

A photograph of a woman with short brown hair and glasses, wearing a white turtleneck and a dark blue denim jacket, sitting on a wooden stool. She is smiling and looking towards the camera. Three children are with her: a young girl with blonde hair in a red dress and pink patterned tights stands to the left, leaning against the stool; a girl with brown hair in a light blue sweater sits behind the woman; and a young boy with short dark hair in a red t-shirt sits to the right, leaning against the woman's leg with his arms crossed. The background is plain white.

A Lifetime of Learning

Ontario
College of
Teachers
2005
Annual
Report

This year's annual report pays tribute to the reality of Ontario teachers who are involved in ongoing professional learning to improve their practice and keep their teaching meaningful, relevant and inspiring for students.





A Lifetime of Learning

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On the cover:

Patricia Olivier-Martin

Patricia Olivier-Martin joined the College in 1997. She teaches Grade 1 French Immersion at Withrow Avenue Junior Public School in Toronto. She engages in many professional development activities related to special education, new communication technology and literacy and numeracy. She has been trained in the Tribes program, a community-building process based on creating a positive school environment to improve behaviour and learning.

"The more I teach the more I learn. The more I learn the more I realize how much more I need to know. My professional development is important because it allows me to start answering all the questions emerging from an ever-changing world and become a better teacher."



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 31-member Council, 17 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. Since some appointees are also former teachers or administrators, usually about two-thirds of the Council are members of the College. The Council meets four times a year to develop and approve policies 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 200,410 in 2005.

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.

Chair's Message



Marilyn A. Laframboise
Council Chair

This year's annual report pays tribute to the reality of Ontario teachers who are involved in ongoing professional learning in order to improve their practice in keeping their teaching meaningful, relevant and inspiring for students.

Whether it is attending one of the many professional development opportunities that exist across the province after a long day at work, being a mentor, participating in conferences, learning new strategies in special education, history or technology, teachers are the best evidence that a passion for lifelong learning is part of what makes us choose this profession.

I know from my own experience as a classroom teacher for over 20 years that one of the most important elements of teachers' success is to discover new ways to teach. Bringing innovations into our classrooms is vital as we seek to meet the diverse and changing needs of our students.

That's why I believe that new teacher induction will provide opportunities for new teachers to acquire the competence and confidence they aspire to gain.

Minister of Education Gerard Kennedy announced plans late in the year to introduce a New Teacher Induction Program in every school board starting in September 2006 as a target date. The Minister announced the creation of this program after suspending the Ontario Teacher Qualifying Test in 2004.

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

At the time, the College recommended that the government fund a mandatory, two-year program of support in every Ontario school board for new teachers.

In 2005, the College worked with Ministry of Education staff to create a transitional solution that will allow new teachers to be licensed in the absence of a written qualifying test. This temporary measure will be in effect until the legislature passes changes to provincial legislation that currently requires new teachers to pass an assessment before receiving a permanent teaching licence.

A passion for lifelong learning is part of what makes us choose this profession

Minister of Education Gerard Kennedy announced plans in 2003 to alter the governance of the College. Following extensive consultations with our members, education partners and the public about the governance structure of the College, College Council recommended to the Minister of Education that the size of Council be increased, along with the number of member-elected positions and the number of French-speaking representatives.

In order to provide time for him to introduce legislation that will change the governance of the College, the Minister made a request to College Council to extend the term of its elected members by six months. In September, Council approved the extension, which means that the next election for a new Council will be held in October, instead of April 2006.

The Ontario College of Teachers Foundation awarded its third annual Joseph W. Atkinson scholarship to Gillian Lamoureux, a teacher candidate at Queen's University in Kingston.

Gillian has been a volunteer literacy tutor and mentor to elementary students and volunteered with the Children's Aid Society of Kingston. She worked as a camp counsellor with children age nine to 12 at the Tim Horton Children's Foundation Camp in Campbellsville, KY. The College is proud to honour this exemplary young future teacher.

I am thankful to Council members, College staff members and stakeholders for their strong commitment and constant dedication to teacher professionalism and student learning.

In 2005, we were able to continue our work toward our goal: working to regulate the profession of teaching – one of the noblest callings – in the public interest.

Let us continue to work together to ensure that those who educate the children of this province are academically and professionally prepared.



Registrar's Message



W. Douglas Wilson
Registrar and Chief
Executive Officer

A love for teaching, the motivation to improve practice and a commitment to student learning are qualities that best characterize teachers' passion to be continuous learners in their profession. Teachers are taking College-accredited Additional Qualification courses in record numbers as they strive to continually improve the knowledge and skills they need to help students learn and grow.

The College was busy in 2005 addressing issues of certification requirements, teacher supply, leadership shortage and teaching's professional standards and qualifications.

The profession continued to grow through the calendar year with 3,260 foreign trained teachers being certified. By December 31, the College had 200,410 members in good standing.

