



**idealism in**  
**action**



**2001 Annual Report**  
**Ontario College of Teachers**

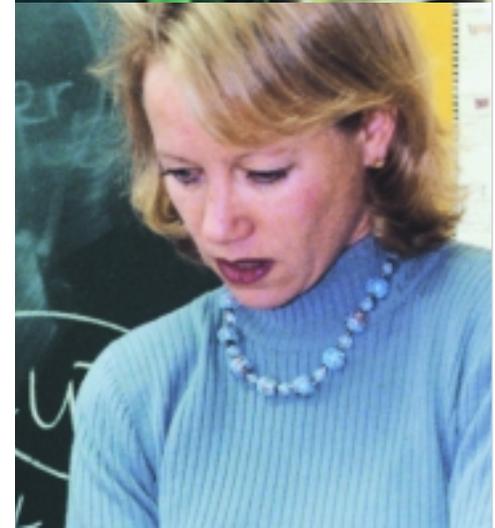
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# The Mandate of the Ontario College of Teachers

- 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  
Larry M. Capstick

VICE-CHAIR  
Marilyn Laframboise

REGISTRAR  
J. W. (Joe) Atkinson

Bernard J. Adam

Samy Appadurai

Guill Archambault

Jackie Breithaupt

Douglas Brown



Sterling Campbell

Douglas E. Carter

Ernie Checkers

Janet Cornwall

Patrick J. Daly

Karl Dean

Margaret Dempsey

Jerry De Quetteville

## Council of the Ontario College of Teachers



Solette N. Gelberg

Audrey Hadfield

Nancy Hutcheson

Martin Kings

Diane Leblovic

Mark Lefebvre

Dick Malowney

Elayne McDermid



Karen M. Mitchell

Larry Mongeon

Harry W. Mulvale

Iain Munro

Elizabeth Papadopoulos

Rich Prophet

David Somer

Frances Thorne

"It really is interesting how many of the people who **achieve**, who have really **accomplished** something, relate it back to some crucial moment when they were in Grade 4 or Grade 9 or Grade 12 when a teacher said something and the penny dropped."

**Pamela Wallin**  
Journalist  
From Remarkable Teachers  
*Professionally Speaking*  
September 1999



*College members have chosen teaching as a profession because they want to make a contribution to their community and because they believe that encouraging and helping young people to learn is an admirable life's work. Most teachers cannot imagine any other career.*

#### Chair's Report

## Teaching is idealism in action

04

The Council recognizes that, given the challenges our members face in a demanding education system, our work must support and strengthen the profession as a whole.

In 2001, the College Council pursued a number of issues that complement the work of our members in ensuring that Ontario teachers are recognized for the work they do and that students have the best learning environment and opportunities possible.

The College has, along with all other major education stakeholders, participated in ministry consultations and committees to provide advice and feedback on the government's various testing and re-certification initiatives.

In June, the government legislated mandatory professional learning for teachers and passed legislation that gave responsibility for its implementation and administration to the Ontario College of Teachers. The government specified that the first group of College members were to begin the program in

September. The College Council established a process to set up the Professional Learning Committee to begin creating a program that would build on the diversity of teachers' professional learning.

The committee established as an objective a professional learning program that would expand and enhance professional learning opportunities well beyond what has been available to our members – courses delivered in a variety of ways, available in centres across the province and in both official languages.

At year's end, members of the Professional Learning Committee were reviewing applications for provider status from over 200 providers wanting to offer about 400 courses.

The College informed the Ministry of Education as soon as the program was announced that adequate financial resources must be provided to the College to implement and maintain the program. The Council subsequently submitted a business plan for the Professional Learning Program informing the Ministry of Education

**Larry M. Capstick**  
Chair of Council and the  
Executive Committee

**“The Council recognizes that our work must support and strengthen the profession as a whole.”**

**Larry M. Capstick**  
Chair of Council and the  
Executive Committee

that implementation in 2001 and 2002 will cost \$8.3 million and yearly operating costs thereafter will be \$10 million. In November, the Minister of Education announced that it would provide the College with the \$8 million to cover the program’s start-up costs.

In response to the report by the Hon. Justice Sydney L. Robins *Protecting Our Students*, released in April 2000, the College finished a review of our regulations and procedures regarding sexual misconduct by members. Justice Robins had been asked by the provincial government to review ways to identify and prevent sexual misconduct in Ontario schools. Of the 101 recommendations that Justice Robins made in his report, 36 related directly to the College’s mandate.

As a result of the College’s review, the Council approved overwhelmingly a number of significant amendments to the College’s misconduct regulation to provide a clearer and broader definition of sexual misconduct. The Discipline and Fitness to Practise Committees also revised their rules of

procedure. The revised procedures ensure that we preserve fairness for the defendant while we accommodate vulnerable witnesses as much as possible.

As part of this initiative, the Council voted to ask the government to strengthen the requirements for employers to notify the College when teachers are charged with certain criminal offences and for the College to notify employers of the outcomes of investigations of teachers. The College repeated this advice in its response to Bill 101, the *Student Protection Act*, recommending that it be strengthened in key areas to properly protect the province’s students.

The teaching profession provides an exciting and eventful career for those who aspire to make a contribution to their students’ future. I am always impressed and grateful for the hard work of the College Council and staff in seeking to support and enhance the work of our members.





*Teachers open doors - to learning, to possibilities, to the future. Teachers show young people what the world has to offer beyond their own direct experience, and provide guidance on how to interpret and absorb what they encounter on a daily basis.*

#### Registrar's Report

## Teaching is Leadership

06

A committed teacher can make such a strong impact on a child's life that the adult can recall and appreciate it decades later. Such a role in our society warrants recognition.

Council members, more than half of whom are teachers or school administrators, feel strongly the need to recognize the hard work and dedication that teachers bring to Ontario schools. Since its first issue in 1997, *Professionally Speaking* has provided a forum for remarkable Canadians to talk about a remarkable teacher. On October 5, World Teachers' Day, the College published comments from some of those Canadians in the *Globe and Mail* and other Canadian newspapers. It was a highly successful initiative and one that will be repeated on an annual basis.

The interests of the teaching profession are represented not only on the College Council, but also among staff at the College, many of whom are certified teachers. W. Douglas Wilson, a former geography teacher, administrator and co-author of a number of textbooks used in Ontario and other Canadian schools, took up the

responsibilities of Deputy Registrar on January 1. Doug Wilson came to the College in 1999 as Manager of the Standards of Practice and Education Unit. As Deputy Registrar, Doug led the implementation team for the Professional Learning Program, which within a very short time frame made the College ready for the first group of members to begin the program in September.

The College held a number of discussions with the Ministry of Education which is preparing regulations that will affect the professional lives of our members. The regulations relate to accreditation of teacher education programs and exemptions to mandatory professional learning.

The qualifying test, which the provincial government announced would be introduced in 2002, was also the subject of discussions between the College and the ministry. Talks between the two bodies addressed issues such as how a regulation may deal with teachers trained out of province or out of country and how different tests may be structured for members with certain

**J.W. (Joe) Atkinson**  
Registrar and  
Chief Executive Officer

qualifications such as education for the deaf, Native language as a second language and technological education.

The College continued to emphasize improving the delivery of services to members by providing more information on our web site. In 2001, members for the first time could pay their membership fee online and the public register became accessible online.

The College continues to be concerned about teacher shortages, recognizing the benefits to students and our members of a school fully staffed by qualified teachers. We have made a commitment to the public that children in our schools will be taught and supervised by qualified and certified teachers, principals and supervisory officers. That commitment is undermined by the ongoing problems in teacher supply.

With the support of the Ontario Teachers' Federation and with Ministry of Education funding, in 2001 the College began a five-year study of 2001 and 2002 graduates of the province's faculties of education. The study will follow graduates through the early years of their careers to determine what policies and procedures need to be in place to keep teachers in the profession.

I reported last year on the College response to concerns raised by French-language members about access to Additional Qualification courses. This year French-language teachers across the province were able to register for two Additional Basic Qualifications courses in French through distance education. Reaction has been very positive, opening the way for more Additional Qualification courses in French.

Financial highlights for 2001 included a budget deficit of \$633,000, considerably below the anticipated deficit of \$1,845,000, accounted for by revenues that were \$1,218,000 more than had been foreseen.

Paid membership in 2001 was 183,243 or about 5,300 more than anticipated. Renewals, Ontario new graduates, applicants from out of province and returning members were higher than projected.

We believe that a growing student enrolment, churning employment picture and more part-time work are the main factors in the continued annual growth. Other fee revenue, due to more applications and reinstatements than forecast, was \$327,000 higher than expected.

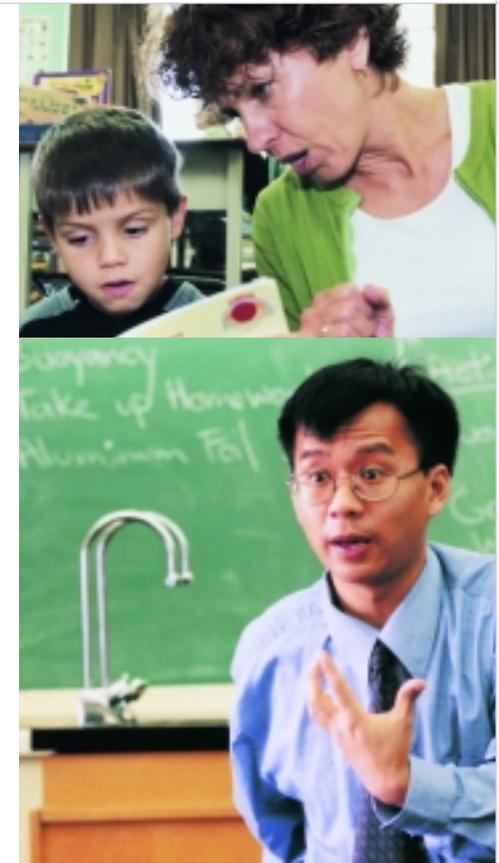
Following meticulous preparation and a point-by-point review of the budget for 2002, the Council agreed at its June meeting to raise the annual membership fee from \$90 to \$104. Not-for-profit organizations of the College's size would be expected to aim for a reserve that represents 50 per cent of expenses. A substantial portion of the College's reserves is invested in capital and a \$14 increase will maintain reserves at a minimally acceptable level. Even with the increase, the College fee remains the lowest of the self-regulatory bodies in Ontario.

The face of the College Council, which had altered so dramatically in 2000 with five new appointments and 17 new elected members, remained unchanged in 2001. Four Council members were chosen to serve on the new Professional Learning Committee – Jerry De Quetteville of Burlington as Chair, Elayne McDermid of Brampton as Vice-Chair, Bernard J. Adam of Ottawa and Patrick J. Daly of Hamilton. Martha Barrett of Paisley and Debi Homuth of Exeter were chosen by the Council as members-at-large from 105 applications. Robert Kennedy, a former director of the Nipissing Board of Education, Bridget Harrison, a former superintendent of the Peel District School Board, and Lynn Ziraldo, executive director of the Learning Disabilities Association of York Region were appointed to the committee by the Minister of Education.

I want to take this opportunity to applaud the exemplary care and commitment Council members show in carrying out their responsibilities. The College is well served by the interest and dedication that they give to every issue. Individually and collectively, they serve so well both the interests of College members and the public. Let me conclude by paying tribute to the talented staff working at the College. It continues to be my privilege to lead such a dedicated team.

**"A committed teacher can make such a strong impact on a child's life that the adult can recall and appreciate it decades later."**

**J. W. (Joe) Atkinson**  
Registrar and  
Chief Executive Officer



## IDEALISM

### Demonstration of care and commitment

Members of the Ontario College of Teachers model for students the curiosity, enthusiasm and joy of learning, help students to appreciate their own identity to learn more of their cultural heritage and to build self-esteem, and demonstrate concern for student character, peer relationships and personal aspirations.

## ACTION

"My Grade 8 students tell me I've taught them that learning can be fun. I think we all have to learn something new every day and I don't hesitate to share with them what I have learned that day. I think they see how much joy I get from teaching and from that they come to understand the joy of learning."



Marilyn Laframboise  
Elementary school teacher  
Vice-Chair of College Council



*A teacher must be a member of the College to teach in publicly funded schools in Ontario.*

*I try to instill in my students a joy of*

**learning.**



## Teachers Committed to Quality - in the Classroom and the College

*If the public has high expectations of the teaching profession, teachers have equally high expectations of the people who oversee the work of the profession's regulatory body.*

The *Ontario College of Teachers Act* permits the 31-member Council to delegate much of its authority to the Executive Committee between regular Council meetings, which are held four times a year. The committee is actively involved in a wide array of ongoing College issues, reviewing committee reports and motions and making recommendations to Council on matters brought forward by other committees.

The chair and vice-chair of Council, the chairs of all the statutory and standing committees and two appointed members of Council make up the Executive Committee.

The Executive Committee members have a broad range of experience in teaching and school administration and both their work life and their voluntary activities illustrate a strong commitment to the teaching profession.

In 2001, eight of the nine-member committee were members of the College, two of them were teaching and one was a principal. Besides their years of experience in the classroom, many also have years of active involvement with their federations. The three appointed members of the Executive Committee have many years of community and volunteer service in the education sector or with other regulatory bodies.

"The Executive Committee is largely made up of members of the College, elected by teachers and administrators. So although our mandate is to serve the public interest, the makeup of the Executive Committee attempts to ensure that the interests of teachers and the teaching profession receive close consideration," said Larry Capstick, Chair of the Council and a certified teacher with 22 years classroom experience and six years of service with his professional organization.

In 2001, a number of important and urgent matters such as the impact of new provincial legislation creating mandatory professional learning requirements for the teaching profession required the committee to hold nine special meetings.

The committee also worked diligently for the passage of the accreditation regulation which will require all teacher education programs in Ontario to be accredited by the College and to be reviewed and re-accredited every three years.

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**"...although our mandate is to serve the public interest, the makeup of the Executive Committee attempts to ensure that the interests of teachers and the teaching profession receive close consideration..."**

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*Six of the nine members of the Council who make up the Executive Committee are teachers elected by College members. Two other members of the committee are teachers appointed by the provincial government.*



The committee reviewed its protocol for interim suspensions to ensure that appropriate safeguards are in place regarding issues such as confidentiality, conflicts of interest and appropriate notification of relevant authorities.

### EXECUTIVE

*Larry M. Capstick - CHAIR*  
*Marilyn Laframboise - VICE-CHAIR*  
*Douglas E. Carter*  
*Margaret Dempsey*  
*Solette N. Gelberg*  
*Diane Leblovic*  
*Mark Lefebvre*  
*Harry W. Mulvale*  
*Frances Thorne*

### EDITORIAL

*Marilyn Laframboise - CHAIR*  
*Bernard J. Adam*  
*Karen M. Mitchell*  
*Rich Prophet*  
*David Somer*

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**“The College is obligated by legislation to communicate regularly with its members about issues relevant to the profession, such as regulatory changes, which it does in the Blue Pages of *Professionally Speaking/Pour parler profession.*”**

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The Executive Committee has the authority to temporarily suspend or impose conditions on a member’s Certificate of Qualification. This can only be done in circumstances where students may otherwise be exposed to harm or injury. This year, the committee reviewed its protocol for interim suspensions to ensure that appropriate safeguards are in place regarding issues such as confidentiality, conflicts of interest and appropriate notification of relevant authorities. In 2001, the Executive Committee issued five interim orders of suspension.

The Executive Committee approved and forwarded to Council changes to the Professional Misconduct Regulation. The committee also referred recommendations regarding changes to their rules of procedure to the Discipline and Fitness to Practise Committees. These rules were updated to ensure the College accommodates vulnerable witnesses, such as children, while respecting the rights of a defendant to a fair hearing.

In March 2001, Council formally presented its view on recommendations made to the Minister of Education by Justice Sydney Robins in his report *Protecting Our Students*. The Executive Committee directed staff to prepare a submission to the Legislature’s Standing Committee on Justice and Social Policy regarding Bill 101, the *Student Protection Act*. The College submitted its brief to the legislature’s standing committee in October.

The Executive Committee held discussions about the public register, responding to concerns expressed by members about how deceased members are listed and giving a clearer rationale as to why the College makes the register available.

In response to a suggestion by members of Council, the Executive Committee ordered the preparation of a communications strategy to develop a better understanding among its members and the public of the role of the College with regard to the teaching profession.

The College is obligated by legislation to communicate regularly with its members about issues relevant to the profession, such as regulatory changes, which it does in the Blue Pages of *Professionally Speaking/Pour parler profession*. The magazine is mailed to all members as a benefit of membership and is also a leading source of information on education issues for members of the media and education stakeholders.

The Editorial Board meets regularly to consider submissions for the upcoming and future issues of the magazine, and develops editorial and advertising policies.





In 2001, the board oversaw the development of major articles on the double cohort, allergic reactions among school children, the new wave of young teachers in Ontario schools, and a day in the life of 13 of our members.

“Because *Professionally Speaking* is a very high-quality product, we can attract advertising and produce the magazine very economically,” said Marilyn Laframboise, Vice-Chair of the Council and Chair of the Editorial Board. “As a result, we can be very proud that the magazine is such a credit to the College and that we can produce and deliver it to every member’s home for under \$2.70 a year for all four issues, including postage. I think that’s quite an accomplishment.”



*The Ontario College of Teachers is governed by a 31-member Council, 17 of whom are elected by the members. Fourteen members of the Council are appointed by the government.*



## IDEALISM

### Support for student learning

Members of the Ontario College of Teachers understand and use a range of teaching methods to address learning, cultural, spiritual and language differences and family situations, and develop programs for students that incorporate a knowledge and understanding of human development and learning theory.

## ACTION

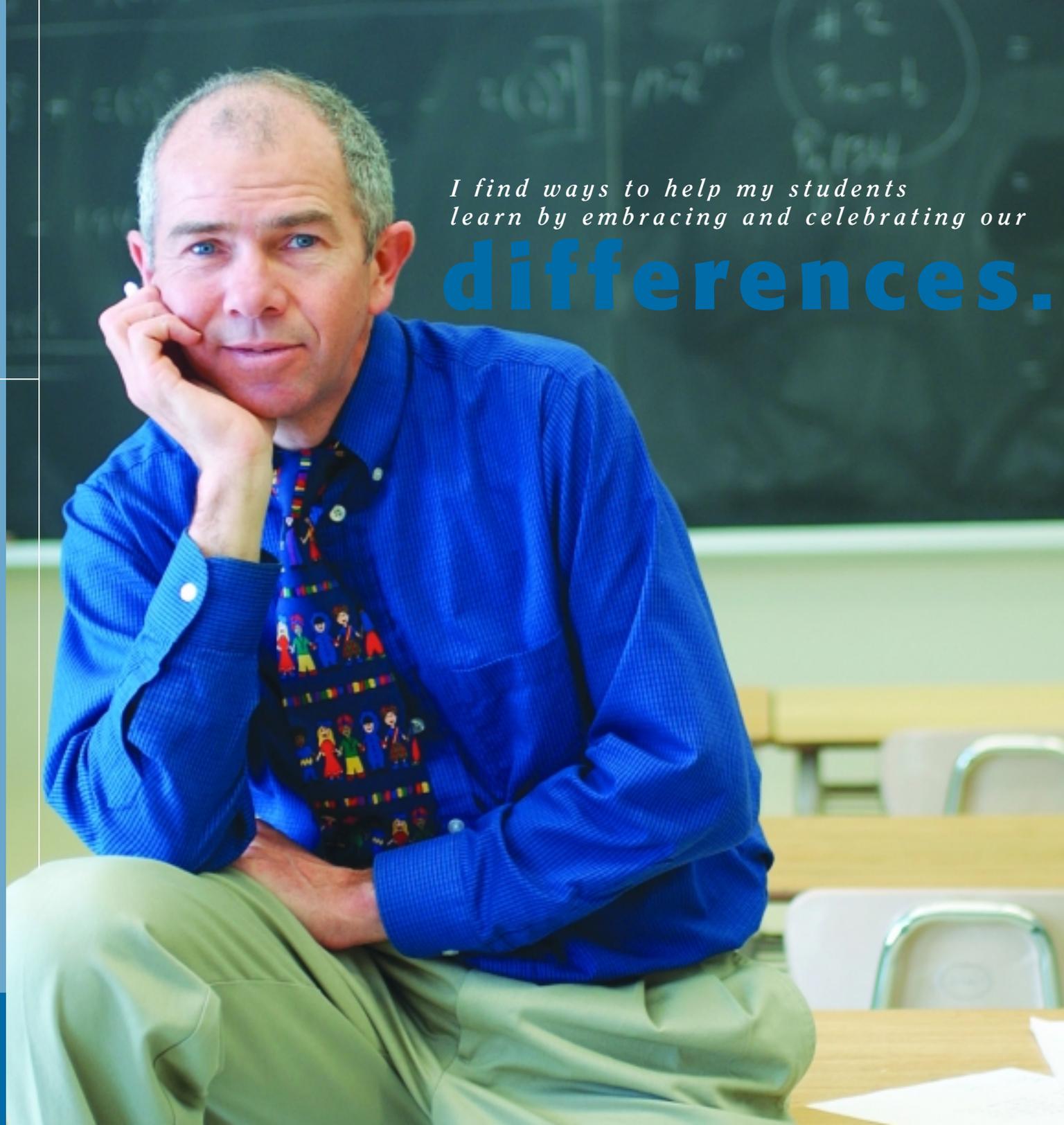
"I try to create a climate where kids aren't afraid to ask questions and where they're willing to take risks. I'm not afraid to talk about our different backgrounds and encourage my students to share their unique cultural experiences as part of the learning process."



**Wayne Mawson**  
Secondary school teacher  
Mathematics

A handwritten signature in black ink that reads "D. Wayne Mawson".

*The College issued the first certificate of registration and qualification to Luci Loisi in 1997.*



*I find ways to help my students learn by embracing and celebrating our*  
**differences.**

## Teachers' Practice Reflects Standards Set by College

*One of the College's first priorities when it was established five years ago was to articulate a vision of teaching that lived up to the public's high expectations and teachers' best practices.*

The Standards of Practice and Education Committee ensured that the goal – to offer teachers an opportunity to see themselves and what they do reflected in a set of written standards – was met by having College members help to develop the standards through a thorough research and consultation process.

The Standards of Practice and Education Committee advises the Council on the development of pre-service and in-service standards of practice, ethical standards and a professional learning framework to support the standards of practice.

As College bylaws, the standards of practice define what it means to be a teacher and the ethical standards establish the professional values and ethical responsibilities of the teaching profession.

The standards are one of the tools the College uses for ensuring that pre-service and in-service teacher education in Ontario is of the same high quality across the province and centred on the Ontario curriculum.

"The College's mandate, however, is not just to develop standards," said Diane Leblovic, Chair of the Standards of Practice and Education Committee. "We also have a responsibility to ensure they become an integral part of teacher education and of teachers' daily practice in Ontario."

### Integrating the Standards of Practice

The standards of practice and the ethical standards already form the basis for professional education and the practice of teaching in Ontario. Faculties of education and other providers of ongoing professional learning programs must ensure that the standards are clearly reflected in their programs and courses.

The ethical standards and the five standards' statements – commitment to students and student learning, professional knowledge, teaching practice, leadership and community, and ongoing professional learning – encapsulate quality teaching practices.

The standards are also used in other activities. They form the basis for conversations with mentors about teaching, school improvement and staff development. The standards of practice form the basis for examining dilemmas of practice and can be used to assist in decision-making by teachers and school administrators.

To gauge the level of awareness of the standards among teachers and administrators, the College held province-wide consultations in October at nine English and French-language school boards across the province, involving many members of the College. The aim was to determine to what degree individual teachers were aware of and had incorporated the standards into their professional work and learning. This was the first phase of the implementation and ongoing review of the standards.

"We have a responsibility to ensure the standards become an integral part of teacher education and of teachers' daily practice in Ontario."

**Diane Leblovic**  
Chair of the Standards of Practice  
and Education Committee

### STANDARDS OF PRACTICE AND EDUCATION

*Diane Leblovic* - CHAIR

*Nancy Hutcheson* - VICE-CHAIR

*Ernie Checkers*

*Karl Dean*

*Margaret Dempsey*

*Audrey Hadfield* - FROM NOVEMBER 2001

*Martin Kings*

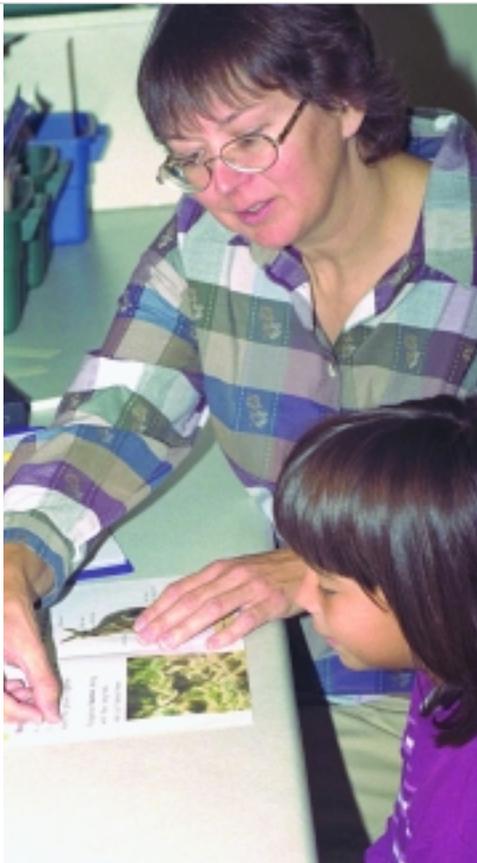
*Karen M. Mitchell*

*Harry W. Mulvale*

*Iain Munro* - TO NOVEMBER 2001



*The Ontario College of Teachers is the largest  
professional self-regulatory body in Canada.*



The College found that new teachers, fresh from faculties of education, were very familiar with the standards. More experienced teachers who had graduated before the standards were developed were much less familiar with them. But all members were enthusiastic in their feedback about the opportunities offered by workshops to talk about the practice of teaching and to reflect on their teaching practice.

These results provided important feedback to College staff on the level of awareness of the standards of practice among teachers and will serve to inform future implementation plans and the review of the standards. The College continues to look for ways to reinforce a greater awareness among teachers of the standards.

In 2001, the College made presentations on the standards of practice to a number of visiting international delegations, including supervisory officers, directors of education and principals from the Netherlands, principals and vice-principals from the People's Republic of China, senior staff from the General Teaching Council for England, and the Bedfordshire Schools Improvement Partnership of England.

### **AQ Revisions**

The Standards of Practice and Education Committee also was involved in another important activity to ensure that in-service teacher education – Additional Qualification courses and programs that Ontario teachers can take after their initial certification to enhance their qualifications – meets expectations of quality. This is part of the College mandate to ensure high-quality preparation of Ontario teachers.

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## **“...the ethical standards establish the professional values and ethical responsibilities of the teaching profession.”**

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Regulation 184/97, Teachers' Qualifications lists 208 Additional Qualification (AQ) courses. Many of the guidelines – which faculties of education and other providers use to determine what should be included in each course and program – were last revised in 1978. The College began the process of revising the guidelines to ensure currency and the same level of quality and accessibility in AQ courses and programs across the province.

In 2001, the College produced draft or final versions of 140 of the AQs after a process of consultation and web-based feedback from members, school boards, faculties of education and other interested stakeholders. Among the 78 guidelines that were finalized in 2001 were Additional Basic Qualifications and the Principal's Qualification Program, Parts 1 and 2. Draft guidelines were also developed for the Honour Specialist Program, the three-session Special Education Program and the Supervisory Officers' Qualification Program.

AQ guidelines will be part of an ongoing cycle of review to keep them relevant and up to date. New courses and programs will reflect the revised guidelines which will also be used in the College's process of accrediting teacher education programs.



## Research

The College undertakes research of major education issues as part of its mandate to develop, establish and maintain qualifications for membership in the College.

College staff have undertaken research projects on action research, teachers' identity, maintaining competency in the teaching profession, mentorship and associate teachers, the concept of teacher leadership, and distance education.

The Standards of Practice and Education Committee recognizes the importance of research in both the implementation of the standards and the professionalization of teaching. As part of this responsibility, work has begun on developing a research

framework that establishes principles and assumptions of research, delineates research projects and processes and identifies methods of communicating the results.

The College also shares its research and expertise with other Canadian and international bodies with an interest in the teaching profession. In 2001, for example, the College presented a report on its French-Language Distance Education Project to the Canadian Society for Studies in Education.

**The College continues to look for ways to reinforce a greater awareness of the standards among teachers.**

<http://www.oct.on.ca/> 

*By the end of 2001, the College web site was receiving an average of 30,000 visits a month.*

## IDEALISM

### Equitable and respectful treatment

Members of the Ontario College of Teachers accommodate the differences in students and respect their diversity, and help students to connect learning to their own life experiences and spiritual and cultural understandings.

## ACTION

"I help students connect learning to their own indigenous spiritual and cultural identity. The Iroquois have the "Great Law" which teaches us the power of the 'good mind' and the search for peace. Central to this is respect – for oneself, for students, teaching staff and all people. We practice our culture in our day-to-day living at school. We have opening and closing ceremonies spoken in our Mohawk language and students are taught to speak Mohawk to help transmit their cultural identity."



**Audrey Powless-Bomberry**  
Elementary school teacher  
Special Education

*A. Powless-Bomberry*

*The College's Client Services handles up to 1,000 telephone calls a day.*



*I help students connect learning to their own spiritual and cultural*

**understandings.**

## Teacher Education and Lifelong Learning

*A love of teaching may be innate in all good teachers, but it is not the only necessary ingredient. Enthusiasm and commitment must be cultivated and guided by high quality teacher education programs to create the foundation of good teaching.*

Ontario is fortunate in having strong teacher education programs. Faculties of education in 10 Ontario universities ensure access to teacher education across the province. The College's accreditation process ensures the quality of teacher education programs in Ontario, whether they are pre-service or in-service programs, conducted in English or French, or available in Toronto or Thunder Bay.

### Accreditation

The College supports the quality of teacher education in Ontario through an accreditation process. Accreditation helps faculties of education and other providers identify areas of strength and opportunities for improvement ensuring that teacher education programs will always be relevant and up to date. Accreditation ensures that teacher education programs reflect the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* and that the programs have sufficient resources in terms of facilities and teaching staff.

"The accreditation process helps to ensure that these teacher education programs begin to prepare people for a very demanding profession," said Frances Thorne, Chair of the Accreditation Committee.

The College developed a process for accrediting the province's programs of teacher education over a four-year time span. Between 1997 and 2000, the Accreditation Committee worked with faculties of education, other education stakeholders and members to develop criteria for the accreditation of pre-service programs and approved a handbook for faculties of education that describes the steps in the accreditation process.

Between 1997 and 1999, all faculties of education completed their initial review and received an accreditation award of Initial Accreditation Granted or Initial Accreditation Granted with Conditions.

In 2001, the Accreditation Committee presented its final report to Council. The report – *Programs of Professional Teacher Education Pilot Project, 1997-2000* – made 35 recommendations for teacher education reform that grew out of the pilot project. Among the recommendations were suggestions that teacher education programs should give more emphasis to effective classroom management, technology, legal issues and regulations, links between research, theory and practice, evaluation procedures, diversity issues, special education and dispute resolution in the program curriculum.

Recommendations also dealt with issues of associate teachers, concurrent programs, Catholic education, relations between faculties of education and district school boards, Additional Qualifications and financial and human resources.

A final step in the process and a key achievement of the Accreditation Committee was the drafting of a regulation that will require all teacher education programs in Ontario to be accredited

"The accreditation process helps to ensure that these teacher education programs begin to prepare people for a very demanding profession."

**Frances Thorne**  
Chair of the Accreditation Committee

17

### ACCREDITATION

*Frances Thorne* - CHAIR  
*Jerry De Quetteville* - VICE-CHAIR  
*Sterling Campbell*  
*Larry M. Capstick*  
*Elayne McDermid*  
*Larry Mongeon*  
*Iain Munro* - FROM NOVEMBER 2001  
*Elizabeth Papadopoulos* - TO NOVEMBER 2001  
*Rich Prophet*  
*David Somer*

### PROFESSIONAL LEARNING

*Jerry De Quetteville* - CHAIR  
*Elayne McDermid* - VICE-CHAIR  
*Bernard J. Adam*  
*Patrick J. Daly*  
*Martha Barrett*, College member-at-large  
*Debi Homuth*, College member-at-large  
*Bridget Harrison*, ministerial appointment  
*Robert J. Kennedy*, ministerial appointment  
*Lynn Ziraldo*, ministerial appointment



*Professionally Speaking/Pour parler profession, the College's quarterly magazine, has the largest circulation of any education publication in Canada.*

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## “Teacher education programs provide the foundation for a teacher’s career.”

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by the College and to be reviewed and re-accredited every five years. The regulation was forwarded to the Minister of Education in March 2000.

In 2001, the College developed a process for training panel members and wrote *A Guide for Panel Members for Accreditation of Programs of Professional Teacher Education* which the Accreditation Committee approved. The College also developed a guide for new providers of teacher education programs to introduce them to the accreditation process.

There is a consensus among education stakeholders that the accreditation process is a necessary and rigorous catalyst for affirmation and continuous progress in programs of professional teacher education. The College has put follow-up procedures in place for programs that do not receive an Accreditation Granted award, and accreditation handbooks and guides are available for new and existing program providers, panel members, College staff and other participants in the process.

The College has established contact with other accrediting bodies in Canada and the United States that enable staff to stay apprised of changes and innovations in accreditation procedures and policies.

### **Building on a Strong Foundation**

The College supports its members’ eagerness to build on their strong base of teacher education programs with Additional Basic Qualification and Additional Qualification (AQ) courses. Part of the College’s mandate is to review and approve these

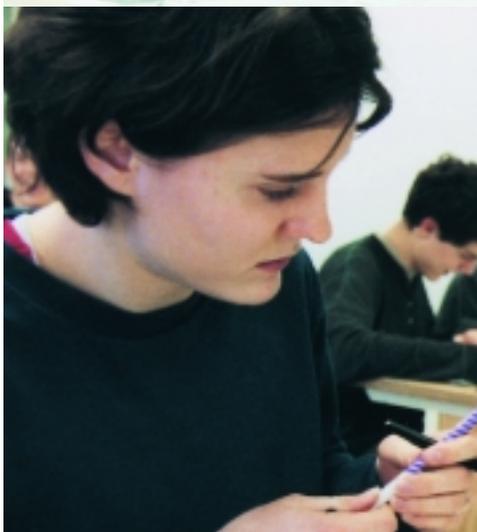
and other in-service courses and programs to ensure a consistent quality of standards-based professional learning.

In 2001, the College began the first review of in-service courses and programs to ensure that they meet the legislated and guideline requirements. The Accreditation Committee established program provider guides outlining expectations for delivery and clear criteria for review of teacher qualification programs.

In 2001, the Accreditation Committee conducted preliminary program reviews of all Principal’s Qualification Programs offered in the province during the summer, fall and winter of 2001. The committee also developed initial indicators of quality in the Technological Studies program to be used in the accreditation review to ensure that teacher education in this area is reviewed with consistency.

The College has acted to address the lack of opportunities to participate in French-language courses that are prerequisites for taking some Additional Qualifications. The difficulty in being able to take AQ courses in French has implications for the ongoing professional learning of members of the College, the placement of qualified teachers in French-language classrooms, movement through the salary grids and entry to the Principal’s Qualification Program and the Supervisory Officer’s Qualification Program.

In 2001, the College, in partnership with the Association des enseignantes et des enseignants franco-ontariens, the Ministry of Education, the Consortium des directeurs et directrices d’éducation de langue française, the faculties of education at l’Université Laurentienne and the University of Ottawa co-ordinated a project for long-distance delivery of Additional Qualification courses in the French language. Through this project, two courses were developed that could act as a model for distance delivery of teacher education.



As a service to members, the College invited providers of AQ courses to post their offerings on the College web site.

### **Professional Learning Program**

Teacher education programs provide the foundation for a teacher's career. Teacher education programs must provide a strong, solid basis on which teachers can design for themselves a career-long program of ongoing professional learning.

The Ontario government passed the *Stability and Excellence in Education Act* on June 28, requiring all members of the College to successfully complete a program of professional learning every five years as a requirement of continued certification. The government's changes to the *Ontario College of Teachers Act* required the College to implement a professional learning program (PLP) by September and to establish a Professional Learning Committee.

The College moved quickly to design and implement the program to ensure that members had as much information as possible by the time the program was underway. Minister of Education Janet Ecker delegated authority to College Chair Larry M. Capstick prior to the formation of the Professional Learning Committee. This helped the College to put staff in place and get the necessary processes and procedures underway. The Registrar established a Professional Learning Project Team in July, led by Deputy Registrar Doug Wilson, to oversee the implementation of the program.

The role of the Professional Learning Committee is to approve course providers and courses for the PLP, to review the viability and sustainability of course providers and ensure the quality of courses approved for Professional Learning Program credit.

The committee is composed of a maximum of 11 members, including two elected members, two appointed members and two members of the College at large, chosen by the Council.

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## **“The College supports the quality of teacher education in Ontario through an accreditation process.”**

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In addition, the Minister may make up to five appointments to the committee. Three were appointed in November 2001. The Council chose the two College members-at-large from among 105 applications for the positions on the committee, which met for the first time in November.

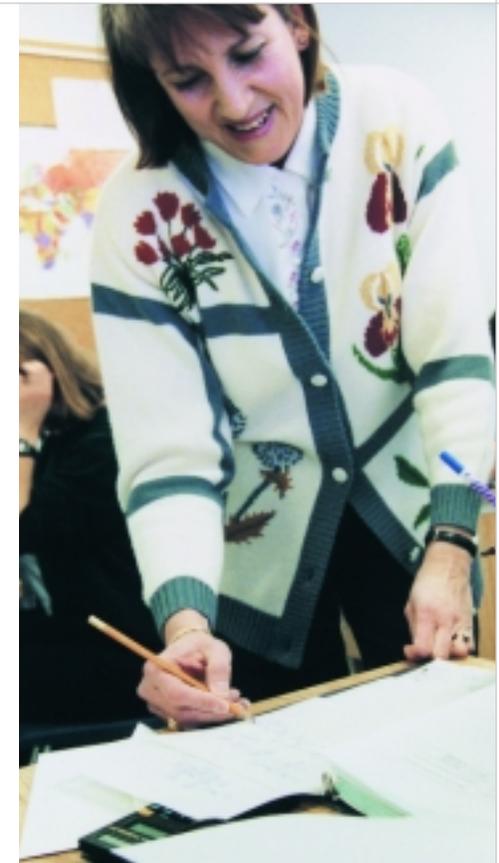
The introduction and implementation of the program has had an enormous impact on the College's priorities and workload and will continue to do so in the foreseeable future.

“We want to ensure that teachers will continue to have the freedom to make decisions about their own professional learning,” said Jerry De Quetteville, Chair of the Professional Learning Committee. “The College has committed itself to greatly expanding professional learning choices for teachers everywhere in Ontario. We've focused on expanding the number of courses and kinds of activities that will be eligible for the program, ensuring that more activities are available in French, and increasing accessibility for members outside major urban centres.”

The College has also put all PLP information on the web site for ease and speed of access by members and providers.

**“The College has committed itself to greatly expanding professional learning choices for teachers everywhere in Ontario.”**

**Jerry De Quetteville**  
Chair of the Professional Learning Committee



## IDEALISM

### Assistance in becoming lifelong learners

Members of the Ontario College of Teachers link the curriculum and learning experiences to everyday life, encourage students to know about, reflect on and monitor their own learning, and challenge students to the pursuit of excellence.

## ACTION

"A student was once experiencing much difficulty in a self-contained behavioural class. A team of us met to develop a plan to help him improve. One strategy we agreed on was to integrate him into a regular math class I taught at the time. This improved the student's self-esteem and his behaviour significantly. This also contributed towards the student experiencing a very successful academic year before heading off to Grade 9."



**Liz Holder**  
Vice-principal  
Elementary school

*Liz Holder*

*In 1999, the College library introduced a fully interactive web-based catalogue for its members.*

*I challenge my students to pursue*  
**excellence.**



## Ensuring Quality in the Classroom

*The College's mandate and commitment is to ensure that Ontario students are taught by qualified and certified teachers. As part of that process, the Registration Appeals Committee reviews and decides appeals from applicants who were denied a teaching certificate by the College. The committee also considers appeals from applicants who are granted certification but who have had restrictions placed on their teaching certificate.*

In June, the mandate of the committee was expanded to include appeals by College members relating to Professional Learning Program decisions.

In 2001, 86 individuals who had been denied membership based on the College's evaluation of their academic and teacher education credentials appealed the decision. This is an increase of about 65 per cent in the number of appeals launched compared to 2000.

The committee reviewed 82 appeals during 2001. The committee upheld the Registrar's decision in most of the cases. In two instances, the Registrar's decision was modified; in four cases, the Registrar's decision was overturned, either because applicants provided additional documentation or to accord with labour mobility provisions which came into effect in September 2001. One case was withdrawn during the course of the review by the committee.

"The work of the Registration Appeals Committee is mandated by the Act to ensure those who have been denied certification have the opportunity to have the decision reviewed," said Doug Carter, Chair of the Registration Appeals Committee. "The committee is committed to ensuring that successful applicants

meet the College's academic and professional standards for the teaching profession in Ontario."

Teachers embrace the concept of reflective practice – thinking about and examining what they are doing in the classroom – as part of a process of constant improvement as a teacher. It's an approach that can be of benefit to any organization or profession.

The College has processes in place that offer the opportunity to examine its work, one of which is the Quality Assurance Committee. The committee is charged with assessing the College's performance relative to its mandate in the *Ontario College of Teachers Act*. The committee consists of three elected and two appointed members of Council and reports to Council on its findings.

"The College mandate is set out in 11 objects of the Act. With the assistance of staff, we review the policies adopted by Council and ensure the procedures are in place to support their implementation. We also ensure those policies are well communicated to College members," said Sterling Campbell, Chair of the Quality Assurance Committee.

In 2001, the committee examined policies adopted by Council and reviewed procedures connected to requirements such as language proficiency and criminal records screening. The committee examines the internal and external processes that are followed when developing policy, the methods used to communicate policy to the public and to College members, and the internal procedures in place to implement and review policies.

The committee delivers a report to Council based on the review that provides an analysis of the College's progress towards fulfilling its mandate, including recommendations for improvement.

Reasons for Denying Membership	Number of Cases
The degree is not acceptable to the College under Regulation 184/97.	1
Neither the degree nor the teacher education program is acceptable to the College under Regulation 184/97.	3
The program presented does not represent a full year of pedagogical coursework dealing exclusively with teacher education.	42
The teacher education program was completed by distance education.	10
The teacher education program does not contain coursework that corresponds to two consecutive divisions of the Ontario curriculum.	15
The teacher education program was not completed at the postsecondary level.	2
This teacher's credentials do not meet regulatory requirements.	4

### QUALITY ASSURANCE

*Sterling Campbell* - CHAIR  
*Karen M. Mitchell* - VICE-CHAIR  
*Guill Archambault*  
*Janet Cornwall*  
*Mark Lefebvre*

### REGISTRATION APPEALS

*Douglas E. Carter* - CHAIR  
*Bernard J. Adam* - VICE-CHAIR  
*Samy Appadurai*  
*Jackie Breithaupt*  
*Audrey Hadfield*

## IDEALISM

Growing as individuals and as contributing members of society

Members of the Ontario College of Teachers encourage students to become active, inquisitive and discerning citizens, create opportunities for students to understand, facilitate and respond to change, and reinforce the rights and responsibilities students have as citizens.

## ACTION

"I tell my students that English is really Life 101. It's not just reading a story and analyzing its structure. I try to help them see that the themes and the characters relate to their own lives and what they see around them. Right now, we're reading George Orwell's *1984* and they're making a lot of connections with issues like individual rights vs. collective security."



Deborah Tyrrell  
Secondary school teacher  
English, History

*Deborah Tyrrell*

*The Ontario College of Teachers reviews and accredits all of the province's faculties of education every three years.*



*I encourage students to connect learning to their own life*

# experiences.

## Maintaining Professional Standards

*Teachers are in positions of trust and authority in the classroom and the school, and as such, are role models for their students.*

The College's complaints, investigations and hearings process provides a means for the profession to address concerns that a member is not meeting the standards for the profession. The process may identify a member who requires additional training, education and supervision and ensures that those members who do not belong in the profession are removed from it.

The College strives to ensure fair and impartial treatment for its members while providing accountability to the public.

### Complaints and Dispute Resolution

Complaints and hearings have been increasing annually since the College was established, and that trend continued in 2001.

"The increase in complaints is due to greater public awareness of the College," said Patrick O'Neill, Co-ordinator of the Investigations and Hearings Department. "I think there is also an increased awareness among educators of their responsibilities to report a member's failure to meet the profession's expectations."

Members of the public or of the profession made about 2,200 inquiries in 2001, expressing a variety of concerns. College staff assessed the nature of these concerns and, where appropriate, referred matters back to the local level. In 2001, about 75 per cent of enquiries were referred back to schools or boards for resolution.

When concerns cannot be resolved at the local school or board level, an individual may make a formal complaint to the College.

In 2001, as a result of concerns raised about members, 467 intake files were opened, a 31.5 per cent increase over the previous year. Of those, 119 became formal investigations.

During an investigation, College staff assess cases for suitability for the Dispute Resolution Program, an alternative way to address concerns. In 2001, 12 complaints were successfully resolved through dispute resolution. Dispute resolution attempts to resolve complaints in the public interest and allows the member and the complainant to play a more active role in determining the outcome. Where dispute resolution does not result in an agreement, it often narrows the issues, resulting in shorter and less costly proceedings.

The Investigation Committee, sitting in panels of at least three members, may dismiss or refuse to investigate a complaint, refer a matter to the Discipline Committee or the Fitness to Practise Committee, caution or admonish a member, or take any action it considers appropriate that is consistent with the governing legislation.

### Hearings

Complaints of incompetence, professional misconduct or incapacity may be referred to a discipline or a fitness to practise hearing. In 2001, 46 new cases were referred to hearings.

Three Council members form a panel to hear each case that is referred to a disciplinary or fitness to practise hearing. To handle the increased number of hearings, the roster of Council members was expanded in 2001 to include some former Council members.

The Discipline Committee hears complaints of alleged professional misconduct or incompetence. Discipline hearings are

### INVESTIGATION

*Harry W. Mulvale - CHAIR*  
*Karl Dean - VICE-CHAIR*  
*Jackie Breithaupt*  
*Douglas Brown*  
*Douglas E. Carter*  
*Patrick J. Daly*  
*Iain Munro*  
*Elizabeth Papadopoulos*  
*Rich Prophet*

### DISCIPLINE

*Mark Lefebvre - CHAIR*  
*Nancy Hutcheson - VICE-CHAIR*  
*Bernard J. Adam*  
*Guill Archambault*  
*Sterling Campbell*  
*Larry M. Capstick*  
*Ernie Checkeris*  
*Janet Cornwall*  
*Solette N. Gelberg*  
*Marilyn Laframboise*  
*Diane Leblovic*  
*Dick Malowney*  
*Karen M. Mitchell*

### FITNESS TO PRACTISE

*Margaret Dempsey - CHAIR*  
*Guill Archambault - VICE-CHAIR*  
*Jerry De Quetteville*  
*Martin Kings*  
*Mark Lefebvre*  
*Elayne McDermid*  
*Frances Thorne*

*The Ontario College of Teachers has the lowest membership fee of any of Ontario's 37 professional self-regulatory bodies.*





“...the College can impose a range of penalties – fines, reprimands or suspensions – or require a member to undergo psychological assessment or additional education...”

open to the public and the decision is published in the College’s quarterly magazine and on the College web site.

“The public must be confident that the profession is meeting high expectations of professional behaviour. That cannot be done without a process that includes open discipline hearings and dissemination of the results of those hearings,” said O’Neill.

The Fitness to Practise Committee holds hearings into a member’s alleged incapacity. Fitness to Practise hearings are held in camera since they usually involve personal and confidential health information.

### Revocations and Conditions

Members found guilty of professional misconduct, incompetence or incapacity by the Discipline or Fitness to Practise Committees may have conditions imposed on their licence to teach or their certificate may be suspended or revoked.

“The most attention seems to go to those who have their licence revoked, but in fact the College can impose a range of penalties – fines, reprimands or suspensions – or require a member to undergo psychological assessment or additional education,” said O’Neill.

In 2001, of the 26 members found guilty of professional misconduct, 11 had their licences revoked and four had their licences suspended. Of the remainder, there were eight reprimands and three fines; resignations were accepted from two members. Terms and conditions were imposed on the licence of one member. Some cases result in more than one penalty.

Summary of the Dispositions	
Revocation	11
Resignation and Undertaking *	2
Terms and Conditions	1
Suspension	4
Reprimand	8
Reinstatement Denied	1
Hearings Continuing into 2002	6

\*Permitted to resign with signed undertaking never to teach again.

## Statistics Regarding Complaints in 2001

Total intake files <sup>1</sup>	467
Total number of formal complaints <sup>2</sup>	164

## Origin of Complaints

	NUMBER	PERCENTAGE
Registrar's complaints including school board notification	55	33.6
Members of College	8	4.9
Members of public		
Parents	97	59.1
Students	1	0.6
Other	3	1.8
<b>Total</b>	<b>164</b>	<b>100</b>

<sup>1</sup> Not all formal complaints in 2001 were intake files in 2001.

<sup>2</sup> Not all complaints filed in 2001 were disposed of in that year.

<sup>3</sup> A complaint may contain more than one allegation.

<sup>4</sup> Matters referred to the Discipline Committee by the Executive Committee were not considered by the Investigation Committee.

## Nature of Complaints <sup>3</sup>

	PERCENTAGE
<b>Professional misconduct</b>	
Abuse - emotional	5.2
Abuse - physical	6.8
Abuse - psychological	5.8
Abuse - sexual	12.3
Abuse - verbal	7.8
Act/Omission (dishonourable, disgraceful, unprofessional)	7.8
Conduct unbecoming	23.4
Contravention of law - suitability to hold certificate	4.9
Failing to carry out duties	4.2
Failing to comply with <i>Child &amp; Family Services Act</i>	0.3
Failing to comply with <i>Education Act</i>	2.6
Failing to comply with <i>Ontario College of Teachers Act</i>	1.0
Failing to comply with Order of a committee panel	0.3
Failing to keep required records	0.7
Failing to supervise adequately a person under one's professional supervision	3.3
Falsifying records	0.3
Filing false information/documents about qualifications	0.3
Failing to maintain standards of the profession	3.3
Inappropriate divulging of student information	2.9
Practising under the influence	0.3
Signing or issuing false/misleading documents	1.3

## Incompetence

	PERCENTAGE
Disregard for welfare of student	2.3
Lack of judgment	1.6
Lack of skill	1.0

## Incapacity

Mental condition	0.3
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<b>Total</b>	<b>100</b>
--------------	------------

## Disposition of Complaints

	NUMBER	PERCENTAGE
Outside jurisdiction/frivolous, vexatious or abuse of process	59	30.7
Referred to Discipline Committee	41	21.3
Referred to Fitness to Practise Committee	0	0
Referred to Discipline Committee by Executive Committee <sup>4</sup>	5	2.6
Not referred	28	14.6
Written caution/admonishment	8	4.2
Resolved through dispute resolution	12	6.3
Withdrawn/abandoned	39	20.3
<b>Total</b>	<b>192</b>	<b>100</b>

# The Financial Perspective

*Finances are a critical facet of College affairs and the operations are funded mainly by members' annual fees.*

Additional revenue is realized from other fees and from advertising charges for the College publication, *Professionally Speaking*. Project costs are often shared with other education stakeholders.

"The College is very conscious of its responsibility to see that College funds are spent wisely and effectively and that the College remains financially viable with sufficient funds to fulfill its mandate", said Solette N. Gelberg, Chair of the Finance Committee.

As it does each year, in 2001 the Finance Committee reviewed and reported regularly to Council about the financial affairs of the College. The committee determined policies and established guidelines for setting the budget. It reviewed and revised budget proposals for 2002 before recommending the final draft 2002 budget to Council, which approved the budget at its June meeting. The committee also tracked College revenues and expenditures during 2001 to ensure compliance and appropriate reporting.

Following a thorough review and considering all of the resources required for various responsibilities, the committee recommended that fees for specific activities be changed to reflect the costs associated with each activity. The changes increased some fees and lowered others.

The 2002 budget discussions also included consideration of a change to the annual fee, to take effect January 1, 2002, to provide for the College to continue to meet its responsibilities through 2004. A fee stabilization reserve fund established in 1998 helped us to keep the fee increase

to \$14, resulting in a change in fee from \$90 to \$104. This was the first change to the annual fee in the College's five-year history – a fee that remains the lowest of any of Ontario's 37 professional self-regulatory bodies.

Just as the Council was approving its 2002 budget and fees, the government introduced legislation making a professional learning program (PLP) mandatory. Analysis of the costs indicated that PLP would have a significant impact on the College's finances in the future. A business plan for PLP was submitted to the Minister of Education requesting \$8.3 million to cover the program's start-up costs and \$10.2 million for operating costs at maturity.

The Finance Committee also functions as the College's Audit Committee with a responsibility to protect the College's assets. In 2001, the committee reviewed the College's investment portfolio to ensure maximum performance within the Council's approved investment guidelines. It made recommendations to Council with respect to the appointment of the auditor and worked with the auditor to establish the annual audit plan. The committee reviewed interim financial reports and the audited annual financial statements. The Committee reviewed and revised the College's travel policy and initiated a salary review study to be undertaken by a specialist in human resources.

"The College is very conscious of its responsibility to see that College funds are spent wisely and effectively."

**Solette N. Gelberg**  
Chair of the Finance Committee

## FINANCE

*Solette N. Gelberg* - CHAIR

*Patrick J. Daly* - VICE-CHAIR

*Audrey Hadfield* - TO NOVEMBER 2001

*Marilyn Laframboise*

*Dick Malowney*

*Elizabeth Papadopoulos* - FROM NOVEMBER 2001

## 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 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.

March 13, 2002

### **Auditors' Report To the Members of the Ontario College of Teachers**

We have audited the balance sheet of the Ontario College of Teachers as at December 31, 2001 and the statements of operations, members' equity and cash flows for the year then ended. These 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, 2001 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**

## Balance Sheet as at December 31, 2001

(in thousands of dollars)

	2001	2000
	\$	\$
<b>ASSETS</b>		
<b>Current assets</b>		
Cash	459	1,069
Short-term investments - at cost, including accrued interest	4,706	6,009
Accounts receivable	261	253
Due from Ministry of Education - Professional Learning Program (NOTE 3)	1,039	-
	<u>6,465</u>	<u>7,331</u>
<b>Deferred election costs</b> (NOTE 2)	269	471
<b>Deferred membership registration costs</b> (NOTE 2)	148	295
<b>Capital assets</b> (NOTES 2 AND 4)	6,824	5,115
	<b>13,706</b>	<b>13,212</b>
<b>LIABILITIES</b>		
<b>Current liabilities</b>		
Accounts payable and accrued liabilities	2,208	1,926
<b>Deferred revenue</b>	298	207
	<u>2,506</u>	<u>2,133</u>
<b>Deferred capital contribution</b> (NOTES 2 AND 3)	969	-
<b>Deferred lease inducements</b> (NOTES 2 AND 6)	2,233	2,448
	<u>5,708</u>	<u>4,581</u>
<b>MEMBERS' EQUITY</b> (NOTE 5)		
Invested in capital assets	3,622	2,667
Internally restricted		
Reserve for working capital	3,133	3,133
Reserve for fee stabilization	412	2,000
Unappropriated balance	831	831
	<u>7,998</u>	<u>8,631</u>
	<b>13,706</b>	<b>13,212</b>

### On Behalf of Council



**Larry M. Capstick**  
Chair of Council and  
Executive Committee

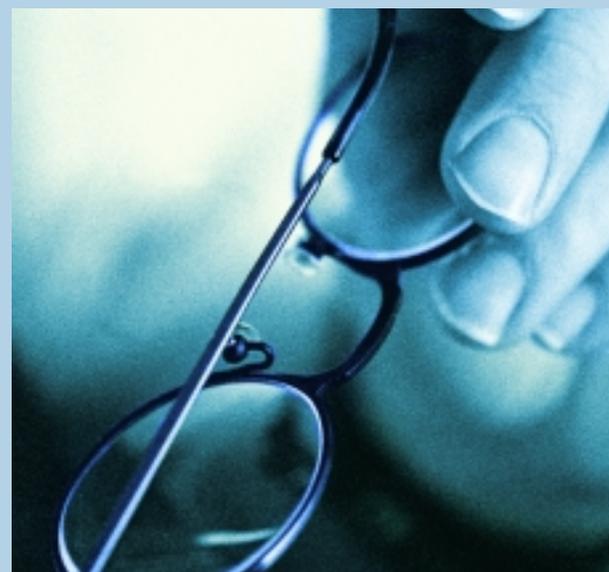


**J. W. (Joe) Atkinson**  
Registrar and  
Chief Executive Officer

## Statement of Operations for the year ended December 31, 2001

(in thousands of dollars)

	2001	2000
	\$	\$
<b>REVENUE</b>		
Annual membership fees	16,568	16,048
Other fees	1,427	1,139
Advertising	700	647
Special projects	258	-
Interest and other	718	731
	<u>19,671</u>	<u>18,565</u>
<b>EXPENSES</b>		
Employee compensation	9,281	8,333
Council and committees	267	266
General services to members	2,096	1,821
Professional Affairs	523	307
Investigations and Hearings	1,887	1,944
Operating support	4,901	4,882
Asset amortization	1,349	880
	<u>20,304</u>	<u>18,433</u>
<b>Excess (deficiency) of revenue over expenses for the year</b>	<b>(633)</b>	<b>132</b>



## Statement of Members' Equity for the year ended December 31, 2001

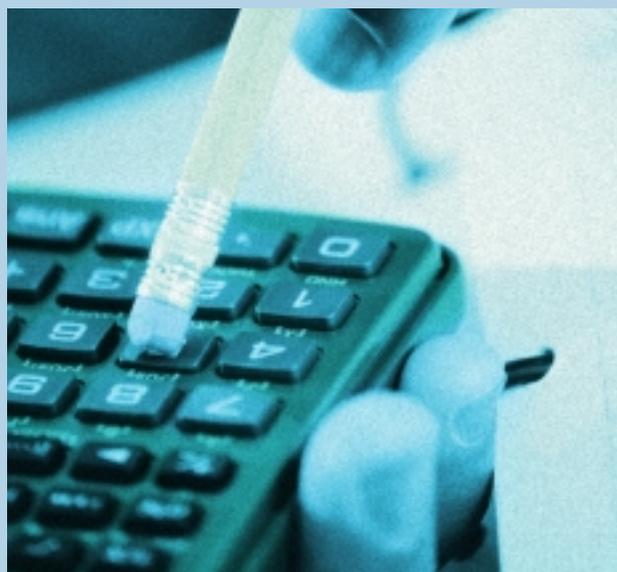
(in thousands of dollars)

	INTERNALLY RESTRICTED FUNDS				2001	2000
	Invested in capital assets	Reserve for working capital	Reserve for fee stabilization	Unappropriated	Total	Total
	\$	\$	\$	\$	\$	\$
	(NOTE 5)	(NOTE 5)	(NOTE 5)	(NOTE 5)		
Balance - Beginning of year	<b>2,667</b>	<b>3,133</b>	<b>2,000</b>	<b>831</b>	<b>8,631</b>	<b>8,499</b>
Excess (deficiency) of revenue over expenses for the year	-	-	-	(633)	(633)	132
Investment in capital assets	955	-	-	(955)	-	-
Transfer	-	-	(1,588)	1,588	-	-
<b>Balance - end of year</b>	<b>3,622</b>	<b>3,133</b>	<b>412</b>	<b>831</b>	<b>7,998</b>	<b>8,631</b>

## Statement of Cash Flows for the Year Ended December 31, 2001

(in thousands of dollars)

	2001	2000
	\$	\$
<b>Cash provided by (used in)</b>		
<b>OPERATING ACTIVITIES</b>		
Excess (deficiency) of revenue over expenses for the year	(633)	132
Add (deduct): Non-cash items reflected in operations		
Amortization of capital assets	1,000	650
Amortization of deferred membership registration costs	147	148
Amortization of deferred election costs	202	82
Amortization of deferred lease inducement	(215)	(208)
Amortization of capital contribution	(70)	-
Changes in non-cash working capital items		
Accounts receivable	(8)	(92)
Due from Ministry of Education	(1,039)	-
Accounts payable and accrued liabilities	282	467
Deferred revenue	91	179
	<b>(243)</b>	<b>1,358</b>
<b>INVESTING ACTIVITIES</b>		
Sale of short-term investments	1,303	337
Leasehold improvements	(1,089)	(366)
Office furnishings and equipment	(1,620)	(478)
Deferred election costs	-	(505)
	<b>(1,406)</b>	<b>(1,012)</b>
<b>FINANCING ACTIVITIES</b>		
Repayment of capital lease obligations	-	(97)
Deferred lease inducement	-	97
Ministry of Education capital contribution	1,039	-
	<b>1,039</b>	<b>-</b>
<b>Increase (decrease) in cash during the year</b>	<b>(610)</b>	<b>346</b>
<b>Cash - beginning of year</b>	<b>1,069</b>	<b>723</b>
<b>Cash - end of year</b>	<b>459</b>	<b>1,069</b>



## Notes to Financial Statements

December 31, 2001  
(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 financial statements of the College have been prepared in accordance with Canadian generally accepted accounting principles. 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.

#### Deferred membership registration costs

To establish an initial registry of members, the College launched a campaign to acquire names and addresses of Ontario teachers and validated eligibility against the Ministry of Education records. This initial cost is being amortized over six years, commencing in 1997.

#### 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 $\frac{1}{3}$ % 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 receives from the Ministry of Education for capital purchases associated with the Professional Learning Program are deferred and then 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 term 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, encompasses a Professional Learning Program which requires 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.

The Ministry of Education is providing \$8 million in funding for this program, which will be applied to capital costs in 2001, and both capital and operating costs in 2002. In 2001, the College absorbed operating expenses of \$664,874 associated with this program. Capital costs of \$1,039,000 related to the program were also incurred, and are funded by the ministry's contribution. At December 31, 2001, the College had an amount receivable of \$1,039,000 from the Ministry of Education and a deferred capital contribution equal to the unamortized capital assets of \$969,000.

### 4 Capital assets

			2001	2000
	Cost \$	Accumulated amortization \$	Net \$	Net \$
Furniture	2,578	846	1,732	1,091
Office equipment	349	144	205	203
Computer equipment	1,747	915	832	417
Leasehold improvements	5,503	1,448	4,055	3,404
	<b>10,177</b>	<b>3,353</b>	<b>6,824</b>	<b>5,115</b>

The capital assets acquired by the College relate to office and meeting space at 121 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 which 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. In 2001, the deficiency of revenue over expenses for the year and the investment in capital assets were funded from the reserve for fee stabilization. The unappropriated members' equity represents the undesignated funds of the College.

## 6 Commitments

### a) Premises lease commitment

In September 1996, the College entered into a long-term lease agreement, which expires November 30, 2012. The lease is for 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 additional leased space at 121 Bloor Street East for a period to March 31, 2006, which includes a rent-free period valued at \$97,000.

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

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

<b>Year ending December 31</b>	<b>\$</b>
2002	1,734
2003	1,742
2004	1,751
2005	1,770
2006	1,581
<b>2007 - 2012 (remaining term of leases)</b>	<b>8,638</b>
	<b>17,216</b>

In accordance with guidance provided by the Canadian Institute of Chartered Accountants, the College reports an average rental cost for premises over the term 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 computer hardware and office equipment.

The estimated annual payments for these operating lease commitments are as follows:

<b>Year ending December 31</b>	<b>\$</b>
2002	247
2003	51
2004	49
2005	24
	<b>371</b>

## 7 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 \$500,688 (2000 - \$406,534).

## 8 Comparative data

Certain of the comparative data has been reclassified to conform with the presentation followed in the 2001 financial statements.

## Statistics

### Membership in the College

(includes members in good standing only)

Gender and language		% of total membership
Female English	120,242	(65.6%)
Female French	8,344	(4.5%)
<b>Percent of total membership</b>		<b>(70.1%)</b>
Male English	51,423	(28.1%)
Male French	3,007	(1.6%)
<b>Percent of total membership</b>		<b>(29.7%)</b>
Unreported English	223	(.12%)
Unreported French	4	(<.01%)
<b>Total</b>	<b>183,243</b>	

### Geographic Distribution

By College election zones

North	15,531	
Southeast	31,308	
Central	70,362	
Southwest	60,724	
<b>Ontario total</b>	<b>177,925</b>	<b>(97.1%)</b>
Currently out of province	4,749	
Currently out of country	569	
<b>Total</b>	<b>5,318</b>	<b>(2.9%)</b>
<b>Total membership</b>	<b>183,243</b>	

### Registration Summary

Ontario new graduates processed <sup>1</sup>	6,810
Out-of-province and out-of-country evaluations <sup>2</sup>	3,758
Interim Certificates of Qualification Letters of Eligibility	3,068
Rejected applications	493
	520
<b>Total applications reviewed</b>	<b>14,649</b>
Letter of Eligibility to Interim Certificate of Qualification conversions	1,077
Interim Certificate of Qualification extensions	210
Interim Certificate of Qualification to Certificate of Qualification conversions	1,806
Temporary Letters of Approval <sup>3</sup>	851
Appeals	88
Reassessments	27
Additional Qualifications processed	20,544
Additional Qualifications equivalents granted	184
<b>Total number of files processed</b>	<b>39,436</b>

### Age Distribution of the College Membership

Age Range	Male	%	Female	%	Unreported
20-30	5,793	03.1	20,436	11.2	146
31-40	13,331	07.3	32,358	17.7	60
41-50	13,558	07.4	32,805	17.9	19
51-60	19,059	10.4	38,440	21.0	2
> 60	2,689	01.5	4,547	02.5	0
<b>Total</b>	<b>54,430</b>	<b>29.7</b>	<b>128,586</b>	<b>70.3</b>	<b>227</b>

1. Includes some 2000 teacher education graduates as well as 2001 graduates.
2. Rejected applications, Letters of Eligibility and Interim Certificates of Qualification are contained within this total, where they fit into this category as well.
3. Total applications for a TLA received by the College in 2001. Applications may be for the 2000-2001 or the 2001-2002 school year.

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