

A photograph of a female teacher with brown hair, wearing a bright red jacket over a black turtleneck, smiling warmly. She is surrounded by four children: two boys standing behind her, one girl sitting to her right, and another girl sitting in front of her. The children are dressed in casual, comfortable clothing. The background is plain white.

Caring Teachers in
Ontario's Classrooms

Ontario
College of
Teachers
2006
Annual
Report

This year's annual report pays tribute to the care and compassion that teachers bring in helping their students to realize their individual potential.



Caring Teachers in Ontario's Classrooms

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On the cover:

Marie-Josée Lalonde

Marie-Josée Lalonde, a member since 1997, teaches Grade 2 at École catholique St-Dominique in Timmins. She tells the story of a student who was having difficulties both academically and socially. He constantly defied authority and had few friends.

"One day, I sat down with him and told him that I liked him and that he didn't need to act that way to get my attention. He became one of my best students! He was successful in his work and made friends. I think he just needed to know that he was liked. Everyday, I strive to be attentive to my students. What colour sweater was Emily wearing? Did Nicolas smile today? Despite the demands of the curriculum, we have to remember that our students have emotional needs."

College At a Glance

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.

Our Mandate

The College's mandate is to regulate and govern the teaching profession in Ontario in the best interests of the public. The College sets standards of practice and ethical standards, issues teaching certificates and may suspend or revoke them, accredits teacher education programs and courses, 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 this annual report.

In the Public Interest

The College has a duty to serve and protect the public interest. College policies and initiatives are developed to maintain and improve excellence in teaching. The College is accountable for how it carries out its responsibilities. Standards of practice and ethical standards highlight the public interest. The public can view on the College web site a register of all members of the College that includes their qualifications and credentials. 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 37-member Council, 23 of whom are members of the College elected by their peers for three-year terms. Elected members represent the English, French, Catholic, public, elementary and secondary school systems in all regions of the province. The other 14 members of Council are appointed by the provincial government for terms of up to three years. The Council meets four times a year to develop and approve policies and procedures.

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. 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 in Ontario as well as in other parts of Canada and around the world. The College membership reached 206,859 in 2006.

Our Services

The College offers its members and the public a wide range of resources on teaching and education on its web site, through the Margaret Wilson Library and in our quarterly magazine, *Professionally Speaking/Pour parler profession*. Government agencies, consulates, international organizations and advocacy groups, as well as other Canadian provinces, increasingly draw on College expertise on teacher certification, international credentials and assessment, and the status of universities and teacher training around the world.

Our Education Partners

The strength of Ontario's education system is the breadth and depth of the 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, we consult with education partners as an integral part of addressing issues that challenge the teaching profession.

College Mandate



- 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.
- To establish and enforce professional and ethical standards applicable to members of the College.
- To receive and investigate complaints against members of the College and to deal with discipline and fitness to practise issues.
- To develop, provide and accredit educational programs leading to certificates of qualification additional to the certificate required for membership, including but not limited to certificates of qualification as a supervisory officer, and to issue, renew, amend, suspend, cancel, revoke and reinstate such additional certificates.
- To communicate with the public on behalf of the members of the College.
- To perform such additional functions as are prescribed by the regulations.

Chair's Message



Don Cattani
Council Chair

I am honoured to have been recently chosen to serve as the fourth Council Chair of the College. I look forward to working with all education partners to make our professional governance a reflection of all that is best about our profession.

This year's annual report pays tribute to the care, compassion and insight that teachers bring in helping their students to realize their individual potential.

Whether it is by awakening the mind of a six-year-old who's reading a sentence for the first time, attending to the unique talent of a teenage artist or generating the hope and aspirations of students struggling to succeed, teachers use their compassion for developing student potential.

I know from my own experience as a teacher for over 30 years that we cannot educate children and young adults without caring about them. In our profession, compassion helps students navigate through everyday challenges.

That's why I am proud of the recently updated practice and ethics standards of the teaching profession which are built on values and concepts like compassion, commitment and privileged relationships.

The College Council approved these revised ethical standards and standards of practice last June, concluding a review of the standards that incorporated the input of

almost 9,000 members of the College, education stakeholders, parents, students and other members of the public.

Council conducted the review to ensure that the standards continue to reflect the evolving nature of the teaching profession.

During the year, the College continued to provide suggestions to the Ministry of Education regarding various legislative initiatives, including Bill 52, *Learning to Age 18*. We supported the goals of the legislation – to keep students in school, reduce the dropout rate and explore non-traditional routes to students success.

However, the College raised professional concerns about the potential loss of public accountability for learning. The bill, passed in December, refers to “equivalent learning” opportunities that would fall outside instruction normally provided by school boards and outside the scope of the College

2006 was an election year for the College. The passage of Bill 78 increased the number of teachers on Council from 17 to 23.

The election of a new Council announces another beginning for the College on the eve of its 10th anniversary as the regulatory body for Ontario's teaching profession. I look forward to working with the expanded Council – enlarged by the government at the profession's request – and with other education stakeholders to fulfill the College's mandate.

We cannot educate children and young adults without caring about them.

The addition of six Council positions for working teachers creates a sense of ownership among teachers for their professional body. The perspectives on education of Council members with varying backgrounds and roles mean that there will always be healthy debate on Council.

Bill 78 also formally ended the Ontario Teacher Qualifying Test as a condition for entry to teaching.

In its place, the government introduced a mandatory New Teacher Induction Program to support newly certified and permanent full- and part-time teachers in publicly funded schools.

This program echoes much of the advice the College gave to the government three years ago in its *New Teacher Induction: Growing Into the Profession* policy paper.

Council named Brian P. McGowan as the new Registrar and Chief Executive Officer in November following the retirement of Doug Wilson. Council members are grateful to Doug for his many years of service to education in Ontario and his commitment to the College. Brian joined the College in 2003 as our Deputy Registrar and we look forward to working productively with him.

The College also appointed Lise Roy-Kolbusz as Acting Deputy Registrar. Capping more than 30 years' experience in French and English Catholic education, Lise

joined the College in 2005 as Co-ordinator of French Language Services.

The Ontario College of Teachers Foundation awarded its fourth annual Joseph W. Atkinson scholarship to Ainsley Latour, a teacher candidate at Queen's University in Kingston. Ainsley was awarded several scholarships for academic excellence and community involvement, including the Whitby Race Relations Scholarship for her leadership in multicultural activities.

Suffering from hearing loss herself, she was active with the Canadian Hard of Hearing Association and has worked with children and teens in camps and outdoor education settings for several summers. She is looking forward to teaching high school biology and chemistry in Ontario. The College is proud to honour this exemplary young future teacher.



Don Cattani
Council Chair

Registrar's Message



Brian P. McGowan
Registrar and Chief
Executive Officer

I am pleased to provide you with a report on the activities of the College for the 2006 calendar year.

The year saw real progress on College initiatives to assist internationally educated teachers, significantly enhance the preparation of Ontario's teachers, support all teachers throughout their careers, and help them carry on their excellent work on behalf of Ontario students.

The College Council approved recommendations for sweeping changes to the Teachers' Qualifications Regulation that emerged from our review of regulations that govern how teachers are prepared for the classroom and the continuing education programs available for improving their professional skills and knowledge.

This was the first substantial review of teachers' qualifications in over 25 years and was aimed at preparing teachers for tomorrow's education system.

The College's recommendations are the product of an extensive review and consultation process with College members and education stakeholders over a 20-month period.

These included a recommendation on the development of a new regulation in partnership with the Ministry of Education, and invitation to members to participate in the development of effective practice resources, program guidelines and a professional advisory in this area.

The recommendations also included the sponsorship of a colloquium with faculties of education, members of the College and education partners on the delivery of the practicum part of teacher education.

This year's annual report recognizes the caring teachers who bring compassion to their classrooms everyday, encourage their students to think big as they embark on a new project, challenge their minds and praise their efforts. We're proud of these teachers, who know that a caring environment helps students feel capable and facilitates their learning.

2006 was the fifth year of the five-year Transition to Teaching study, in which we survey teachers who graduated from 2001 to 2005 to track their first teaching experiences.

The study, which is funded by annual grants from the Ontario Ministry of Education, is part of the College's efforts to better understand the realities faced by our newest members. The 2006 responses indicated that new teachers have to wait up to three years to land full-time jobs but French-language teachers have much better job prospects, as do specialists in math, chemistry, physics and technological studies.

College data also shows that internationally educated teachers (IETs) continue to have difficulty finding employment. Many cannot find full-time work and rely on occasional teaching assignments, even if they hold qualifications in the high-demand subject areas.

That's why I'm proud that the Teach in Ontario project is moving to a new phase of activity in offering even further assistance to IETs hoping to find work in Ontario.

Thanks to new government funding, the project will support IETs not only in achieving certification but also with employment placement and networking. The Ministry of Citizenship and Immigration

We're proud of these teachers, who know that a caring environment helps students feel capable and facilitates their learning.

will provide an additional \$2 million over three years for Teach in Ontario.

The College and our partners in Teach in Ontario – the Ontario Teachers' Federation, LASI World Skills, Skills for Change and Windsor Women Working With Immigrant Women – will be working to assist IETs successfully enter Ontario's job market.

In 2006, Teach in Ontario provided information and counselling to more than 4,000 immigrants interested in pursuing teacher certification in Ontario.

The teaching profession, as a whole, continued to grow through 2006 and by December 31, the College had over 206,000 members in good standing.

The College continues to ensure that our publications have a consistent, high-quality and professional look and we put more resources into electronic communications with members throughout the year to reduce costs while improving service.

We have revised our web site substantially to improve service to Ontario graduates and to prospective members from other provinces and countries. The web site provides IETs with country-specific information about the requirements for applicants from dozens of different jurisdictions around the world.

While navigating our revamped web site, members and the public can quickly locate information on College services, continuing professional development and the academic and professional requirements needed to become a teacher.

We have expanded services available through the Members' Area of our external

web site. Members can track information regarding their membership in the College and print certificates of qualification on a real-time basis. Members can also use their secure, private account to communicate with other members – at school, at home and any time through the Teachers' Network.

This network has been created to assist internationally educated teachers in developing teaching contacts within Ontario, to help them find jobs, learn about classroom management, locate educational resources, and so on.

College members used the Members' Area to participate in the 2006 Council elections. They could also gain access to candidate biographies and electronic leaflets, read candidates' responses to questions and hear them tell in their own voices why members should vote for them.

The College's fourth election in 2006 introduced a number of new faces to Council.

Brian Doubleday of Fordwich was elected to represent Southwest Ontario – part-time/full-time. Laura Featherstone of Toronto was elected to represent Central Ontario – full-time. Brent Hamelin of Midland was elected to represent Southcentral Ontario – full-time. Sharon Young Kipp of London was elected to represent Southwest Ontario – full-time. Tanya Roberts from Ottawa has been elected to represent Southeast Ontario – full-time. Hanno Weinberger of Burlington has been elected to represent Southcentral Ontario – part-time/full-time. John Wells of Sault Ste. Marie has been elected to represent Northwest Ontario – full-time.

Heather Nagy of Toronto assumed the English-language public board – secondary position, replacing a member who withdrew. Dean Favero of Rockland has been elected to represent the French-language Roman Catholic board – elementary. Annilee Jarvis of Holland Landing has been elected to represent the English-language public board – elementary. Jacques Pavesi of Burlington was appointed to fill a vacant seat – which had gone uncontested in the Council election – to represent the French-language Roman Catholic board – secondary.

Tianna Travaglini-Babic of Sault Ste. Marie was elected to represent English-language Roman Catholic board – elementary. Helen Fox of Toronto was elected to represent supervisory officers. Peter Joong of Willowdale was elected to represent faculties of education. Ruth Ann Penny of Toronto was elected to represent private schools. Henry Tyndorf of Mississauga was elected to represent vice-principals and principals.

The provincial government appointed Lasalle resident Mike Lesperance and John Tucker of Battersea to fill two of the vacancies for public representatives on College Council.

In 2006, Linda Zaks-Walker was appointed Investigations and Hearing Department Co-ordinator, after serving as Project Manager of the Teach in Ontario program through its first two years.

The College began to use interactive video technology in 2006 to consult with members from satellite locations around the province, providing us with more opportunities to speak with them when face-

to-face interactions aren't possible. This has been particularly successful within the francophone community.

The College continued to ensure that Franco-Ontarian members see a reflection of themselves in College's publications. The College held a series of consultations in 2006 in an effort to improve our overall communication with French-speaking members.

The College has benefited greatly over our short history by listening to our members. I am proud of the way we have worked to increase opportunities for our members to be heard and to communicate with us. Dialogue is essential to continuous improvement in teaching practice, in the regulation of the profession and in finding solutions to our common problems.

The College will continue to seek ways to encourage teachers to talk to each other, to the College and to the public.

I want to take this opportunity to express my appreciation for the hard work of past and current Council members and employees of the College. They support the teaching profession every day through the expertise and commitment they bring to their work.



Brian P. McGowan
Registrar and Chief Executive Officer

Council of the Ontario College of Teachers

At December 31, 2006

Elected Members

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



TOP: Paul Brazeau, Don Cattani (Chair), Brian Doubleday, Dean Favero, Laura Featherstone, Rosemary Fontaine, Nicke Forte, Helen Fox

MIDDLE: Brent Hamelin, Gord Hough, Annilee Jarvis (VC),

Peter Joong, Heather Nagy, Jacques Pavesi, Ruth-Ann Penny, Tanya Roberts

BOTTOM: Tianna Travaglini-Babic, Jacques Tremblay, Henry Tyndorf, Hanno Weinberger, John Wells, Sharon Young Kipp

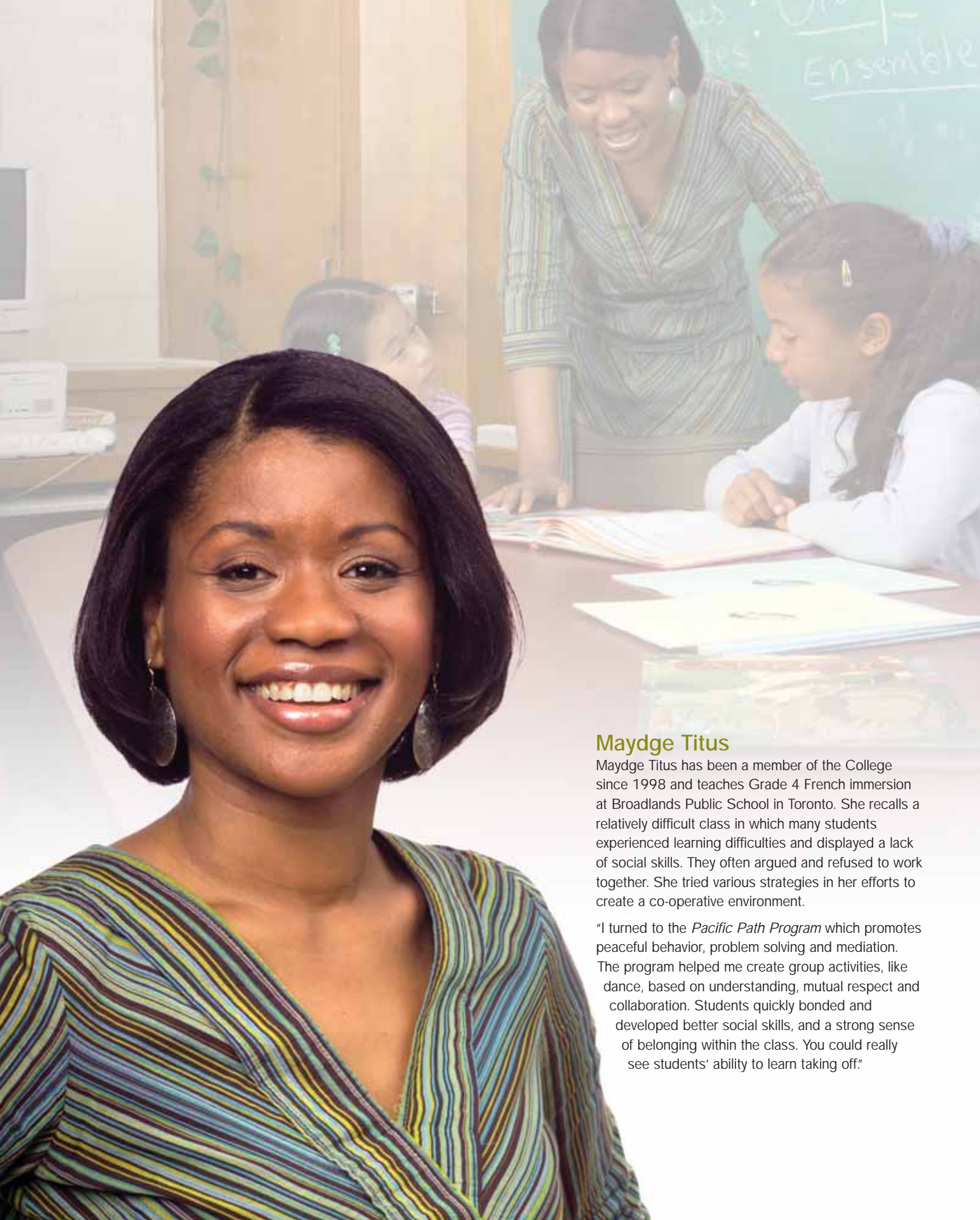


TOP: Danny Anckle, Gabrielle Blais, Garry Humphreys, Andrew Kane, Michael Lesperance, Anne Marie Levesque, Lynne Mastin, Bill Matheson

BOTTOM: Amin Saab, Pauline Smart, John Tucker, Don Watson



Brian P. McGowan
Registrar and
Chief Executive Officer



Maydge Titus

Maydge Titus has been a member of the College since 1998 and teaches Grade 4 French immersion at Broadlands Public School in Toronto. She recalls a relatively difficult class in which many students experienced learning difficulties and displayed a lack of social skills. They often argued and refused to work together. She tried various strategies in her efforts to create a co-operative environment.

"I turned to the *Pacific Path Program* which promotes peaceful behavior, problem solving and mediation. The program helped me create group activities, like dance, based on understanding, mutual respect and collaboration. Students quickly bonded and developed better social skills, and a strong sense of belonging within the class. You could really see students' ability to learn taking off."

Committed to Quality Teaching

Executive Committee, Editorial Board

The Executive Committee conducts the ongoing business of the College between meetings of the Council. The committee makes independent decisions and recommendations within its mandate and reports to Council on its activities. The Executive Committee is responsible for reviewing reports from committees of Council, ad hoc committees and subcommittees.

In 2006 the Executive Committee was composed of the Chair and Vice-Chair of Council, the chairs of the Fitness to Practise, Discipline, Registration Appeals, Investigation, Standards of Practice and Education, Finance, and Accreditation committees, and a minimum of two publicly-appointed members of Council. Committee members bring many years of experience as teachers, administrators, trustees and professionals in other fields such as business and law.

In 2006, the committee reviewed the report of the ad hoc committee regarding the role description, time commitment and compensation package for a full-time Chair of Council and made recommendations to Council.

The committee recommended that the full Council approve the motion of the Human Resource Committee with regard to the appointment of Brian P. McGowan as the new College Registrar and Chief Executive Officer as well as the Human Resources Committee motion outlining the development of a recruitment process for a new College Deputy Registrar.

The Executive Committee also provided recommendation to Council regarding various policy initiatives, including the College response to Bill 124 *Fair Access to Regulated Professions Act*.

The committee reviewed items coming before Council and made recommendations where appropriate. For example, in 2006 the committee examined amendments to Regulation 293/00 *Election of Council Members* to enable an addition of six new regional positions for classroom teachers on College Council.

As well, the committee made several appointments to fill statutory, regulatory and standing committee vacancies when they occurred.

The Executive Committee also has the authority to make an interim order directing the Registrar to suspend a Certificate of Qualification if it believes that the actions or conduct of the member exposes or is likely to expose students to harm or injury. The committee approved one interim order to suspend during 2006 and referred the case directly to the Discipline Committee to be dealt with expeditiously.

During the year, the Chair of Council and the Registrar continued to work with education stakeholders as part of the Ontario Minister of Education's Education Partnership Table. The College is represented at each of the four working tables, addressing the issues of special education, literacy and numeracy, learning to 18 and student success, and teacher development.

Executive Committee (from November 2006)

Don Cattani
(Chair)
Annilee Jarvis
(Vice-Chair)
Paul Brazeau
Dean Favero
Rosemary Fontaine
Nick Forte
Gord Hough
Andrew Kane
Jacques Tremblay
Don Watson

Executive Committee (up to November 8, 2006)

Marilyn Laframboise
(Chair)
Nancy Hutcheson
(Vice-Chair)
Don Cattani
Ted Coulson
Norm Fortin
(until May)
Garry Humphreys
(from October to
November)
Andrew Kane
(from June)
Gail Lilley
(until September)
Iain Munro
Janet Ouellette
Elizabeth Papadopoulos
Jennifer Pitt
Amin Saab
(from May to June)

Editorial Board

The College's quarterly magazine *Professionally Speaking* is one of many sources our members rely on for information that will help them continue to grow as lifelong learners. The magazine provides a forum for discussion of issues relevant to the future of teaching and learning, teachers' professional education and standards of practice.

The Editorial Board is responsible for setting editorial and advertising policy for the magazine, which is one of the largest-circulation education publications in North America. The French version *Pour parler profession* is the only French-language education magazine that all teachers working in Ontario French-language schools receive.

The board reviews and selects submissions for each issue, looking for a balance of articles that will interest the College's very diverse membership. Each issue of the magazine includes reviews of new resources, guides to web sites helpful to teachers and students, and conference listings to provide quick information to help busy educators find professional learning resources quickly.

Providers of professional development promote their offerings through advertising and members can inform themselves of new developments in education and the teaching profession through feature articles written by staff, freelance contributors and College members. Each issue highlights the achievements of teachers whose exemplary practice has earned them provincial or national acclaim, and provides these award winners with an opportunity to share their teaching philosophies and tips with their colleagues.

The College's commitment to accountability is reflected in the pages of the Governing Ourselves section of the magazine where members and the public can read reports about Council and committee activities, from reports on the accreditation of teacher education programs to summaries of the disciplinary hearings that are also a central part of professional self-regulation.

In 2006, the profession's revised ethical standards and standards of practice were distributed through the magazine to inform College members about key changes of the new professional standards.

The College's magazine had a banner year in advertising. With more than \$1 million in advertising revenue for 2006, *Professionally Speaking/Pour parler profession* – always an efficient means of reaching our members – has become even more cost-effective. In 2006, the per-member annual cost for four issues – including postage – was about \$2.07.

In June 2006, the College produced a special 28-page edition of *Professionally Speaking/Pour parler profession* on the College Council elections. It included a nomination form and complete information on becoming a candidate. The Ministry of Education has agreed to pay the College slightly in excess of \$150,000 for additional direct costs incurred in producing and mailing the special election edition.

The September edition carried biographical and additional information from all eligible candidates, and the December issue featured complete election results as well as biographical information on the newly elected Council members.

Editorial Board (from November 2006)

Annilee Jarvis
(Chair)
Dean Favero
(Vice-Chair)
Gabrielle Blais
Michael Lesperance
Henry Tyndorf

Editorial Board (up to November 8, 2006)

Marilyn Laframboise
(Chair)
Iain Munro
Gabrielle Blais
(from June)
Andrew Kane
Patrick Slack
(until April)
Jacques Tremblay

Governance

Nomination Committee, Election Committee and Quality Assurance Committee

Three College committees ensure that the College carries out its mandate in a transparent and accountable manner. The Election Committee oversees Council elections. The Nomination Committee prepares a slate of candidates for committee membership and the Quality Assurance Committee evaluates the College and its initiatives.

The Election Committee is a special committee of Council that reviews the regulations and procedures governing Council elections.

In 2006, the committee made recommendations to Council regarding Regulation 293/00 made under the *Ontario College of Teachers Act* concerning the election of Council members. Amendments passed in June 2006 added six new regional positions for classroom teachers to the College Council and significant new eligibility and communication requirements for candidates.

As well, the committee oversaw the conduct of the College's fourth Council election since its inception in 1997.

Members were able to access personalized ballots through the Members' Area on the College web site between September 5th and October 24th. The online voting system was available 24 hours a day anywhere a member could access the Internet.

The committee developed a communications plan to provide College members with more information about the Council election and candidates to encourage more College members to participate. Although the number of candidates who ran for election doubled from the 2003 College elections to 89 candidates, in 2006 only 5.5 per cent of the membership voted. The Election Committee is further exploring ways to encourage participation in future Council elections.

Following the election, the Nomination Committee – a special committee of Council – made recommendations regarding the election of the new Council Chair, Vice-Chair and membership of each statutory, regulatory, standing and special committee. During 2006, the committee also made recommendations to fill committee vacancies when they occurred and ensured that each committee had the right composition of elected and appointed members.

On December 14, 2006 the auditing firm of Deloitte & Touche issued an unqualified audit opinion with respect to the voter list development process, election balloting system and the ballot tabulation process.

Election Committee (from November, 2006)

Tanya Roberts
(Chair)
Heather Nagy
(Vice-Chair)
Gord Hough
Garry Humphreys
Pauline Smart

Election Committee (up to November 8, 2006)

Gord Hough (Chair)
Elizabeth Papadopoulos
(Vice-Chair)
Anne Marie Levesque
Gail Lilley
(until September)
Janet Ouellette

Nomination Committee (from November, 2006)

Laura Featherstone
(Chair)
Danny Anckle
(Vice-Chair)
Bill Matheson
Jacques Tremblay
Hanno Weinberger



Mike Oster

Mike Oster has been teaching since 1978. He teaches rotary science to Grade 8 students at Bishop E.Q. Jennings Senior Elementary School in Thunder Bay. He recalls his students' lack of enthusiasm for science in early September and how he saw their interest grow rapidly during the course of the year.

"Volunteers, most of them shy, quiet students, started appearing after school for lab cleanup and other opportunities to spend more time experimenting. Some even commented that someday they would like to become scientists.

"Our tour guide during a class visit to the local university labs was an ex-student of mine – one of those quiet, shy after-school volunteers. He's now a confident, intelligent young man, and his professor boasted proudly that he was one of her top 3rd-year chemistry students. This was one of those times when I realized that, as teachers, we have a chance to make a difference."



The Quality Assurance Committee is a special committee of Council that evaluates the College and its initiatives and reports to Council on its findings.

The Quality Assurance Committee, established in 1998 by Council, ensures the College protects the public interest efficiently and satisfies the 11 objects, or purposes, of the *Ontario College of Teachers Act*.

In 2006, the committee concluded a three-year review on how well the College fulfills its mandated objects and delivered a report to Council at its March meeting. The report encourages Council and staff to build on the success of their consultation efforts in activities such as the review of the ethical standards and standards of practice, and the teachers' qualifications review.

**Nomination Committee
(up to November 8, 2006)**

Nancy Hutcheson
(Chair)
Danny Anckle
(from June)
Suzanne De Froy
Bill Matheson
Howard Ramcharan
Patrick Slack
(until April)

**Quality Assurance
Committee
(from November, 2006)**

Sharon Young Kipp
(Chair)
Jacques Pavesi
(Vice-Chair)
Gord Hough
Michael Lesperance
Bill Matheson

**Quality Assurance
Committee
(up to November 8, 2006)**

Paul Brazeau
(Chair)
Gord Hough
Bill Matheson
Amin Saab
Hilda Watkins



Paola Celis Ferguson

Paola Ferguson teaches General Science and Biology to Grade 9 and 10 students at St. Mary's Catholic Secondary School. She joined the College in 2005, but she has already experienced a situation where a student taught her a valuable life lesson.

A student who always appeared to be sad and had difficulty concentrating on her work would faintly answer "fine" when asked how she was.

"My personal approach established a trusting relationship between us. She eventually shared her story with me. She told me about how her village in her country was burned down and that she almost died and lost her family.

"I not only helped her out with her school work, but also in dealing with the traumatic experience. She taught me about strength. I will never forget her."

Standards for Effective Teaching

Standards of Practice and Education Committee

The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession articulate the goals and aspirations of the Ontario teaching profession.

Revised Standards

The College Council approved the revised ethical standards and standards of practice at its June 8 meeting, concluding a review of the standards that incorporated the input of about 10,000 members of the College, education partners, parents, students and other members of the public.

The revised standards have changed in content and emphasis, with the ethical standards being given greater emphasis in the presentation of the two sets of standards. The original 12 ethical rules, practices and principles have been re-articulated as four ethical principles – care, respect, trust and integrity – that guide the profession and provide a core from which the standards of practice radiate.

Revisions to the standards of practice have resulted in the inclusion of significant dimensions essential to effective professional practice. The standards have increased focus on professionalism, collaboration, shared responsibility and self-directed learning that have been supplemented with concepts of teachers as role models, mentors and educational leaders.

Standards Education and Research

In order to fulfill the College's mandate "to establish and enforce professional standards and ethical standards" and "to provide for the ongoing education of members," the Standards of Practice and Education Committee has been involved in developing teacher education curriculum and pedagogical resources to support the integration of the standards. *Living the Standards* is a multi-media resource co-developed with members. The resources are intended to support initial teacher education, ethical practice, teacher induction, leadership development and continuing teacher education.

As well, the College undertook a series of regional forums to ensure that members of the teaching profession and the public become familiar with the revised standards.

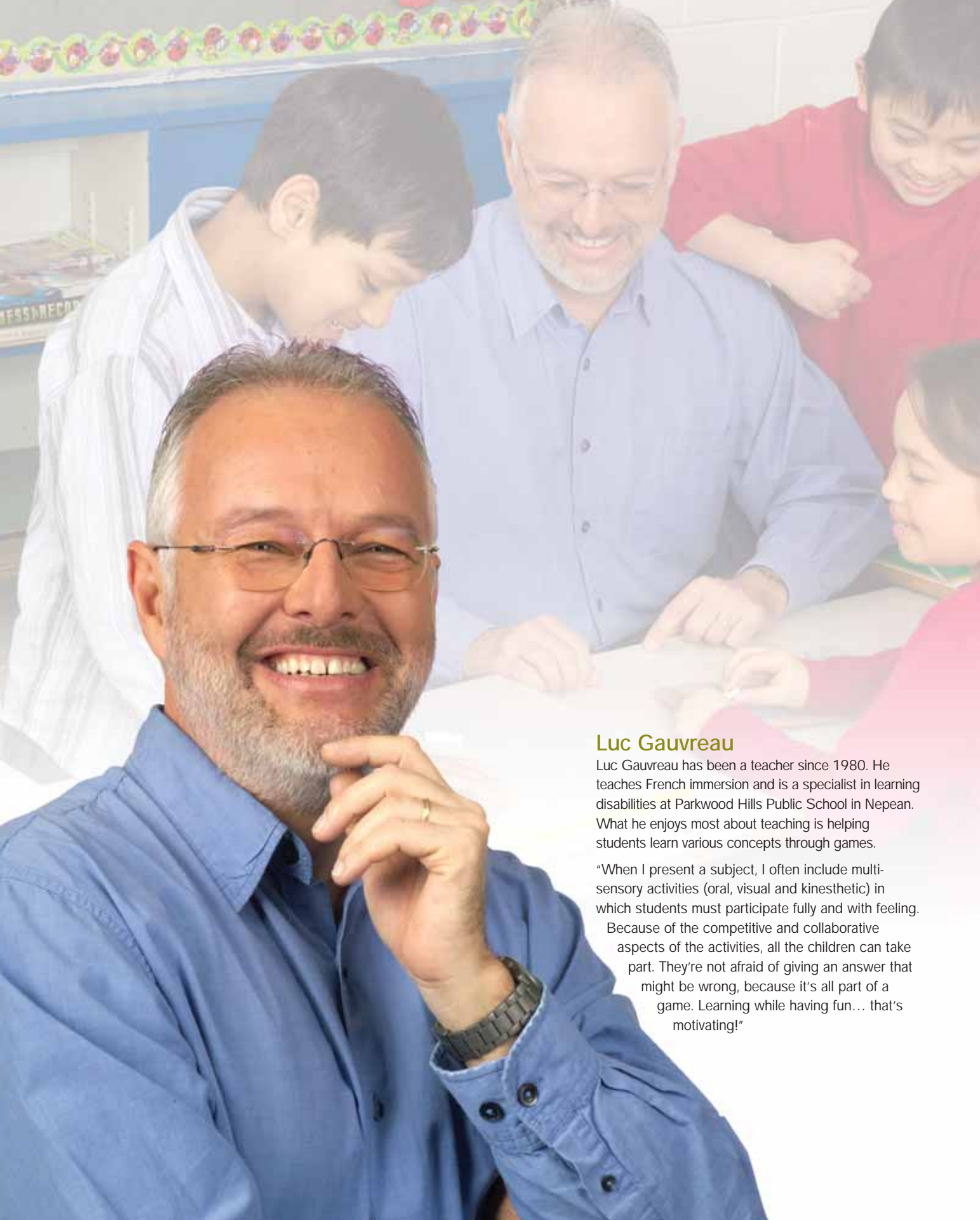
In 2006, the College's scholarly articles and papers on the standards have received high praise at many teacher education research venues. These articles included: *Enhancing the Relevancy of Teacher Education Policy*, *Case Commentary: Preparing for the Future*, *Ethics and the Teaching Profession*, and *Curriculum and Pedagogical Resources for Teacher Education*.

Standards of Practice and Education Committee (from November 2006)

Nick Forte
(Chair)
Tianna Travaglini-Babic
(Vice-Chair)
Brian Doubleday
Peter Joong
Ruth Ann Penny
Garry Humphreys
Michael Lesperance
Pauline Smart
Don Watson

Standards of Practice and Education Committee (up to November 8, 2006)

Jennifer Pitt
(Chair)
Suzanne De Froy
(Vice-Chair)
Ted Coulson
Nick Forte
Garry Humphreys
Nancy Hutcheson
Bill Matheson
Patrick Slack
(until April)
Pauline Smart
(from June)
Don Watson



Luc Gauvreau

Luc Gauvreau has been a teacher since 1980. He teaches French immersion and is a specialist in learning disabilities at Parkwood Hills Public School in Nepean. What he enjoys most about teaching is helping students learn various concepts through games.

“When I present a subject, I often include multi-sensory activities (oral, visual and kinesthetic) in which students must participate fully and with feeling. Because of the competitive and collaborative aspects of the activities, all the children can take part. They’re not afraid of giving an answer that might be wrong, because it’s all part of a game. Learning while having fun... that’s motivating!”

Over 2,000 members attended educative sessions on the standards. These forums were held as part of additional qualification courses, principal qualification programs, school board in-service and leadership programs.

Casebook

The College has developed a new guide entitled *Casebook Guide for Teacher Education* to support the use of the College's casebook *Cases for Teacher Development: Preparing for the Classroom*. Educators are using this book as a curriculum text in teacher education and as a resource for professional learning. It has recently received a favourable review. "This book invites deep reflection into our own teaching based upon the real stories of real teachers," wrote Michael W. Simpson, an Oklahoma lawyer and educator currently studying educational policy at the University of Wisconsin-Madison.

Standards Resource Kit

Throughout 2006, Ontario educators continued to use the Standards in Practice Resource Kit, which the College developed as a tool to facilitate a deeper understanding of the standards. This kit has been updated to reflect the revised standards.



Supporting the Teaching Profession Internationally

Educators outside Ontario are using College initiatives such as the Standards in Practice Resource Kit and the casebook, influencing the evolution of teacher education in other parts of Canada and other English-language and French-language jurisdictions. Teacher education programs in Alberta, New Brunswick, Nova Scotia and Newfoundland and in China, France, Israel and the United States are using the Standards in Practice Resource Kit, illustrating that the work the College is doing has applicability and relevance everywhere that effective teaching is valued.

Knowledge and Skills for Today's Classrooms

Accreditation Committee

Accreditation Committee

(from November 2006)

Gord Hough (Chair)

Ruth Ann Penny
(Vice-Chair)

Danny Anckle

Laura Featherstone

Peter Joong

Anne Marie Levesque

Jacques Pavesi

Amin Saab

Don Watson

Accreditation Committee (up to November 8, 2006)

Iain Munro (Chair)

Anne Vinet-Roy
(Vice-Chair)

Danny Anckle
(from June)

Paul Brazeau

Suzanne De Froy

Gordon Hough

Anne Marie Levesque

Patrick Slack
(until April)

Eileen Walker
(until September)

Don Watson

There is a direct link between the preparation teachers receive and the education they provide to their students.

We want our teachers to be competent, qualified and committed to sharing their love of learning with their students. Teaching of that quality is grounded in first-rate teacher education that gives teachers a solid footing for their career, and ongoing learning opportunities designed to complement the Ontario curriculum.

The College's Accreditation Committee helps to maintain Ontario's strong initial programs of teacher education and additional qualification programs through regular review and accreditation of all teacher education programs.

The College reviews existing programs every five years in an accreditation process to confirm they meet regulatory requirements. New programs must be accredited by the College before they can begin accepting their first students.

Accreditation Panels

A panel of six or more individuals — at least one nominated by the institution which offers the program under review — conducts the accreditation review. The panel examines if the institution meets the 15 requirements outlined in regulation. The panel members use on-site visits, interviews and document review to examine the conceptual framework for the program, the course content, the integration of theory and practice, assessment and evaluation practices, staffing requirements and practicum. One of the elements the panel looks at is how well the program reflects the College's ethical standards and standards of practice.

As the number of teacher education programs has expanded, the work of the Accreditation Committee and its panels has increased.

New and Existing Programs Accredited

In 2006, the College renewed the accreditation of the pre-service teacher education programs at Lakehead University and the University of Western Ontario.

The Accreditation Committee also accredited three new programs, including a concurrent program at the Ontario Institute of Studies in Education of the University of Toronto, the consecutive program in the Primary and Junior divisions of the University of Ontario Institute of Technology and the Niagara University Faculty of Education's program in the Primary, Junior, Intermediate and Senior divisions. Niagara University's new programs will be offered in the Greater Toronto Area.

Additional Qualification Programs

Additional Qualification (AQ) courses and programs are the leading source of in-career professional development undertaken by Ontario teachers. During 2006, College members completed more than 30,000 of these courses leading to enhanced professional qualification.

Many courses are available to members around the province with a greater number of providers offering distance education opportunities. The College reviewed and accredited over 500 courses from more than 20 providers serving the Ontario teaching profession.

Appealing College Decisions

Registration Appeals Committee and Accreditation Appeal Committee

The College licenses more than 11,000 new teachers every year, but not everyone who applies is able to meet the requirements set out in legislation.

To ensure fairness and maintain public confidence in the decisions the Registrar makes on behalf of the teaching profession, unsuccessful applicants may appeal the Registrar's decision not to grant them an Ontario teaching certificate, or any conditions placed on their initial certificate.

Through its accreditation process, the College can deny or remove accredited status from Ontario faculties of education or impose conditions on them. An institution that is denied College accreditation for its teacher education program has recourse to an appeal, which would be heard by the Accreditation Appeal Committee.

Registration Appeals Committee

The Registration Appeals Committee hears appeals from applicants who have not been granted membership in the College or who have had restrictions placed on their teaching licence.

Decisions Appealed to Registration Appeals Committee	
Reason	Total
Program did not represent full year of pedagogical course work dealing exclusively with teacher education	22
Teacher education completed by distance education	4
Degree not acceptable to College under the teachers' qualifications regulation	3
Degree and teacher education program not acceptable to College under the teachers' qualifications regulation	2
Did not satisfy language proficiency requirement	1
Appeal of condition on certificate	1
Withdrawn	1
Other	4
Total	38
In addition to the academic or professional reasons for rejection listed above, 16 applicants also failed to satisfy language proficiency requirements.	
Appeal Outcomes	
Original Decision Upheld	21
Original Decision Overturned	4
Original Decision Modified	12
Other	1
Total	38

Registration Appeals Committee (from November, 2006)

Dean Favero
(Chair)
Bill Matheson
(Vice-Chair)
Helen Fox
Pauline Smart
Jacques Pavesi

Registration Appeals Committee (up to November 8, 2006)

Janet Ouellette
(Chair)
Ted Coulson
(Vice-Chair from September)
Bill Matheson
Pauline Smart
Jacques Tremblay

**Accreditation Appeal
Committee
(from November, 2006)**

Brian Doubleday
(Chair)

John Tucker
(Vice-Chair)

Helen Fox

Andrew Kane

Tanya Roberts

**Accreditation
Appeal Committee
(up to November 8, 2006)**

Elizabeth Papadopoulos
(Chair)

Ted Coulson
(Vice-Chair)

Amin Saab

Pauline Smart
(from June)

Hilda Watkins

“The committee provides an impartial forum for those who may feel that the decision was not fully informed or additional information should be taken into consideration,” says Dean Favero, Chair of the Registration Appeals Committee. “It is vital to have a transparent and impartial appeal body available where necessary.”

The committee heard 38 appeals in 2006.

In addition to its ongoing review of appeals, the committee also referred proposed legislation, specifically the *Fair Access to Regulated Professions Act*, which requires licensing bodies to make new efforts to provide access to the Ontario job market for internationally educated professionals.

Through the legislative process, the committee provided observations, implications and advice arising from the legislation to College Council, which helped form the College’s response to the bill.

“We are pleased to note that the teaching profession’s best practices for fair registration and appeal processes helped inform this new legislation,” said Dean Favero.

Accreditation Appeal Committee

The role of the Accreditation Appeal Committee is to hear appeal applications from teacher education providers that have been denied accreditation or have been awarded accreditation with conditions.

The appeal process ensures fairness in the accreditation of pre-service programs and in-service courses in allowing those who appeal to present new information and seek to have the decision reviewed. There were no appeals in 2006.

Receiving and Investigating Complaints

Investigation Committee, Discipline Committee, Fitness to Practise Committee

Three College committees deal with complaints against members of the teaching profession. The Investigation Committee conducts a document review of information related to all complaints. The Discipline Committee holds hearings on complaints referred to it, related to alleged professional misconduct and incompetence. The Fitness to Practise Committee holds hearings on complaints referred to it, related to alleged incapacity.

Panels comprised of at least three members make decisions by considering the information and/or evidence related to a complaint. The panels are made up of a combination of elected and appointed Council members and may include a member of the Roster.

Although the College is contacted about 1,500 times a year by members of the public and the profession who raise issues concerning College members, about 75 per cent of the concerns expressed are resolved at the appropriate local level.

When the College receives a formal complaint that relates to alleged professional misconduct, incompetence or incapacity of a member, the Investigations Unit generally undertakes an investigation, subject to the direction of the Investigation Committee. College staff present the information gathered during an investigation of a complaint to the Investigation Committee.

In 2006, the Investigation Committee considered 150 formal complaints.

The Investigation Committee may:

- conclude that the complaint does not relate to professional misconduct, incompetence or incapacity
- conclude that the complaint is frivolous, vexatious or an abuse of process
- not refer the complaint to a hearing
- caution or admonish the member
- ratify a memorandum of agreement reached through dispute resolution
- refer the matter to a Discipline or a Fitness to Practise hearing.

The Investigation Committee referred 58 complaints to discipline hearings in 2006. Five complaints were referred to Fitness to Practise hearings. The committee ratified 36 memoranda of agreement reached through dispute resolution.

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

Investigation Committee (from November 2006)

Paul Brazeau
(Chair)

Henry Tyndorf
(Vice-Chair)

Brian Doubleday

Nick Forte

Garry Humphreys

Michael Lesperance

Anne Marie Levesque

Heather Nagy

Sharon Young Kipp

Investigation Committee 2006 (up to November 8, 2006)

Elizabeth Papadopoulos
(Chair)

Iain Munro
(Vice-Chair)

Paul Brazeau

Nick Forte

Gord Hough

Garry Humphreys

Andrew Kane

Bill Matheson
(from June)

Jennifer Pitt

Patrick Slack
(until April)

**Discipline Committee
(from November 2006)**

Jacques Tremblay
(Chair)

Tianna Travaglini-Babic
(Vice-Chair)

Danny Anckle

Gabrielle Blais

Don Cattani

Dean Favero

Rosemary Fontaine

Brent Hamelin

Annilee Jarvis

Lynne Mastin

Amin Saab

John Tucker

John Wells

**Discipline Committee
(up to November 8, 2006)**

Ted Coulson
(Chair)

Nancy Hutcheson,
(Vice-Chair)

Danny Anckle
(from June)

Gabrielle Blais

Don Cattani

Rosemary Fontaine

Normand Fortin
(until May)

Marilyn A. Laframboise

Lynne Mastin

Janet Ouellette

Jacques Tremblay

Amin Saab

Anne Vinet-Roy

Eileen Walker
(until September)

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

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

- require the member to be reprimanded, admonished or counselled by the committee
- impose a fine of up to \$5,000
- publish its order, in detail or in summary, with or without the member's name, in the College's magazine
- order costs to be paid by the member.

The Discipline Committee concluded 53 hearings in 2006. These hearings are open to the public.

The Discipline Committee directed the Registrar to revoke nine teaching certificates in 2006 and to suspend seven.

The Fitness to Practise Committee hears matters and determines if a member's physical or mental condition makes them unfit to carry out professional responsibilities or if a member's teaching certificate should be made subject to terms, conditions or limitations. Fitness to Practise hearings are not open to the public.

If a panel of the Fitness to Practise Committee finds the member to be incapacitated, it may do one or more of the following:

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

In 2006, the committee concluded six hearings by directing the Registrar to impose terms, conditions and/or limitations on members' certificates.



Dispute Resolution

If deemed suitable and the parties agree, the College uses the voluntary dispute resolution to promote the resolution of complaints. The Dispute Resolution Program is available at all stages of the complaint process and may be an alternative to a full investigation or contested hearing.

Consultation

In 2006, the College has continued its efforts to work with stakeholder organizations to increase awareness and understanding of the work of the Investigations and Hearings Department.

College representatives continue to meet with principals' organizations, teacher federations and other stakeholder organizations to exchange information that assists in helping members of the College understand appropriate teacher-student boundaries. Sessions include discussions about emerging issues, professional conduct and strategies for the appropriate resolution of complaints.

Fitness to Practise Committee (from November 2006)

Rosemary Fontaine
(Chair)

Hanno Weinberger
(Vice-Chair)

Gabrielle Blais

Lynne Mastin

Tanya Roberts

Jacques Tremblay

John Tucker

Fitness to Practise Committee (up to November 8, 2006)

Don Cattani
(Chair)

Anne Vinet-Roy
(Vice-Chair)

Gabrielle Blais

Rosemary Fontaine

Gail Lilley
(until September)

Lynne Mastin

Janet Ouellette

Amin Saab
(from June)

Origin of Complaints in 2006

	Number
Registrar's complaints including school board notifications	146
Members of College	27
Members of public	56
Total	229

Nature of Complaint in 2006¹

Professional Misconduct	Number
Abuse of a student – physical, sexual, verbal, psychological or emotional	119
Conduct unbecoming a member	56
Act or omission regarded as disgraceful, dishonourable or unprofessional	25
Failure to maintain standards of profession	23
Contravention of law – suitability to hold certificate	21
Failure to supervise adequately	16
Failure to comply with the <i>Education Act</i>	11
Falsification of records	9
Inappropriate release of student information	8
Failure to comply with the <i>Child and Family Services Act</i>	5
Practise under the influence	2
Signing or issuing false/misleading documents	2
Failure to keep required records	1
False information/documents re member's qualifications	1
Inappropriate use of title	1
Incompetence	
Lack of skill	15
Lack of judgment	12
Lack of knowledge	12
Disregard for welfare of student	5
Incapacity	
Mental condition/disorder	2
Physical condition/disorder	2
Total	348

Investigation Committee

Disposition of Complaints	Number
Outside jurisdiction/frivolous, vexatious or abuse of process	28
Referred to Discipline Committee	58
Referred to Fitness to Practise Committee	5
Referred to Discipline Committee by Executive Committee ²	0
Referred to Fitness to Practise Committee by Executive Committee ²	0
Not referred	13
Caution/admonishment in person	0
Written caution/admonishment	10
Resolved through dispute resolution	36
Withdrawn/abandoned	25
Total	175

Discipline Committee

Disposition of Complaints	Number
Revocation	9
Suspension	7
Reprimand	12
Admonishment	2
Counselled	0
Resigned/cancelled	2
Terms, Conditions or Limitations	0
Withdrawal of Notice of Hearing ³	20
Not Guilty	0
Reinstatement Denied	1
Total	53

Fitness To Practise Committee

Disposition of Complaints	Number
Terms, Conditions or Limitations	6
Withdrawal of Notice of Hearing	0
Total	6

Dispute Resolution

Memoranda of Agreement Ratified by Investigation Committee

Disposition of Complaints	Number
Resignation/cancellation ⁴	2
Admonishment	3
Caution	18
Retirement & Undertaking (never to re-apply)	0
Terms, Conditions or Limitations	13
Total	36

Memoranda of Agreement Ratified by Discipline Committee

Disposition of Complaints	Number
Revocation	0
Suspension	0
Reprimand	1
Admonishment	2
Terms, Conditions or Limitations	0
Withdrawal of Notice of Hearing	3
Total	6

¹ A complaint may contain more than one allegation.

² Matters referred to the Discipline Committee or Fitness to Practise Committee by the Executive Committee are not considered by the Investigation Committee.

³ With or without a resignation, cancellation, terms or conditions.

⁴ Cancellation and revocation have the same effect of prohibiting a member from engaging in employment where an Ontario Certificate of Qualification and Certificate of Registration are required.

Finances in 2006

The Finance Committee exercises its review and accountability role throughout the year. The committee prepares both short-term and long-term budget plans and reports frequently on spending and revenues in relation to the approved budget. The committee oversees audit functions and audited financial statements using best practices in non-profit financial reporting.

The Finance Committee adheres to financial objectives that ensure services are appropriately funded, that fees are maintained at reasonable levels, and that financial stability is assured through accumulation of reserves.

The final Excess of Revenue over Expenses in 2006 was \$855,000 compared to \$705,000 in 2005. Although there was no change to the annual membership fee or applicant fees, revenues were higher because the College had more members and more applicants in 2006. Strong advertising revenues from *Professionally Speaking/Pour parler profession* also contributed to the higher revenue levels.

The budget for 2006 College activities was set in September 2005 at \$25.466 million with an anticipated deficit of \$1,659,000, which was to be financed from the Reserve for Fee Stabilization. However, the College recorded an excess of revenue of \$855,000 in 2006, for a change from budget of \$2,514,000 with more than half of that arising from revenues being higher than expected.

The College is financed primarily by members' fees. 207,231 members paid annual fees in 2006 as the profession continued to welcome new teachers to Ontario classrooms, which brought in \$450,000 more than budgeted. The number of members in good standing as of December 31, 2006 was 206,859.

Significant expenditure events and savings in 2006 included savings on IT contract staffing as a major software development was deferred to 2007, reduced work on pre-service accreditation panels and lower Operating Support costs as spending was managed within approved levels across many lines.

In September 2006, the College Council approved a transfer of \$4 million from the Reserve for Fee Stabilization to the Reserve for Stabilization of Facility Costs. Council is earmarking the unexpected revenue accumulations, for a possible purchase of a College facility in 2011, which was the goal established by Council in 2005.

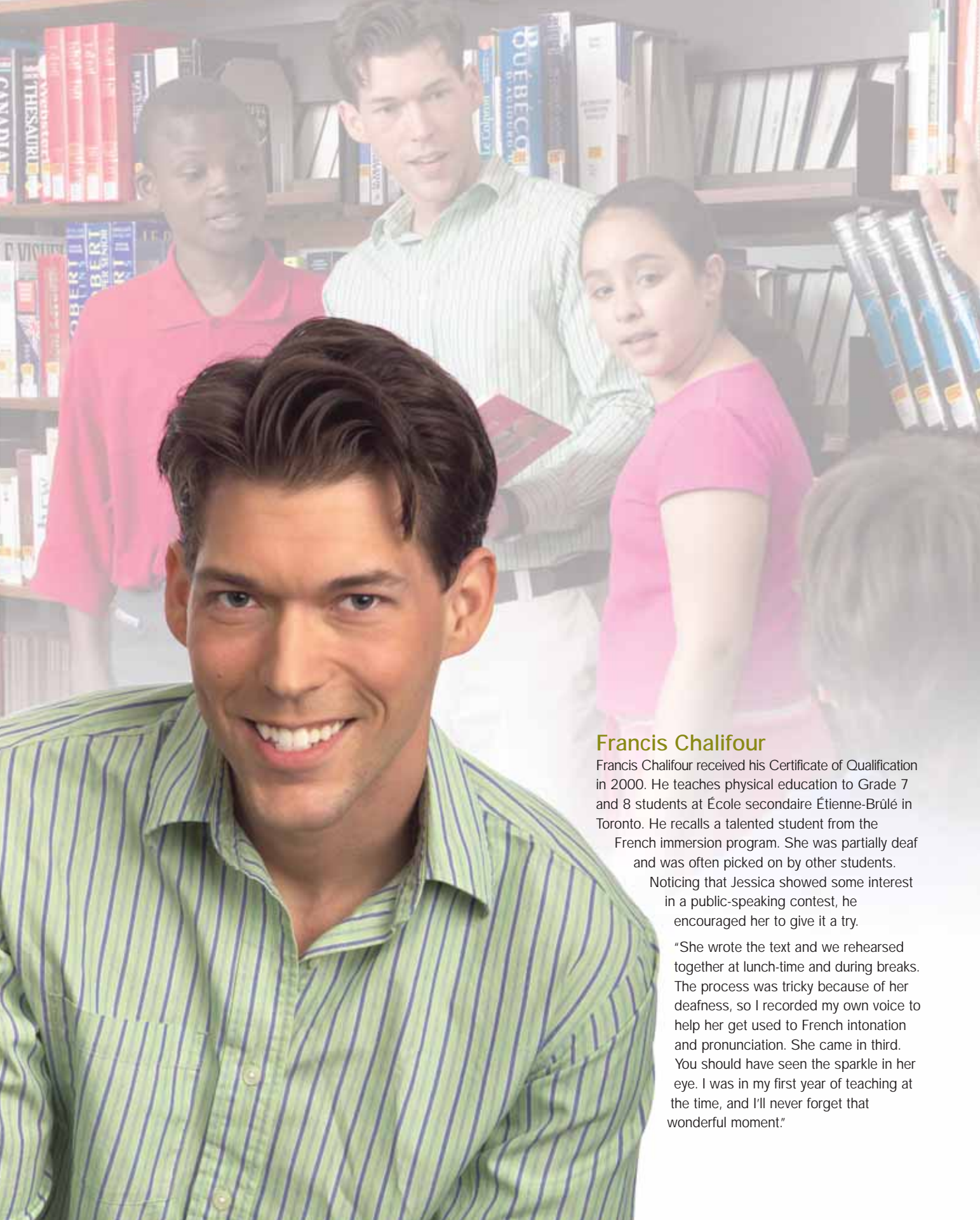
The Finance Committee has recommended and Council approved the transfer of 2006 excess of revenue of \$855,000 to the Reserve for Fee Stabilization within the Members' Equity reserve accounts.

Finance Committee (from November 2006)

Andrew Kane
(Chair)
John Wells
(Vice Chair)
Brent Hamelin
Heather Nagy
John Tucker

Finance Committee (up to November 8, 2006)

Andrew Kane
(Chair)
Elizabeth Papadopoulos
(Vice-Chair)
Norm Fortin
(until May)
Garry Humphreys
(from June)
Marilyn Laframboise
Howard Ramcharan



Francis Chalifour

Francis Chalifour received his Certificate of Qualification in 2000. He teaches physical education to Grade 7 and 8 students at École secondaire Étienne-Brûlé in Toronto. He recalls a talented student from the French immersion program. She was partially deaf and was often picked on by other students.

Noticing that Jessica showed some interest in a public-speaking contest, he encouraged her to give it a try.

“She wrote the text and we rehearsed together at lunch-time and during breaks. The process was tricky because of her deafness, so I recorded my own voice to help her get used to French intonation and pronunciation. She came in third. You should have seen the sparkle in her eye. I was in my first year of teaching at the time, and I’ll never forget that wonderful moment.”

Financial Reporting Responsibilities

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

The policies and procedures are designed to provide reasonable assurance that the College's financial information is relevant and reliable. These financial statements have been prepared in conformity with 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.



Auditors' Report

April 12, 2007

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, 2006 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 consolidated financial statements present fairly, in all material respects, the financial position of the College as at December 31, 2006 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

Financial Statements

Consolidated Balance Sheet as at December 31, 2006

(in thousands of dollars)

	2006 \$	2005 \$
ASSETS		
Current assets		
Cash	761	1,187
Short-term investments - at cost, including accrued interest	17,888	16,253
Accounts receivable	553	398
Prepaid expense	45	-
	19,247	17,838
Deferred election costs	282	22
Property and equipment (note 3)	4,416	5,172
	23,945	23,032
LIABILITIES		
Current liabilities		
Accounts payable and accrued liabilities	3,173	2,900
Deferred revenue	1,051	837
	4,224	3,737
Deferred capital contribution	1,105	1,331
Deferred lease inducements (note 6(a))	1,172	1,375
	6,501	6,443
MEMBERS' EQUITY (NOTE 4)		
Invested in property and equipment	2,139	2,466
Internally restricted		
Reserve for working capital	5,383	5,056
Reserve for fee stabilization	3,422	6,567
Reserve for stabilization of facility costs	6,000	2,000
Unappropriated balance	500	500
	17,444	16,589
	23,945	23,032

On Behalf of Council



Don Cattani
Chair of Council



Brian P. McGowan
Registrar and Chief Executive Officer

Consolidated Statement of Operations for the year ended December 31, 2006

(in thousands of dollars)

	2006 \$	2005 \$
REVENUE		
Annual membership fees	21,565	20,894
Other fees	2,951	2,846
Advertising	1,001	850
Amortization of deferred capital contribution	226	298
Special projects	106	101
Teach in Ontario Project (note 7)	778	762
Interest and other	996	656
	27,623	26,407
EXPENSES		
Employee compensation	13,999	13,267
Council and committees	665	470
General services to members	2,619	2,467
Professional affairs	427	514
Investigations and hearings	2,071	1,914
Operating support	4,686	4,481
Teach in Ontario Project (note 7)	778	762
Amortization	1,523	1,827
	26,768	25,702
Excess of revenue over expenses for the year	855	705

Consolidated Statement of Members' Equity for the year ended December 31, 2006

(in thousands of dollars)

	Internally restricted funds				2006	2005	
	Invested in property and equipment	Reserve for working capital	Reserve for fee stabilization	Reserve for stabilization of facility costs	Unappropriated	Total	Total
	\$ (note 5)	\$	\$	\$	\$	\$	\$
Balance -							
Beginning of year	2,466	5,056	6,567	2,000	500	16,589	15,884
Interfund transfers as at September 30	-	-	(4,000)	4,000	-	-	-
Excess of revenue over expenses for the year	-	-	-	-	855	855	705
Investment in property and equipment							
- net of amortization	(327)	-	-	-	327	-	-
Interfund transfers as at December 31	-	327	855	-	(1,182)	-	-
Balance - End of year	2,139	5,383	3,422	6,000	500	17,444	16,589

Consolidated Statement of Cash Flows for the year ended December 31, 2006

(in thousands of dollars)

	2006	2005
	\$	\$
Cash provided by (used in)		
Operating activities		
Excess of revenue over expenses for the year	855	705
Add (deduct): Non-cash items reflected in operations		
Amortization of property and equipment	1,482	1,762
Amortization of deferred election costs	41	65
Amortization of deferred lease inducements	(203)	(256)
Amortization of deferred capital contribution	(226)	(298)
Changes in non-cash working capital items		
Accounts receivable	(155)	(33)
Prepaid expenses	(45)	-
Accounts payable and accrued liabilities	273	(457)
Deferred revenue	214	438
	2,236	1,926
Investing activities		
Net purchases of short-term investments	(1,635)	(1,920)
Purchase of property and equipment	(726)	(591)
Election costs incurred	(301)	-
	(2,662)	(2,511)
Increase (decrease) in cash during the year	(426)	(585)
Cash - Beginning of year	1,187	1,772
Cash - End of year	761	1,187

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 37 members, of whom 23 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 its wholly controlled foundation, Ontario College of Teachers Foundation. The more significant accounting policies 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.

Property and equipment

Property and equipment are recorded at 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

The College assesses all long-lived assets, including property and equipment, for impairment whenever events or changes in circumstances indicate that the net carrying amount of an asset exceeds the net recoverable amount.

Deferred capital contribution

Financial contributions received by the College from third parties for property and equipment purchases are deferred and recognized in revenue on the same basis as the amortization of the property and equipment acquired.

Deferred lease inducements

The College amortizes lease inducements over the terms of the respective leases and nets the amortization against rent expense, which results in an average rental cost for premises over the terms of the lease agreements.

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 value of cash, accounts receivable, short-term investments, accounts payable and accrued liabilities approximate their fair values because of the near-term maturity of these financial instruments.

Use of estimates

The preparation of consolidated financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the reported amount of revenues and expenses during the reporting period. For all estimates, actual results could differ from those estimates.

3. PROPERTY AND EQUIPMENT

	2006		
	Cost	Accumulated	Net
	\$	amortization	\$
	\$	\$	\$
Furniture	3,843	2,594	1,249
Office equipment	673	413	260
Computer equipment	4,990	4,222	768
Leasehold improvements	6,227	4,088	2,139
	15,733	11,317	4,416

The property and equipment acquired by the College relates to office and meeting space at 121 Bloor Street East.

	2005		
	Cost	Accumulated	Net
	\$	amortization	\$
	\$	\$	\$
Furniture	3,708	2,217	1,491
Office equipment	574	351	223
Computer equipment	4,498	3,604	894
Leasehold improvements	6,227	3,663	2,564
	15,007	9,835	5,172

4. MEMBERS' EQUITY

The members' equity of the College is comprised of five components. Invested in property and equipment relates to the property and equipment of the College that is 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 future. A reserve for stabilization of facility costs was established in 2004 to accumulate funds that can be deployed when the College's main office facility lease expires in 2012. The unappropriated members' equity represents the undesignated funds of the College. At December 31, 2006, the College's Council decided to maintain the unappropriated balance at \$500,000, the reserve for fee stabilization at \$3,422,000, the reserve for working capital at \$5,383,000 and the reserve for stabilization of facility costs at \$6,000,000.

5. MEMBERS' EQUITY INVESTED IN PROPERTY AND EQUIPMENT

	2006	2005
	\$	\$
Property and equipment	4,416	5,172
Less		
Amount financed by deferred capital contribution	(1,105)	(1,331)
Amount financed by deferred lease inducements	(1,172)	(1,375)
	2,139	2,466

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 2000 and 2001, the College leased space on an additional floor. In 2005, an amendment to the September 1996 lease was signed, which consolidated the leased space on all four floors into one lease expiring November 30, 2012.

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

	\$
Year ending December 31	
2007	1,896
2008	1,896
2009	1,896
2010	1,896
2011	1,895
Thereafter	1,737
	11,216

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	\$
2007	98
2008	87
2009	32
2010	4
	<hr/>
	221

7. TEACH IN ONTARIO PROJECT

The Teach in Ontario Project began in 2004 as a project funded by the Ministry of Training, Colleges and Universities. The project was designed to assist in the licensing and hiring of internationally trained teachers. In 2005, funding responsibility for the project was transferred to the Ministry of Citizenship and Immigration and the project has now been extended to March 31, 2010. The College is the lead recipient in the funding agreement and has formed a partnership with Skills for Change, Local Agencies Serving Immigrants (LASI) World Skills, the Ontario Teachers' Federation and Windsor Women Working With Immigrant Women with regard to various aspects of the project. To December 31, 2006, funding received for the project amounts to \$2,556,870 of which \$2,012,937 has been expended by the College and its project partners. The unexpended portion of funding received has been included in deferred revenue.

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 \$741,206 (2005 - \$692,885).

9. 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 2006, donations for the Joseph W. Atkinson Scholarship for Excellence in Teacher Education amounted to \$3,891 and the fourth scholarship of \$2,000 was awarded in September 2006.

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.

2006 Statistics

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

MEMBERSHIP IN THE COLLEGE					
		2006		2005	
			%		%
Female	English	139,593	67.5	134,706	67.2
Female	French	9,052	4.4	8,841	4.4
		148,645	71.9	143,547	71.6
Male	English	54,516	26.3	53,313	26.6
Male	French	3,215	1.5	3,092	1.5
		57,731	27.9	56,405	28.1
Unreported	English	476	0.2	451	0.2
Unreported	French	7	< .01	7	< .01
		483	0.2	458	0.2
Total		206,859*		200,410	

* As at December 31, 2006

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

AGE DISTRIBUTION OF COLLEGE MEMBERS										
Age Range	Male				Female				Unreported	
	2006	%	2005	%	2006	%	2005	%	2006	2005
20-30	7,617	3.7	7,418	3.7	29,571	14.3	28,436	14.2	186	209
31-40	16,010	7.7	15,316	7.6	41,723	20.2	39,131	19.5	201	164
41-50	14,312	6.9	13,857	6.9	34,203	16.5	33,343	16.6	78	71
51-60	15,805	7.6	16,214	8.0	36,150	17.5	36,593	18.3	16	13
>60	3,987	1.9	3,600	1.8	6,998	3.4	6,044	3.0	2	1
Totals	57,731	27.9	56,405	28.1	148,645	71.9	143,547	71.6	483	458

CERTIFICATION SUMMARY			
		2006	2005
Ontario Graduates		8,566	8,235
Other Canadian		463	565
U.S.		1,907	1,663
Other International		1,481	1,597
Total Certified		12,417	12,060

OTHER STATISTICS			
		2006	2005
Appeals		38	35
Temporary Letters of Approval Issued		1,324	1,356
Additional Qualifications Granted		36,077	32,557
Additional Qualifications Equivalents Granted		296	317



Through our College, teachers work every day to meet the expectations of parents and the public that Ontario's students will learn from qualified and competent professional teachers.



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario