignated funds of the College. In 2003, the College's Council decided to maintain the unappropriated balance at no more than \$500,000 and increased the reserve for working capital to \$4,000,000, with any excess being allocated to the reserve for fee stabilization.

6 COMMITMENTS

a) Premises lease commitments

In September 1996, the College entered into a long-term lease agreement, which expires November 30, 2012.

The lease is for three floors of office space at 121 Bloor Street East, Toronto. In addition to a rent-free period until November 30, 1997 (valued at \$615,300), the College obtained an allowance for leasehold improvements of \$2,356,891, which is repayable out of rental payments.

In June 2000, the College acquired most of one additional floor of leased space at 121 Bloor Street East through a sublease for a period to March 31, 2006, which included a rent-free period valued at \$97,000. In September 2002, the lease was assigned to the College and was extended to March 31, 2011.

In November 2001, the College acquired the balance of the additional floor at 121 Bloor Street East for the period from January 1, 2002 to March 31, 2006.

In August 2002, the College acquired one floor of leased space at 2 Bloor Street East for a period to October 2005, which includes a rent-free period valued at \$165,000.

The estimated annual rental payments, including a provision for operating costs under the lease agreements, are as follows:

Year ending December 31	\$
2004	2,332
2005	2,237
2006	1,859
2007	1,859
2008	1,859
2009-2012 (remaining terms of leases)	6,544
	<hr/>
	16,690

In accordance with guidance provided by The Canadian Institute of Chartered Accountants, the College reports an average rental cost for premises over the terms of the lease agreements and amortizes the benefits of the lease inducements over the same periods.

b) Other operating lease 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:

Year ending December 31	\$
2004	124
2005	96
2006	42
2007	13
2008-2009	2
	<hr/>
	277

7 ONTARIO COLLEGE OF TEACHERS FOUNDATION

In February 2003, the College established a federal non-profit foundation with charitable status to recognize and support excellence in teacher education through the awarding of scholarships, bursaries and prizes to assist in the education of teachers or those wishing to become teachers. Financial awards, made possible through donations, are paid directly to individuals according to criteria established by the foundation.

The foundation has made an annual commitment to sponsoring enthusiastic, prospective teachers through the Joseph W. Atkinson Scholarship for Excellence in Teacher Education. The award, named for the second Registrar of the College, contributes \$2,000 to a student enrolled in one of Ontario's faculties of education. In 2003, donations for the Joseph W. Atkinson Scholarship for Excellence in Teacher Education amounted to \$10,750 and the first scholarship of \$2,000 was awarded in September 2003.

The board of directors of the foundation is comprised of the Executive Committee and the Registrar of the College and financial activity is consolidated in the annual financial statements of the College.

8 PENSION PLAN

The College maintains a defined contribution pension plan for its eligible non-teacher employees. Teacher employees are eligible to participate in the Ontario Teachers' Pension Plan. The College matches the contributions made by the employees to their respective plans. The College's annual pension expense amounted to \$683,350 (2002 – \$635,378).

2003 Statistics

Sources of this data are the College of Teachers' membership register, the financial records of the College and Evaluation Services.

MEMBERSHIP IN THE COLLEGE

(Includes only members in Good Standing and Good Standing – Subject to Terms and Conditions)

Gender and Language		% of Total Membership
Female English	125,541	66.5
Female French	8,385	4.4

Percentage of Total Membership 70.9

Male English	51,470	27.3
Male French	2,937	1.6

Percent of Total Membership 28.9

Unreported English	332	0.18
Unreported French	6	<0.1

Total 188,671*

GEOGRAPHIC DISTRIBUTION BY COLLEGE ELECTION ZONES

Toronto Region/GTA	62,487
Ottawa Region/Eastern Ontario	26,920
Barrie Region/Central Ontario	54,845
London Region/Southwest Ontario	27,986
Thunder Bay Region/Northern Ontario	8,266
Northeastern Ontario	6,503

Ontario Total 187,007

Currently out of province	867
Currently out of country	797

Total Membership 188,671*

AGE DISTRIBUTION OF THE COLLEGE MEMBERSHIP

Age Range	Male	%	Female	%	Unreported
00–30	5,910	3.1	21,924	11.7	179
31–40	14,109	7.5	35,780	19	113
41–50	13,238	7.0	31,943	16.9	38
51–60	17,624	9.3	38,277	20.3	8
> 60	3,524	1.9	5,999	3.2	0
Unknown	2	<0.1	3	<0.1	
Total	54,407	28.8	133,926	71.0	338

REGISTRATION SUMMARY

Ontario new graduates processed	7,465
Ontario graduates accepted	7,045
Out-of-province and out-of-country evaluations	3,023
Out-of-province and out-of-country applications accepted	2,474
Interim Certificates of Qualification granted	2,736
Rejected applications	457
Conversions of Letter of Eligibility to Interim Certificate of Qualification	60
Interim certificate extensions	301
Conversion of interim certificate to Certificate of Qualification	2,006
Appeals	39
Additional Qualifications processed	31,892
Additional Qualifications equivalents granted	259

* As on December 31, 2003.