The College conducted two wide-ranging reviews of documents that are of fundamental importance to the teaching profession – the Teachers' Qualifications Review (TQR) and the College's standards of practice and ethical standards.

We have consulted extensively with members and the public all across the province to hear what they think teaching's professional standards should be. Close to 2,000 voiced their opinions in meetings and via the web site, direct mail, questionnaires and focus groups.

We have done our best to capture an impressively wide range of opinions into the proposed new standards and a final draft will be presented to College Council for approval.

I find it particularly gratifying to see the eagerness and professionalism with which College members share their thoughts with us.

Hundreds more have participated in the College's review of the Teachers' Qualifications Regulation that sets out the skills and expertise that teachers need to be effective. The review helps to ensure the teaching profession remains current in addressing students' needs for tomorrow's classrooms.

We have divided the review into three phases that examine pre-service teacher education, Additional Qualifications including principal and supervisory officer qualifications, and specialized teaching areas such as technological studies, teaching Aboriginal people and teaching the deaf.

Recommendations for regulatory change concerning teacher qualifications will be decided by Council and forwarded to the Ministry of Education.

2005 was the fourth year of the five-year *Transition to Teaching* study, in which we survey teachers who graduated in 2001-2004 to track their first teaching experiences. The

Members can communicate with other members through a new Teachers' Network

study, for which the Ministry provides funding of \$50,000 annually for five years, is part of the College's efforts to better understand the realities faced by our newest members. The 2005 responses indicated that new teachers experienced greater difficulties obtaining permanent and full-time employment than graduates of previous years.

College data shows that an increased supply of newly qualified teachers and a return to lower retirement rates has dealt with the crisis in teacher numbers that the College first brought to the public's attention eight years ago.

However, the study also shows that shortages remain in French-speaking schools and in some specialties such as French as a second language, physics, chemistry, math, business studies and technological studies.

Minister of Education Gerard Kennedy addressed Council in March and June of this year. In March he provided Council with an update on the replacement for the Ontario Teacher Qualifying Test. In June, he asked Council to consider improving College communication with the public. "Having an accurate representation of teaching, of learning, of publicly funded education, of the other education systems that are represented here, is absolutely essential," Kennedy said.

The College continued 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 levels of service. In September, the College launched its redesigned web site that better reflect our users' needs. 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.

One section of the site has been created specifically for internationally trained teachers, and there's a new section for the media.

We have expanded services available through the Members' Area of our web site. Members have more ways of tracking information regarding their membership in the College and they can also communicate with other members – at school, at home and any time through a new Teachers' Network.

This network has been created to assist internationally trained teachers in developing teaching contacts within Ontario, by finding jobs, learning about classroom management, locating educational resources, and so on. We also welcome any new members of the College to take part of this opportunity to network with experienced members of our profession.

The College has benefited greatly over our short history from 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.

Tim Price, a publicly appointed member from London, Ontario resigned in 2005.

Other public members to conclude their Council terms were Pat Daly (six years), Ernie Checkeris (six years), Janet Cornwall (five years), Martin Kings (five years), Elayne McDermid (five years), Karen Mitchell (eight years), Lila Mae (Lou) Watson (two years).

In their place, the province appointed Don Watson of Thunder Bay, Gail Lilley of Toronto, Amin Saab of London, Gabrielle Blais of Ottawa, Garry Humphreys of Peterborough, Andrew Kane of Thunder Bay, Lynne Mastin of Sudbury, Pauline Smart of Cloyne and Eileen Walker of Hamilton.

Harry Mulvale, an elected member of Council in the Catholic Secondary category resigned in 2005. He was replaced by Nick Forte from John Paul II Secondary School in London. Rick Victor, an elected member of Council in the principal category resigned. He was replaced by Brian Rivait and later by Howard Ramcharan from Toronto's Parkdale Public School.

Michael Salvatori became the Membership Services Department Co-ordinator and Lise Roy-Kolbusz was appointed to the newly created position of Co-ordinator of French-language Services. The College initiated a series of reviews in an effort to improve our overall communication with Franco-Ontarian members.

I would like to close my report by expressing my appreciation to the College Council and employees for their work in regulating Ontario teaching profession in the public interest.

W. Douglas Wilson

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 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.

Council of the Ontario College of Teachers

At December 31, 2005

Elected Members

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



TOP: Paul Brazeau, Don Cattani, Ted Coulson, Suzanne De Froy, Rosemary Fontaine, Nick Forte, Gord Hough

MIDDLE: Nancy Hutcheson, Marilyn A. Laframboise (Chair), Iain Munro, Janet Ouellette, Elizabeth Papadopoulos, Jennifer Pitt, Howard Ramcharan

BOTTOM: Jacques Tremblay, Anne Vinet-Roy, Hilda Watkins

Appointed Members

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



TOP: Gabrielle Blais, Normand Fortin, Garry Humphreys, Andrew Kane, Anne Marie Levesque, Gail Lilley, Lynne Mastin

BOTTOM: Bill Matheson, Amin Saab, Patrick Slack*, Pauline Smart, Eileen Walker, Don Watson



W. Douglas Wilson
Registrar and
Chief Executive Officer

Committed to Quality Teaching

Executive Committee, Editorial Board

In 2005 the Executive Committee was comprised 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 two publicly appointed members of Council. Committee members bring many years of experience as teachers, administrators, trustees and professionals in other fields like business, law and social services.

The role of the Executive Committee is to conduct 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 sub-committees. In 2005, for example, the committee reviewed the report of the Ad Hoc Committee re Release Time for the Chair/Vice-Chair of Council and made recommendations to Council.

The Executive Committee also provided direction to Council regarding various policy initiatives, including responding to the Minister of Education's request to extend the term of Council by six months and a review of Regulation 347/02 – Accreditation of Teacher Education Programs.

The committee reviewed items coming before Council and made recommendations where appropriate. For example, in 2005 the committee examined the authority of committees within their respective mandates in relation to Council, and reviewed a report

on a campaign to promote greater public respect for the teaching profession.

As well, the Executive Committee appointed members of Council to fill committee vacancies when they occurred and twice approved the appointment of an investigator to investigate matters of misconduct, incompetence or incapacity.

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 two interim orders in 2005 and referred the matters directly to the Discipline Committee where it requested that the matters be dealt with expeditiously.

During 2005 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

Marilyn A. Laframboise
(Chair)

Nancy Hutcheson
(Vice-Chair)

Don Cattani (from June)
(Chair of the Fitness to
Practise Committee)

Ted Coulson
(Chair of the Discipline
Committee)

Patrick Daly
(until April)
(Chair of Finance
Committee)

Normand Fortin
(from September)
(Chair of Finance
Committee)

Gail Lilley* (from May)

Harry Mulvale
(until June) (Chair of the
Investigation Committee)

Iain Munro
(from June) (Chair of the
Accreditation Committee)

Janet Ouellette
(Chair of the Registration
Appeals Committee)

Elizabeth Papadopoulos
(from September)
(Chair of the Investigation
Committee)

Jennifer Pitt
(Chair of the Standards of
Practice and Education
Committee)

Patrick Slack*
(from May to September)

Rick Victor
(until March) (Chair of the
Accreditation Committee)

Lila Mae (Lou) Watson
(until April) (Chair of the
Fitness to Practise
Committee)

* Two public
representatives were
added to the Executive
Committee pursuant
to representation
requirements established
in regulation.



Jason Kandankery

Jason Kandankery was certified to teach in 2001. He teaches Information and Communication Technology to students from Kindergarten to Grade 6 at Queen Victoria Public School in Toronto. He has taken various Additional Qualification courses and engages in many professional development activities related to bullying and equity. He has been recently trained in the First Steps methods of teaching oral language.

"It's important to enrich my professional knowledge because it allows me to reflect on my practice, broaden my understanding of issues related to education and keep current on the latest developments in the field."





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.

In 2005, the profession's draft revised ethical standards and standards of practice were distributed through the magazine to give to every College member an opportunity to review and contribute to the final draft.

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 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 of 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.

Editorial Board

Marilyn A. Laframboise
(Chair)

Andrew Kane
(from June)

Iain Munro

Patrick Slack

Jacques Tremblay
(from February)

Don Watson
(until June)



Marc Cadotte

Marc Cadotte received his Certificate of Qualification in 2002. He teaches Grades 7 and 8 at the Héritage elementary school in St. Catharines. In addition to his involvement in a variety of professional development activities in special education and literacy for boys, he has taken courses in numeracy and information technology.

"Students quickly trust a teacher who knows how to address their specific needs. It is therefore absolutely essential that professional development activities become part of the everyday lives of teachers, because we have a duty to renew our classroom intervention strategies to suit the learning styles of all of our students."



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 profession.

The standards that form the foundation of the profession were developed with input from members and the public under the guidance of the Standards of Practice and Education Committee. The standards describe the knowledge, skills and values of the profession.

In 2005, the committee focused on supporting the work of the College by facilitating the integration of the standards into teacher education and practice, formulating the revised standards from data gathered through consultations, implementing the validation process for the revised standards and contributing to teacher education and practice nationally and internationally.

Integration of the Standards

In 2005, the College held workshops and study groups across the province to provide forums for our members to examine how the standards reflect their professional experiences. More than 2,500 members of the College took part in workshops, seminars or presentations to build awareness of the standards and to provide input for the review.

College staff continued to host case institutes where teachers share and record their experiences. Casebooks that will help inform the implementation of the standards for all teachers are developed at these case institutes.

In addition, the College pursued research partnerships with various groups throughout the teacher education sector to develop cases with their members. The cases are being used for leadership development in an electronic forum for administrators in Ontario and around the world.

Casebook

In 2005, the College authored *Cases for Teacher Development: Preparing for the Classroom*.

This book is being used as a curriculum text in teacher education and as a resource for professional learning. A teacher's guide supporting the use of the casebook is being prepared to facilitate deeper reflection on the stories by relating them to the ethical standards and the standards of practice.

Standards of Practice and Education Committee

Jennifer Pitt (Chair)

Suzanne De Froy
(Vice-Chair)

Ernie Checkeris
(until April)

Ted Coulson
(from March)

Garry Humphreys
(from June)

Nancy Hutcheson

Bill Matheson

Karen Mitchell
(until May)

Harry Mulvale
(until June)

Janet Ouellette
(until February)

Timothy Price
(from June to October)

Patrick Slack
(from November)

Don Watson



Derek Marshall

Derek Marshall became a member of the College in 1997. He teaches Grade 7 and 8 computer science and is responsible for the Information and Communications Technology Student Leadership Program that he initiated at Duke of Connaught, a junior and senior public school in Toronto.

He is engaged in numerous professional development activities related to technology, literacy and school curriculum. He conducted workshops in 3D Animation Technology and Advanced Filemaker Pro and has been involved in school projects such as Duke Idol (the school spinoff of American and Canadian Idol), graduation ceremonies and street safety.

"It is important to further professional knowledge because the advances in technology and research on student learning require us to continually enrich our practice. We can't assume that strategies that have worked for the past 10 years will work for the next 10 years. Students need change over time."





Standards Resource Kit

Throughout 2005, Ontario educators continued to use the Standards Resource Kit, which the College developed as a tool to facilitate a deeper understanding of the standards.

Review of College Standards

Council adopted the standards of practice and ethical standards in 1999. In 2000, Council decided that the standards should be reviewed after five years to ensure that they remain current.

Thousands of individuals were involved in this two-year review, which has led to proposals for significant changes, especially in the ethical standards.

The College used research, analysis and consultations to gather information from teachers, school administrators, parents, students, representatives of community groups and other education organizations and the Ministry of Education. Critical to the inquiry was how well the participants believed the standards reflect current teaching practice.

Among the tools that the College employed were: 35 focus groups on the standards of practice, four bilingual

validation sessions across the province, 23 focus groups on ethical standards held in centres across the province and facilitated by members of the College, and a questionnaire published in the December issue of *Professionally Speaking* and posted on the College web site inviting members to provide feedback on the revised standards.

The Standards of Practice and Education Committee will consider members' input from the validation stage to finalize their recommendations to Council in 2006.

Supporting the Teaching Profession Internationally

College initiatives such as the Standards Resource Kit and the casebook have been used by educators outside Ontario, 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 Resource Kit, illustrating that the work the College is doing has applicability and relevance everywhere that quality teaching is valued.



Tania Carducci

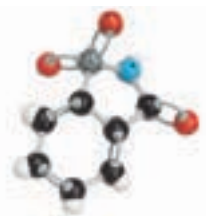
Tania Carducci joined the College in 2001. She teaches social services to students of Loretto Abbey, a Catholic secondary school in Toronto. She participates in various professional development activities such as attending conferences on World War I, Canadian law and social justice.

"Students are my focus and in order for them to get the most out of a course, they need to be able to learn through a variety of mediums. I hope to bring the curriculum to life in the classroom. I think that it is important to enrich my professional knowledge to stay abreast of changes in education."



Learning to be the Best

Accreditation Committee



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 bachelor of 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 administering the program under review — conducts the accreditation review. The panel members use on-site visits, interviews and

document review to examine the conceptual framework for the program, the course content, assessment methodology, staffing requirements and practicum. One of the elements the panel looks at is how well the program reflects the College's standards of practice and ethical standards.

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 2005, the College awarded accreditation to 10 existing pre-service teacher education programs at five Ontario universities — Brock University, University of Ontario Institute of Technology, Ontario Institute for Studies in Education at the University of Toronto, University of Windsor and Trent University.

The Accreditation Committee also accredited two brand new programs, including a part-time consecutive program in the Intermediate and Senior divisions at

Accreditation Committee

Iain Munro
(Chair from June)

Anne Vinet-Roy
(Vice-Chair from September)

Paul Brazeau

Suzanne De Froy
(from April)

Gord Hough

Anne Marie Levesque

Elayne McDermid
(Vice-Chair until May)

Patrick Slack

Rick Victor
(Chair until March)

Eileen Walker
(from June)

Don Watson
(from June)

Lila Mae (Lou) Watson
(until April)



Brock, and the University of Windsor Faculty of Education's new program of technological studies.

Windsor's two-year summer program will help meet the high demand for technology teachers by offering teacher training to individuals entering teaching as a second career.

Additional Qualifications

Additional Qualification (AQ) courses and programs are the leading source of in-career professional development undertaken by Ontario teachers. College members completed more than 30,000 of them during 2005.

The list of AQ providers continued to grow in 2005. More district school boards, principals' groups and teachers' federations have joined faculties of education and other providers in offering AOs.

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. In 2005 a program was accredited at Seneca College, the first community college to join the growing list of providers.

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 be a teacher in Ontario.

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.

The College's accreditation process may also profoundly affect individuals and institutions. An institution that is denied College accreditation for its teacher education program must also be able to appeal the decision.

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.

"The committee provides a forum for those who may feel that the decision was not fully informed or additional information should be taken into consideration," says Janet Ouellette, Chair of the Registration Appeals Committee. "It is important to have a fair and transparent appeal mechanism for those who need it."

The committee heard 34 appeals in 2005, down from 55 the previous year.

In addition to five individuals rejected solely for failure to meet language proficiency requirements, six individuals listed in the chart on page 23 for other reasons also failed to satisfy language proficiency requirements when they applied to the College.

In 2005, Justice George Thomson conducted a review of the appeals procedures of Ontario regulatory bodies. College staff provided information about our registration and appeal practices for the review. The purpose of the review was to develop proposals for a standard, independent appeal process that would enhance public confidence that professions treat all applicants fairly and are accountable for their decisions.

In reporting on different existing models of supporting foreign-trained professionals, Thomson cited the College's role as a lead partner in Teach in Ontario, which offers information, advice and practical help to foreign-trained teachers wanting to be licensed to work in Ontario.

Registration Appeals Committee

Janet Ouellette (Chair)

Ted Coulson
(Vice-Chair from
September)

Janet Cornwall
(until May)

Normand W. Fortin
(until October)

Bill Matheson
(from November)

Pauline Smart
(from June)

Jacques Tremblay
(from February)



Mébel Valmé

Mébel Valmé joined the College in 2004. She teaches Kindergarten at the Carrefour des jeunes Elementary School in Brampton. In addition to taking additional qualification courses in special education, she has been attending workshops and reading works on classroom management, evaluating mathematics and the integration of new Canadians.

"We have more and more new Canadians in our classrooms. It is therefore essential for me to hone my skills in order to understand their circumstances and adjust my teaching to their needs."





“Many of the best practices that he cites or recommends are already an integral part of the College’s appeal mechanism,” said Janet Ouellette. The Registration Appeals Committee is reviewing the report to ensure that the College continues to employ best practices in this field.

Accreditation Appeal Committee

The Accreditation Appeal Committee hears appeal applications from teacher education providers that have been denied accreditation or who have been awarded accreditation with conditions.

The role of the committee is to ensure fairness in the accreditation of pre-service and in-service courses in allowing those who appeal to present new information and seek to have the decision reviewed.

During 2005, the committee met to prepare for an upcoming review of the accreditation regulation that will be conducted by an external evaluator.

Decisions Appealed to Registration Appeals Committee

Reason	Total
Program did not represent full year of pedagogical course work dealing exclusively with teacher education	13
Teacher education completed by distance education	5
Degree not acceptable to College under the teachers’ qualifications regulation	2
Degree and teacher education program not acceptable to College under the teachers’ qualifications regulation	1
Did not satisfy language proficiency requirement	5
Past conduct of applicant unacceptable	1
Appeal of condition on certificate	1
Other	6
Total	34

Accreditation Appeal Committee

Elizabeth Papadopoulos
(Chair)

Ted Coulson
(Vice-Chair)

Janet Cornwall
(until May)

Normand W. Fortin

Timothy Price
(from June to October)

Amin Saab
(from November)

Hilda Watkins

Ensuring Safe Learning Environments with Competent Teachers

Investigation Committee, Discipline Committee, Fitness to Practise Committee

The Investigation Committee, the Discipline Committee and the Fitness to Practise Committee work together to respond to complaints received about the conduct and competence of members of the teaching profession in Ontario.

Investigation Committee

Harry Mulvale
(Chair until June)

Elizabeth Papadopoulos
(Chair from September)

Iain Munro (Vice-Chair)

Paul Brazeau

Patrick Daly (until April)

Gord Hough

Garry Humphreys
(from June)

Andrew Kane (from June)

Elayne McDermid
(until May)

Jennifer Pitt

Patrick Slack

Although the College is contacted about 1,500 times a year by members of the public and members of the profession who raise issues concerning members of the College, 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 the alleged professional misconduct, incompetence or incapacity of a member, the Investigations and Hearings Department undertakes an investigation, subject to the direction of the Investigation Committee.

In 2005, the College investigated 248 formal complaints, an increase of approximately 25 per cent over 2004.

College staff present the information gathered during an investigation of a complaint to the Investigation Committee, which considers the matter and determines next steps.

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 the Dispute Resolution Program
- refer the matter to a discipline or a fitness to practise hearing.

The Investigation Committee referred 75 complaints to discipline hearings in 2005. Six complaints were referred to fitness to practise hearings. The committee ratified 32 memoranda of agreement reached through the Dispute Resolution Program.

The Discipline Committee concluded 44 hearings in 2005.

Discipline hearings are open to the public and are presided over by a three-person panel of the Discipline Committee. Each panel is composed of elected and appointed members of Council or may include roster members. Discipline panels revoked or cancelled 19 teaching certificates in 2005 and suspended two.

The Fitness to Practise Committee hears matters and determines if a member's physical or mental condition makes them unfit to carry out their duties. Fitness to practise hearings are not open to the public. The committee held three hearings in 2005.

Dispute Resolution Program

The Dispute Resolution Program, adopted in 1999, provides an alternative vehicle for resolving complaints. A matter is considered suitable for dispute resolution if it can be resolved in the public interest and if the result mirrors what would be achieved in a full hearing.

Consultation

In 2005, the College continued implementing recommendations of an external review conducted in 2004. For example, the College has been increasing its efforts to work with stakeholder organizations to increase awareness and understanding of the work of the Investigations and Hearings Department and the dispute resolution process.

Principals have found these workshops highly useful. “Principals have said that they

are gaining essential information in maintaining safe and harmonious school communities,” says Nelly Kelders from the Catholic Principals’ Council of Ontario. “They find the workshops essential in working with staff to avoid situations that could lead to a complaint,” she adds.

College representatives continue to meet with principals, 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 and strategies for the appropriate resolution of complaints.

Discipline Committee

Ted Coulson (Chair)
Nancy Hutcheson
(Vice-Chair)
Gabrielle Blais (from June)
Don Cattani
Ernie Checkeris
(until April)
Janet Cornwall (until May)
Rosemary Fontaine
Normand Fortin
Marilyn A. Laframboise
Lynne Mastin (from June)
Karen Mitchell (until May)
Janet Ouellette
Jacques Tremblay
(from February)
Amin Saab
Anne Vinet-Roy
Eileen Walker (from June)
Lila Mae (Lou) Watson
(until April)

Fitness to Practise Committee

Lila Mae (Lou) Watson
(Chair until April)
Don Cattani
(Chair from June)
Anne Vinet-Roy
(Vice-Chair from June)
Gabrielle Blais
(from June)
Janet Cornwall (until May)
Rosemary Fontaine
Gail Lilley
Lynne Mastin (from June)
Janet Ouellette

Origin of Complaints in 2005

	Number
Registrar's complaints including school board notification	126
Members of College	25
Members of public	97
Total	248

Nature of Complaint in 2005¹

Professional Misconduct	Number
Abuse of a student - physical, sexual, verbal, psychological or emotional	130
Conduct unbecoming a member	114
Act or omission regarded as disgraceful, dishonourable or unprofessional	42
Failure to maintain standards of profession	28
Failure to supervise adequately	24
Contravention of law – suitability to hold certificate	15
Failure to comply with the <i>Education Act</i>	11
Signing or issuing false/misleading documents	10
Contravention of law – student at risk	7
Inappropriate release of student information	5
Failure to keep required records	5
Failure to comply with the <i>Child and Family Services Act</i>	4
Falsification of records	3
Misuse of name not on Register	3
Failure to comply with the <i>Ontario College of Teachers Act</i> , regulations or by-laws	2
Failure to co-operate in a College investigation	2
Practise under the influence	2
False information/documents re member's qualifications	1
Incompetence	
Lack of skill	12
Disregard for welfare of student	11
Lack of judgment	10
Lack of knowledge	8
Incapacity	
Mental condition/disorder	3
Physical condition/disorder	3
Total	408

Investigation Committee

Disposition of Complaints	Number
Outside jurisdiction/frivolous, vexatious or abuse of process	69
Referred to Discipline Committee	75
Referred to Fitness to Practise Committee	6
Referred to Discipline Committee by Executive Committee ²	2
Referred to Fitness to Practise Committee by Executive Committee ²	0
Not referred	20
Caution/admonishment in person	0
Written caution/admonishment	8
Resolved through dispute resolution	32
Withdrawn/Abandoned	31
Total	243

Discipline Committee

Disposition of Complaints	Number
Revocation	18
Suspension	2
Reprimand	3
Admonishment	1
Counselled	1
Resigned-Cancelled	1
Terms, Conditions or Limitations	4
Withdrawal of Notice of Hearing	13
Not Guilty	1
Total	44

Fitness To Practise Committee

Disposition of Complaints	Number
Terms, Conditions or Limitations	2
Withdrawal of Notice of Hearing	1
Total	3

Dispute Resolution

Memoranda of Agreement Ratified by Investigation Committee

Disposition of Complaints	Number
Resignation/cancellation ³	4
Caution	13
Retirement & Undertaking (never to re-apply)	2
Terms, Conditions or Limitations	13
Total	32

Memoranda of Agreement Ratified by Discipline Committee

Disposition of Complaints	Number
Revocation	4
Suspension	1
Reprimand	0
Admonishment	1
Terms, Conditions or Limitations	3
Withdrawal of Notice of Hearing	1
Total	10

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 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 2005

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, which includes preparing 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 College is financed primarily by members' fees. The budget for 2005 College activities was set in September 2004 at \$24.470 million, resulting a deficit budget of \$2,104,000. The large drop in revenue in 2005 compared to 2004 is due to the fact that membership fees in 2005 were \$104, down from \$139 in the previous year.

The annual membership fee of \$104 was predicted to generate less revenue than required to cover the expected cost of operating the College during 2005. The difference would be drawn from the fee stabilization reserve fund.

However, 200,749 members paid annual fees in 2005 as the profession continued to welcome new teachers to Ontario classrooms, adding 5,700 more members than had been forecast (the number of members in good standing as of December 31, 2005 was 200,410). The increase in membership, a 15 per cent increase in applications from teachers trained outside Ontario and strong advertising revenues from *Professionally Speaking/Pour parler profession* contributed to an excess of revenue of \$705,000.

Finance Committee

Patrick Daly
(Chair) (until April)

Normand Fortin
(Chair) (from August)

Andrew Kane
(from June)

Martin Kings
(until May)

Marilyn A. Laframboise
Elizabeth Papadopoulos

Howard Ramcharan
(from June)

Brian Rivait
(from April to May)

Rick Victor
(until March)



Julie Donner

Julie Donner received her teaching certificate in 2004. She teaches Grade 1 at Toronto's Pierre-Elliott-Trudeau elementary school. She is involved in various professional development activities related to literacy and learning centres that take different student learning styles into consideration.

"We are making new discoveries in the world of education all the time and new teaching strategies are being introduced as a result. I would like to upgrade my knowledge of the various pedagogical approaches in order to make it possible for all my students to succeed. In teaching, learning never stops."



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

March 10, 2006

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, 2005 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, 2005 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, 2005

(in thousands of dollars)

	2005 \$	2004 \$
ASSETS		
Current assets		
Cash	1,187	1,772
Short-term investments - at cost, including accrued interest	16,253	14,333
Accounts receivable	398	365
	17,838	16,470
Deferred election costs	22	87
Property and equipment (note 3)	5,172	6,343
	23,032	22,900
LIABILITIES		
Current liabilities		
Accounts payable and accrued liabilities	2,900	3,357
Deferred revenue	837	399
	3,737	3,756
Deferred capital contribution	1,331	1,629
Deferred lease inducements (note 6(a))	1,375	1,631
	6,443	7,016
MEMBERS' EQUITY (NOTE 4)		
Invested in property and equipment	2,466	3,083
Internally restricted		
Reserve for working capital	5,056	4,380
Reserve for fee stabilization	6,567	8,171
Reserve for stabilization of facility costs	2,000	250
Unappropriated balance	500	-
	16,589	15,884
	23,032	22,900

Consolidated Statement of Operations for the year ended December 31, 2005

(in thousands of dollars)

	2005 \$	2004 \$
REVENUE		
Annual membership fees	20,894	26,900
Other fees	2,846	2,130
Advertising	850	737
Amortization of deferred capital contribution	298	811
Special projects	101	40
Teach in Ontario Project (note 7)	762	472
Interest and other	656	602
	26,407	31,692
EXPENSES		
Employee compensation	13,267	13,927
Council and committees	470	376
General services to members	2,467	2,482
Professional affairs	514	532
Investigations and hearings	1,914	1,582
Operating support	4,481	6,044
Teach in Ontario Project (note 7)	762	472
Amortization	1,827	2,332
	25,702	27,747
Excess of revenue over expenses for the year	705	3,945

On Behalf of Council



Marilyn A. Laframboise

Chair of Council



W. Douglas Wilson

Registrar and Chief Executive Officer

Consolidated Statement of Members' Equity for the year ended December 31, 2005

(in thousands of dollars)

					2005	2004
	Invested in property and equipment	Internally restricted funds Reserve for working capital	Reserve for fee stabilization	Reserve for stabilization of facility costs	Unappropriated	Total
	\$ (note 5)	\$	\$	\$	\$	\$
Balance -						
Beginning of year	3,083	4,380	8,171	250	-	15,884
Excess of revenue over expenses for the year	-	-	-	-	705	3,945
Investment in property and equipment - net of amortization	(617)	-	-	-	617	-
Return of 2005 budget deficit provision to unappropriated	-	-	(2,104)	-	2,104	-
Interfund transfers	-	676	500	1,750	(2,926)	-
Balance - End of year	2,466	5,056	6,567	2,000	500	16,589

Consolidated Statement of Cash Flows for the year ended December 31, 2005

(in thousands of dollars)

	2005 \$	2004 \$
Cash provided by (used in)		
Operating activities		
Excess of revenue over expenses for the year	705	3,945
Add (deduct): Non-cash items reflected in operations		
Amortization of property and equipment	1,762	2,267
Amortization of deferred election costs	65	65
Amortization of deferred lease inducements	(256)	(266)
Amortization of deferred capital contribution	(298)	(811)
Changes in non-cash working capital items		
Accounts receivable	(33)	(27)
Accounts payable and accrued liabilities	(457)	1,005
Deferred revenue	438	54
	1,926	6,232
Investing activities		
Net purchases of short-term investments	(1,920)	(4,495)
Purchase of property and equipment	(591)	(810)
	(2,511)	(5,305)
Increase (decrease) in cash during the year	(585)	927
Cash - Beginning of year	1,772	845
Cash - End of year	1,187	1,772

1. ONTARIO COLLEGE OF TEACHERS' MANDATE

The Ontario College of Teachers (the College) was established by an Act of the Ontario Legislature, which was proclaimed on July 5, 1996.

The College is an independent, self-regulating professional body with authority to license and regulate the practice of teaching in Ontario.

The affairs of the College are managed and administered by a Council comprised of 31 members, of whom 17 are elected by the membership and 14 are appointed by the Lieutenant-Governor-in-Council.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

Deferred election costs

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

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.

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.

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

	2005		2004	
	Cost	Accumulated amortization	Net	Net
	\$	\$	\$	\$
Furniture	3,708	2,217	1,491	1,761
Office equipment	574	351	223	271
Computer equipment	4,498	3,604	894	1,193
Leasehold improvements	6,227	3,663	2,564	3,118
	15,007	9,835	5,172	6,343

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

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 immediate 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, 2005, the College's Council decided to maintain the unappropriated balance at \$500,000, the reserve for fee stabilization at \$6,567,000, the reserve for working capital at \$5,056,000 and the reserve for stabilization of facility costs at \$2,000,000.

5. MEMBERS' EQUITY INVESTED IN PROPERTY AND EQUIPMENT

	2005	2004
	\$	\$
Property and equipment	5,172	6,343
Less		
Amount financed by deferred capital contribution	(1,331)	(1,629)
Amount financed by deferred lease inducements	(1,375)	(1,631)
	2,466	3,083

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	
2006	1,889
2007	1,889
2008	1,889
2009	1,889
2010	1,889
2011 and thereafter	3,623
	13,068

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 agreement and amortizes the benefits of the lease inducements over the same periods.

b) Other operating lease commitments

The College has entered into various operating lease commitments for office equipment. The estimated annual payments for these operating lease commitments are as follows:

	\$
Year ending December 31	
2006	86
2007	61
2008	50
2009	9
	206

7. TEACH IN ONTARIO PROJECT

The Teach in Ontario Project began in 2004 as an 18-month 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 April 30, 2006. Teach in Ontario supports applicants and helps them to prepare for certification and find work in education that matches their skills and training. 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, and the Ontario Teachers' Federation with regard to various aspects of the project. To December 31, 2005, funding received for the project amounts to \$1,635,400 of which \$1,234,647 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 \$692,885 (2004 - \$692,461).

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 2005, donations for the Joseph W. Atkinson Scholarship for Excellence in Teacher Education amounted to \$2,753 and the third scholarship of \$2,000 was awarded in October 2005.

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.

2005 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

		2005		2004	
			%		%
Female	English	134,706	67.2	129,511	66.9
Female	French	8,841	4.4	8,617	4.5
		143,547	71.6	138,128	71.4
Male	English	53,313	26.6	52,002	26.9
Male	French	3,092	1.5	2,976	1.5
		56,405	28.1	54,978	28.4
Unreported	English	451	0.2	418	0.2
Unreported	French	7	< .01	7	< .01
		458	0.2	425	0.2
Total		200,410*		193,531	

*As at December 31, 2005

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

AGE DISTRIBUTION OF COLLEGE MEMBERS

Age Range	Male				Female				Unreported	
	2005	%	2004	%	2005	%	2004	%	2005	2004
20-30	7,418	3.7	7,327	3.8	28,436	14.1	27,027	13.9	209	226
31-40	15,316	7.6	14,631	7.6	39,131	19.5	36,904	19.1	164	135
41-50	13,857	6.9	13,448	6.9	33,343	16.6	32,601	16.8	71	56
51-60	16,214	8.0	16,517	8.5	36,593	18.2	36,400	8.8	13	8
>60	3,600	1.8	3,055	1.6	6,044	3.0	5,196	2.7	1	
Totals	56,405	28.1	54,978	28.4	143,547	71.6	138,128	71.3	458	425

CERTIFICATION SUMMARY

	2005	2004
Ontario Graduates	8,235	7,888
Other Canadian	565	531
U.S.	1,663	1,430
Other International	1,597	994
Total Certified	12,060	10,843

OTHER STATISTICS

Appeals	34	55
Temporary Letters of Approval Issued	1,356	1,344
Additional Qualifications Granted	32,557	33,549
Additional Qualifications Equivalents Granted	317	281



The College works every day to regulate the teaching profession in the public interest. We are accountable to the public in carrying out our mandate.



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario