

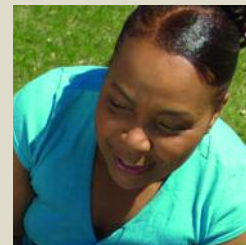
A high-angle photograph captures a woman and three children engaged in a tug-of-war activity on a lush green lawn. The woman, positioned at the top left, wears a bright cyan sleeveless top and a light blue skirt with a floral pattern. She is leaning forward, her face showing concentration and effort. To her right, a young boy in a dark blue t-shirt and dark pants is also leaning back, his face lit with a joyful expression. In the center, a girl in a purple sweater is hunched over, focused on the task. In the foreground, a boy in a blue and white striped long-sleeved shirt and blue jeans is pulling hard on a thick, light-colored rope. The scene is bathed in bright sunlight, casting distinct shadows on the grass. The overall atmosphere is one of active participation and teamwork.

In Everything We Do

Ontario
College of
Teachers
2004
Annual
Report



Ontario is in the midst of a massive turnover in teaching professionals. Thousands have retired over the last five years and thousands more have taken their place. Yet the profession has taken change in its stride and continues to do what it does best –
inspire the young to learn.



In Everything We Do

2	College at a Glance
4	In Everything We Do – Chair's Report
6	Leadership Excellence Responsibility – Registrar's Report
10	College Mandate
11	Council of the Ontario College of Teachers
12	Committed to Quality Teaching
16	Standards for Quality Teaching
20	Teaching Teachers to be the Best
22	Appealing College Decisions
24	Protecting Our Students
28	Finances in 2004
31	Auditor's Report
36	2004 Statistics

On the Cover:

Norma Sobodker
Classroom Teacher

Norma Sobodker joined the College in 2001. She teaches Grade 3 at the l'École élémentaire Laure-Rièse, an elementary school in Scarborough. She runs the chess club at the school in which 60 students participate.

"My students know me as someone who listens to them. Even students who aren't in my class come to me to talk about their school or family problems.

"Sometimes students arrive at the school who haven't eaten. Some have problems at home; others lack self-confidence. Each child is unique and it's in listening to each one that you can better understand and support them."

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 conduct, 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's primary responsibility is to 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 193,531 in 2004.

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.

In Everything We Do



Marilyn A. Laframboise
Council Chair

Ontario is in the midst of a massive turnover in the teaching profession. Today, a third of Ontario's teachers have fewer than eight years' teaching experience. Yet the profession has taken change in its stride and continues to do what it does best – inspire the young to learn.

Each year the College carries out two surveys in which we have an opportunity to hear from our members. In 2004, in both instances – in the *State of the Teaching Profession* survey in July and the annual survey of new teachers undertaken in the fall – the message was the same.

Teaching presents an opportunity to live a life of purpose – to help young people get a good start in life, to instill a love of learning, to be a role model the community respects and values.

These intensely felt ideals draw people into the profession and keep them there even when the going gets tough.

The Council is diligent in monitoring developments in education that require input from the College on behalf of the profession.

During 2004, Council responded to a number of government initiatives by providing advice on issues that have the potential to significantly affect the working lives of members of the College.

In response to the Minister of Education Gerard Kennedy's discussion paper,

Revitalizing the Ontario College of Teachers, Council established an ad hoc committee in March to provide the Minister with advice about the College's future governance. The committee undertook direct research and a province-wide consultation on the governing structure of the College and its future as the teaching profession's regulating body.

Council Vice-Chair Nancy Hutcheson chaired the committee. I joined Nancy on the committee along with my fellow Council members Ernie Checkeris, Ted Coulson, Patrick Daly, Patrick Slack and Anne Vinet-Roy. Registrar Doug Wilson served as a non-voting member of the committee.

The committee invited submissions from education stakeholder, regulatory and community groups for regional sessions in Windsor, London, Toronto, Ottawa, Sudbury and Thunder Bay. We also surveyed members of the public and the College membership on the themes of the consultation.

A report was sent to Council, which reviewed the information at its September meeting. The Council forwarded a final report to the Minister of Education that recommended increasing Council seats to 33 from 31, increasing the minimum number of French-speaking Council members to six (four elected and two appointed) and a conflict of interest policy making provincially elected leaders and employees of provincial stakeholder

Teaching presents an opportunity to live a life of purpose

organizations ineligible to seek election or accept a public appointment to the Council.

Mr. Kennedy announced late in the year that the Ontario Teacher Qualifying Test (OTQT), an entry-to-the-profession test introduced in 2001, would be discontinued and another assessment mechanism developed in its place.

The College immediately conveyed to the Minister the implications for our members and for those students who had begun programs in Ontario faculties of education in September. The most immediate concern was for those whose licence had been cancelled because they had not been able to pass the test within a year. Without the OTQT, they had no means of meeting the qualifying test requirement in order to be recertified.

College staff met on a number of occasions with the ministry to ensure that former College members and new applicants would continue to have an opportunity to meet all the legislative requirements for certification.

In September, Minister of Education Gerard Kennedy made a special address to Council members requesting their input on a transitional plan that would respond to these concerns. The College provided input into the proposed plan to the end of the year.

The College awarded its second annual scholarship to Tracy Beck, a teacher

candidate at the Ontario Institute for Studies in Education of the University of Toronto. She is the second recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education.

Tracy, 32 years old, has a longstanding commitment to and involvement with people with disabilities. After 10 years as an educational assistant, she enrolled in the new Bachelor of Arts program in disability studies at Ryerson University. She was a member of its second graduating class, earning honours and numerous academic awards.

The scholarship recognizes Tracy Beck's lifetime commitment, and the degree will allow her to further pursue her objectives through teaching. The College is delighted to be able to support this very promising young teacher.

It's been a year of challenges for all of us. Council members have shown themselves to be strongly committed to speaking up for the profession. College staff members work hard to ensure that our members get the best service possible. To all of them, I offer my admiration and thanks.



Leadership Excellence Responsibility



W. Douglas Wilson
Registrar and Chief
Executive Officer

Leadership, excellence and responsibility are qualities that exemplify members of the teaching profession. The College strives to demonstrate these qualities in its service to the public interest.

The College was busy during the past year addressing issues of teacher supply, student protection and government initiatives that affected certification requirements for prospective members.

In January, the College made a formal request to the Solicitor General of Canada asking for permission to receive information about offences for which a pardon has been granted. The College also continued to encourage employers to require job applicants to consent to the disclosure of pardons for sexual offences involving children or vulnerable people and to require local police to provide information where available.

School boards were still feeling the shortages of qualified teachers for subjects such as mathematics, computer studies, French as a Second Language and the sciences. Foreign-trained teachers represent a potential resource.

The College had applied to the Ministry of Training, Colleges and Universities for a \$1.7 million grant to support Teach In Ontario, a project to help internationally

trained teachers meet requirements for certification in Ontario. The College and its partners LASI World Skills, Skills for Change and the Ontario Teachers' Federation manage the project.

In March, the ministry awarded the grant to the College, which administers the money on behalf of the partnership. The College also agreed to provide space for the Teach In Ontario project and three of the project's staff, including the project manager, are based at the College.

In April, College staff began work to support the ad hoc committee established by Council to consult with educators and the public on College governance in Toronto and five other centres in Ontario.

In June, Council member Bernard Adam retired from the teaching profession and was no longer eligible to sit on Council. He had been acclaimed in the 2003 election to represent the elementary and secondary level French-language public school boards. Council called for expressions of interest from the College membership to replace him for the balance of his term.

Our *Transition to Teaching* study has been tracking the on-the-job experiences of new members since 2001. In July, in our annual survey, new teachers told us it may take up

Twelve out of 13 teachers who graduated in 2001 are still teaching.

to three years for a newly certified teacher to land a regular job. When new teachers do find work, they often get the challenging assignments or have to piece together full-time work from multiple assignments, sometimes in different locations.

Internationally trained teachers, many of whom feel their experience teaching in other countries isn't valued or that their accents prevent them from being hired here, have even greater difficulties.

To their credit, the number of teachers who leave under these circumstances is low – 12 out of 13 of the new teachers who graduated in 2001 are still teaching.

The results of the study underscored the College's policy paper released in 2003 on the need for a mentoring program for new teachers. We shared what our new teachers told us with the rest of our members and with the public by featuring the results *Professionally Speaking*. The story drew significant media attention.

In August, the College once again asked the Ministry of Education to transfer authority to issue Letters of Permission to the College. Letters of Permission allow school boards to hire uncertified people to teach for up to a year. The College expressed concerns about the impact this practice has

on public accountability, public safety and the integrity of our regulatory framework.

Our members' fees fund College activities and we are committed to ensuring the most efficient use of our resources.

With the elimination of the Professional Learning Program, the College has revised its full staff complement to 146, a figure that was approved at Council in September. Staff was reduced primarily through attrition and teachers who had been on secondment returning to former employment.

In November, College staff held the first of a number of discussions with the Ministry of Education about how the cancellation of the Ontario Teacher Qualifying Test (OTQT), an entry-to-the-profession test introduced in 2001, would affect members and prospective members of the College.

Council set the budget for 2004 College activities in September 2003 at \$31.377 million, based on an annual fee of \$139. At the end of 2004, the budget showed a surplus of \$4.445 million. The excess was committed to the Reserve for Fee Stabilization to support an annual membership fee of \$104 from 2005 to 2007.

We continued to put more resources into electronic communications with members throughout the year to reduce costs while




maintaining or improving levels of service. In October, we launched an online registration system for Ontario graduates. We also introduced an online help system for registrants from other provinces and outside Canada that directs applicants to the correct registration guide on the College web site that they can download and print off.

We opened an employer-dedicated portal on the College web site that makes exchanging data on member status and qualifications easier, more accurate and cheaper. This new service ensures that employers hire only those teachers who are in good standing with the College.

Five members appointed to Council by the government ended their terms in May – Diane Leblovic, Jackie Breithaupt, Larry Mongeon, David Somer and Pauline Demers. Minister of Education Gerard Kennedy appointed Gail Lilley, Anne Marie Levesque, William Matheson and Donald Watson to fill four of the five vacancies. One public appointment remained vacant from May to December 2004.

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

W. Douglas Wilson



In Everything We Do

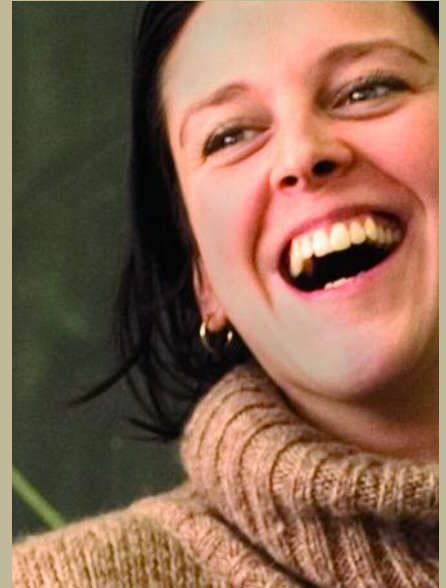
Hali Tsui

Classroom Teacher

Hali joined the College in 2003 and is now a part-time teacher for the Grande Erie and Hamilton-Wentworth District School Boards. She has taught children from Kindergarten to Grade 8. "I try to teach respect – for different cultures, for the environment, for the community, for your elders. I really push that in everything I do."

Hali starts every new class with an offer to teach the students greetings in Chinese. "Kids like it. I get the same response from all of them, whether they're in Kindergarten or Grade 8. It gets them focussed and paying attention right off, which is what you want when you're a supply teacher."

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



Marilyn A. Laframboise, Council Chair

W. Douglas Wilson, Registrar and Chief Executive Officer

Elected Members

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



TOP: Nancy Hutcheson (Vice-Chair), Paul Brazeau, Don Cattani,
Ted Coulson, Suzanne De Froy, Rosemary Fontaine, Gordon Hough

MIDDLE: Harry Mulvale, Iain Munro, Janet Ouellette, Elizabeth Papadopoulos,
Jennifer Pitt, Jacques Tremblay, Richard Victor

BOTTOM: Anne Vinet-Roy, Hilda Watkins

Appointed Members

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



TOP: Ernie Checkeris, Janet Cornwall, Patrick J. Daly, Normand W. Fortin,
Martin Kings*, Bill Matheson, Elayne McDermid*

BOTTOM: Karen M. Mitchell, Patrick Slack*, Lila Mae (Lou) Watson*,
Gail D. Lilley, Anne Marie Levesque, Donald Watson

Committed to Quality Teaching

Executive Committee, Editorial Board



Executive Committee

Marilyn A. Laframboise
(Chair)

Nancy Hutcheson
(Vice-Chair)

Bernard Adam (to June)

Ted Coulson
(from October)

Patrick Daly

Diane Leblovic
(to April)

Harry Mulvale

Janet Ouellette

Jennifer Pitt (from June)

Rick Victor

Lila Mae (Lou) Watson

The Executive Committee directs the activities of the College on behalf of the Council, which meets quarterly. The committee is made up of the chairs of all the statutory and standing committees of Council, including at least two members from among the appointed members of Council. Committee members bring many years of experience as teachers, administrators and trustees to the work of the College.

In March 2004, the Minister of Education announced a review of the College's governance structure and invited education organizations and advocates to express their views on the makeup of the Council. Council approved its own consultative process, which was conducted by an ad hoc committee chaired by Council Vice-Chair Nancy Hutcheson.

The ad hoc committee invited members and education partners to make submissions on specific issues including the number of elected and appointed members to the Council, how to ensure the independence of the College, improving member involvement in Council elections, conflict of interest guidelines and the role of the College in fostering a better understanding of the profession.

Council forwarded advice to the Minister of Education that reflected what it heard during the consultation.

Teachers' Qualifications Review

The College is committed to ensuring our members can continue to acquire the skills and knowledge they need to help students learn. Many of the requirements for teacher qualifications set out in Regulation 184/97, Teachers' Qualifications are now more than a quarter-century old and may no longer meet the needs of our members.

In 2004, the College initiated a review of teachers qualifications to examine the full scope of skills and specialized knowledge that members need to carry out such diverse roles as classroom teacher, special education teacher, subject specialist, principal and supervisory officer. The review will be undertaken in three phases covering initial teacher education, continuing teacher education and specific programs, with a target completion date of December 2005.

The College worked with an external advisory group that includes the Ministry of Training, Colleges and Universities, the Ontario Teachers' Federation, and representatives of Ontario deans of education, directors of education, principals and supervisory officers. The College working group, led by the Deputy Registrar, consulted with members of the College and the public during the review. The group will present a preliminary report on initial teacher education to Council in June 2005.



In Everything We Do

Avril Addie

Classroom Teacher

Avril Addie joined the College in 2004 and teaches Grade 7 and 8 at the Nelson Mandela Park Public School in Toronto. She finds her first year of teaching to be great but challenging. "I have 34 students, each with their own individual needs that I'm responsible for. Not just their academic needs, but their emotional and psychological needs.

"I hope they come away with a sense that I care about them and who they are as human beings. I really stress character. Everything I do in my classroom is to that end – to show them that I care that they are good, decent human beings."



Editorial Board

Marilyn A. Laframboise
(Chair)

Bernard Adam (to June)

Karen Mitchell
(June to November)

Iain Munro

Patrick Slack

David Somer
(to April)

Jacques Tremblay
(from December)

Don Watson
(from November)

The College is proud to offer English and French-language services and information to our members and the public – by telephone, in correspondence, via our web site or print publications.

To ensure that we continuously improve our level of service, the College consulted French-language education partners to look for ways to improve communication and services to French-language members. The Registrar met with representatives from organizations of directors of education, supervisory officers, parents and students.

The Executive Committee recommended and Council approved a new position among the senior leadership of the College to co-ordinate French-language services.

In an effort to reduce costs, the College introduced electronic voting for Council elections in 2003. A number of regulatory bodies asked the College to brief them on the experience. Among the organizations that drew on our expertise was the Law Society of Upper Canada, which plans to conduct electronic voting in a future election.

Editorial Board

One of the ways in which the College promotes excellence in teaching and contributes to learning communities is through our quarterly magazine *Professionally Speaking*.

Editorial policies are set by the Editorial Board, which reviews all editorial and advertising material and determines the content for each issue.

The magazine satisfies a legislative requirement to communicate regularly with our members about information they need to maintain their teaching certificate. It also provides an opportunity to showcase exemplary members of the profession and the innovative and creative ways they foster lifelong learning in their students.

In 2004, *Professionally Speaking* launched a fresh, modern look that reflects the magazine's role in a continually evolving profession. Among the outstanding stories that appeared were a tribute to teachers who are also high-performing athletes training for the Olympics and a celebration of the 10th anniversary of the Royal Commission on Learning and the profound effect it had on public education in Ontario. *Professionally Speaking* brought together the commissioners for the first time since they published their report, *For the Love of Learning*, to talk about the positive changes they helped bring about and what still needs to be done.

The magazine continues to be a high-quality publication that offers members excellent value at relatively low cost.

In Everything We Do



Darren Holst

Classroom Teacher

Darren Holst has been a certified teacher since 1994. He teaches maths, English and civics to Grades 9 and 10 students at the Robarts School for the Deaf in London where he has worked for the past 11 years.

"What I like most about teaching is seeing students being inspired by their success and accomplishments.

"I think my experiences help them in gaining insight into what life is all about as a Deaf person. When I see my students benefit from that and they succeed in school, I feel good about it."

Standards for Quality Teaching

Standards of Education and Practice Committee

Standards of Practice and Education Committee

Diane Leblovic
(Chair to April)

Jennifer Pitt
(Chair from June)

Ernie Checkeris

Suzanne De Froy

Nancy Hutcheson

W. A. (Bill) Matheson
(from December)

Elayne McDermid
(from May)

Karen Mitchell

Harry Mulvale

Janet Ouellette

Don Watson
(from December)

Lila Mae (Lou) Watson

The *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* describe what teachers do as professionals.

These standards were developed with input from members and the public under the guidance of the Standards of Practice and Education Committee. The committee advises Council on the development of pre-service and in-service standards of practice, ethical standards and a professional learning framework that will foster and support the professionalism of Ontario teachers.

In 2004, the College continued to raise awareness and understanding of the standards by pursuing three initiatives – integrating the standards into teacher education and teaching practice, launching a review of the standards and making contributions to teacher education and practice nationally and internationally.

“The standards describe who we are as teachers,” says Jennifer Pitt, Chair of the Standards of Practice and Education Committee. “It was an important part of the College’s work in 2004 to promote discussion and examination of the standards so that they continue to reflect

the professional skills and experiences of our members.”

Integration of the Standards

In 2004, the College held workshops and study groups across the province to provide a forum for members of the College to examine how the standards reflect their professional experiences.

More than 2,200 members of the College took part in workshops, seminars or presentations to build awareness of the standards or to provide input for the review.

Case Institutes

Case institutes, in which teachers share their experiences and gather them in written form in case books, continued to be popular and well attended, focusing on aspects such as mentoring and ethical dilemmas. More than 148 members attended six of these case institutes during the year.

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 on an electronic forum for administrators, which reaches principals in international jurisdictions.



The College entered into an agreement with education publishers to publish a casebook of examples of how the standards capture real teaching situations. *Fostering Cultures of Shared Inquiry: Using the Case Method/L'étude de cas au service d'une culture de recherche collective* will be published in 2005 in both languages for use internationally as a curriculum text in teacher education.

Standards Resource Kit

Ontario educators continue to use the Standards Resource Kit, which the College developed as a tool to deepen understanding and promote the vision of the standards.

District school boards are using the kit in induction programs for new teachers and in training sessions for principal candidates. Faculties of education, other providers of pre-service and in-service teacher education and the Teach In Ontario project, which helps foreign-trained teachers residing in Ontario to become certified members of the College, are also using the Standards Resource Kit in their work.

Review of College Standards

When the College Council adopted the standards of practice and ethical standards as College bylaws, they decided the standards should be reviewed after five years to ensure that the standards continued to describe the knowledge, values and skills reflected in everyday teaching practice in Ontario. The Standards of Practice and Education Committee launched the review in 2004.

The College used research, analysis and consultations to raise awareness and 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 they think the standards reflect current teaching practice.

Among the tools that the College employed were: four Open Space forums – three bilingual sessions in Toronto and Sudbury and a French-language session in Ottawa, 37 focus groups held in centres across the province, a questionnaire published in *Professionally Speaking* and

The Standards Resource Kit captured the attention of educators outside Ontario, influencing the evolution of teacher education in other parts of Canada and other English-language and French-language jurisdictions.



posted on the College web site inviting members of the College to provide feedback on the standards.

Feedback from participants suggests that although the standards are widely accepted, the key elements accompanying each standard need revision.

The Standards of Practice and Education Committee will use the feedback to revise the standards and present them to the College Council in 2005.

Supporting the Teaching Profession Internationally

College initiatives such as the Standards Resource Kit have captured the attention of 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, Nova Scotia and Newfoundland and in Israel, France 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.

In Everything We Do



Brigitte Micheline Gobert

Classroom Teacher

Brigitte Micheline Gobert has been a teacher for 18 years. Today she teaches Grade 5 students at École Gabrielle-Roy in Toronto.

"I try to instill in my students a love and motivation to learn and to do their best work. It's important that learning becomes something they want to do rather than something they have to do.

"One of my most cherished memories was when a student who had been having difficulties wrote me a letter to say that I had made a difference in what they had learned and that I had been important in their life. Memories like that bring tears to my eyes."

Teaching Teachers to be the Best

Accreditation Committee



Accreditation Committee

Rick Victor (Chair)

Elayne McDermid
(Vice-Chair)

Paul Brazeau

Jackie Breithaupt
(to April)

Pauline Demers
(to April)

Gordon Hough

Martin Kings
(June to November)

Anne Marie Levesque
(from November)

Iain Munro

Patrick Slack

Anne Vinet-Roy

Lila Mae (Lou) Watson

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

We want our teachers to be competent, qualified and committed to sharing their love of learning with their students. Teaching of that quality is grounded in first-rate teacher education that gives teachers a solid footing for their career and ongoing learning opportunities designed to 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. The College must award accreditation to new programs before they can begin accepting their first students.

Accreditation Panels

A panel of six or more educators – 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. A growing number of senior education professionals have expressed an interest in participating in the accreditation process. The roster now includes deans and vice-presidents of universities and teachers in various parts of Canada.

"The accreditation process is very intense," says Rick Victor, chair of the Accreditation Committee. "I think it offers individuals an opportunity to use their professional knowledge in a different way and most are excited to take part when they are approached. We're happy, because the expertise of the people sitting on our accreditation panels is very high and adds credibility to the process."

New and Existing Programs Accredited

In 2004, the College awarded accreditation to six existing pre-service teacher education programs – Queen's University, Nipissing University, Université Laurentienne, Université d'Ottawa, York University and University of Ottawa.



The committee also accredited a number of new programs, including two part-time programs – at Université d'Ottawa and Université Laurentienne – that are intended to address a shortage of francophone teachers in Ontario. The part-time programs, offered over a two to three-year period, will open up opportunities to people in the workforce who are interested in a career change. The first students are expected to graduate in 2006.

The Accreditation Committee granted initial accreditation for the consecutive Primary/Junior and Junior/Intermediate program and the concurrent Primary/Junior and Junior/Intermediate programs at Redeemer University College in Ancaster.

Redeemer has been offering a degree in Christian Education for 13 years, but graduates were only qualified to teach at private schools. Redeemer's accredited programs began accepting students in September 2004.

The College awarded initial accreditation to the University of Ontario Institute of Technology's concurrent education program for those wanting to teach in the Intermediate/Senior division. The faculty will offer places to 120 students.

The Accreditation Committee also accredited its first out-of-country applicant

in 2004, the Charles Sturt University of Australia. The university is offering a one-year teacher education program in Primary/Junior education in Burlington, in partnership with the Halton District School Board. The program will offer places for 100 students beginning September 2005.

Additional Qualifications

The list of providers for Additional Qualification (AQ) courses and programs continued to grow in 2004. More district school boards, principals' groups and teachers' federations have joined faculties of education and other providers in offering AQs.

In 2004, the College reviewed how providers are delivering approximately 500 AQ courses to ensure that course participants are learning what they need to teach the course subject.

The College also conducted an in-depth review of how the Supervisory Officer's Qualification Program is delivered in Ontario. The review produced a number of recommendations to improve program planning, clarify expectations for providers, increase the integration of technology in program delivery and support continuity in candidate assessment.

Appealing College Decisions

Registration Appeals Committee and Accreditation Appeal Committee



Registration Appeals Committee

- Janet Ouellette (Chair)
- Jackie Breithaupt (Vice-Chair to April)
- Ted Coulson (Vice-Chair from September)
- Bernard Adam (to June)
- Janet Cornwall (from March)
- Normand W. Fortin (from June)
- David Somer (to January)

The College licenses 10,000 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. When the Registrar refuses to grant an applicant membership, the decision can have far-reaching effects on that person's life.

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 ruling.

The College's accreditation process may also profoundly affect individuals and institutions. An institution that is denied unconditional College accreditation for its teacher education program also must 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 heard 55 appeals in 2004, up from 41 the previous year. One decision was overturned and five others were modified. The committee held its decision in five cases pending further documentation.

Decisions Appealed to Registration Appeals Committee	
Reason	Total
Program did not represent full year of pedagogical course work dealing exclusively with teacher education	21
Application for appeal to be completed	8
Teacher education completed by distance education	5
Degree not acceptable to College under the teachers' qualification regulation	5
Degree and teacher education program not acceptable to College under the teachers' qualification regulation	3
Teacher education did not contain coursework corresponding to two consecutive divisions of Ontario curriculum	3
Did not satisfy language proficiency requirement	2
Past conduct of applicant unacceptable	1
Appeal of condition on certificate	1
Other	6
Total	55

The increase in appeals in 2004 arose from a College attempt to resolve outstanding applications. Over the years the College has accumulated applications that have never been completed. College staff contacted applicants whose applications were stalled because of missing documents. A number of these applicants were not granted membership and were among those who appealed the Registrar's decision.

In addition to two cases rejected solely for failure to meet language proficiency requirements, 11 of the cases cited above also failed to satisfy language proficiency requirements when they applied to the College.

The committee reviewed the fee established for the appeal process. The real cost of the review is significantly higher than the College fee. However, the committee decided that, to keep the appeal process accessible, the fee will stay at \$100.

In 2004, the Ministry of Training, Colleges and Universities announced an external review of the appeal processes of Ontario regulatory bodies. College staff prepared submissions on registration and appeal practices for the review. A final report is expected in 2005.

"We're pleased with the way we handle appeals," says Janet Ouellette, Chair of the Registration Appeals Committee. "But we're also receptive to any suggestions for improvement that might come out of the review."

Accreditation Appeal Committee

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

During 2004, the committee met to establish and approve formal Rules of Procedure. The committee also consulted during the year with faculty of education deans in Ontario on the fees the College will charge for appeals.

"We started from the basic principle that the College and the provider will share the cost of the appeal process," says Elizabeth Papadopoulos, Chair of the Accreditation Appeal Committee. "We looked at the most cost-effective way of hearing an appeal and think we have reached a reasonable fee."

Accreditation Appeal Committee

Elizabeth Papadopoulos
(Chair)

Ted Coulson
(Vice-Chair)

Janet Cornwall

Normand W. Fortin

Hilda Watkins

Protecting Our Students

Investigation Committee

Harry Mulvale (Chair)

Iain Munro (Vice-Chair)

Paul Brazeau

Patrick J. Daly

Gordon Hough

Elayne McDermid
(from June)

Elizabeth Papadopoulos

Jennifer Pitt

Patrick Slack

David Somer (to April)

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

College staff members receive about 1,500 calls a year from teachers, parents and other members of the public who raise issues concerning members of the College. About 75 per cent of the concerns expressed are redirected to be resolved at the local level.

When the College receives a formal complaint that may relate to the 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 2004, the College investigated 198 formal complaints, a decrease of approximately 14 per cent over 2003.

Change in Legislation

An amendment to the *Ontario College of Teachers Act* in 2002 has influenced both the number and the source of complaints to the College. District school boards or other employers are now required to file a written report with the College if a member has been charged with specified criminal offences. The employing board is also

required to inform the College if the board restricts the professional duties of a member because of professional misconduct.

“The result of that change in legislation is that complaints in the form of board notifications were up in 2004,” says Rosemary Gannon, Co-ordinator of the Investigations and Hearings Department, “but complaints from the public have decreased. That suggests to us that when a teacher’s conduct is raising concerns, we are hearing about it at an earlier stage.”

Another change in legislation also affected complaints to the College. Under an amendment to the *Education Act*, the board must file a complaint with the College if an employee is terminated or resigns following unsatisfactory evaluations in the Teacher Performance Appraisal (TPA) process. The College received 12 such notifications of alleged incompetence in 2004 and the Discipline Committee held its first incompetence hearing arising from the TPA process.

Investigation Committee

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

The Investigation Committee may:

- conclude that the complaint did not relate to professional misconduct or that it was an abuse of process and dismiss the matter
- decide that the complaint can be fairly disposed of by cautioning or admonishing 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 68 complaints to a discipline hearing in 2004. Four complaints were referred to a fitness to practise hearing. The committee ratified 30 memoranda of agreement drawn up under the Dispute Resolution Program.

Hearings

The Discipline Committee conducted 43 hearings in 2004, 46 per cent of which involved sexual misconduct.

Hearings are open to the public and are presided over by a three-person panel of members of the Discipline Committee. Each panel is composed of elected and appointed members of Council. Discipline panels revoked or cancelled 14 teaching certificates in 2004 and suspended four.

“We have about 194,000 members, so it’s a very small percentage who are the subject of a disciplinary hearing,” says Gannon. “Teachers are showing that they respect and appreciate professionalism.”

The Fitness to Practise Committee hears matters that 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 one hearing in 2004.

Dispute Resolution Program

The Dispute Resolution Program, introduced 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 is similar to what would be achieved following a full investigation and/or a contested hearing.

The College’s Dispute Resolution Program drew high praise in an external review conducted in 2004 to determine the appropriateness of using dispute resolution to address complaints involving sexual abuse.

Lisa Feld, a lawyer and expert in areas of dispute resolution and mediation, conducted the review. Feld interviewed external legal advisors, defence counsel, Council’s Investigation, Discipline and Fitness to

Discipline Committee

Bernard J. Adam
(Chair to June)

Ted Coulson
(Chair from October)

Nancy Hutcheson
(Vice-Chair)

Don Cattani

Ernie Checkeris

Janet Cornwall

Pauline Demers
(to April)

Rosemary Fontaine

Normand W. Fortin
(from June)

Marilyn A. Laframboise

Diane Leblovic
(to April)

Karen Mitchell

Janet Ouellette
(from September)

Anne Vinet-Roy

Hilda Watkins
(to June)

Lila Mae (Lou) Watson
(from June)



Fitness to Practise Committee

Lila Mae (Lou) Watson
(Chair)

Don Cattani (Vice-Chair)

Jackie Breithaupt
(to April)

Ernie Checkeris
(June to November)

Janet Cornwall
(from June)

Pauline Demers
(to April)

Rosemary Fontaine

Gail Lilley
(from November)

Janet Ouellette

Anne Vinet-Roy

Practise Committees, and College staff as well as former Justice Sydney Robins, who wrote the 2000 report *Protecting Our Children: A Review to Identify and Prevent Sexual Misconduct in Ontario Schools*. Feld also reviewed information from other professional regulatory bodies and how they handle similar complaints.

In her report to Council, Feld said that the Dispute Resolution Program is effective and efficient and that the College Council and staff ensure that the public interest is protected. Feld noted that the precedent set by the College in often publishing members' names sets it apart from other self-regulatory bodies and is considered by many as the proper policy decision.

Feld concluded that the College's current policies and practices for resolving Registrar's complaints of sexual abuse represent a "gold standard" among other self-governing professions.

Feld also recommended that the Council reach out to stakeholder organizations to increase awareness and understanding of the dispute resolution process.

After the review, Council endorsed the continued use of the Dispute Resolution Program including its use to resolve Registrar's complaints relating to matters of sexual abuse.

Consultation

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.

Origin of Complaints

	Number	Percentage
Registrar's complaints including school board notification	103	52.0
Members of College	39	19.7
Members of Public	56	28.3
Total	198	100

Nature of Complaint in 2004¹

Professional Misconduct	Percentage
Abuse of a student – physical, sexual, verbal, psychological or emotional	36.46
Conduct unbecoming a member	18.49
Contravention of law – suitability to hold certificate	6.25
Failure to comply with the <i>Education Act</i>	5.73
Act or omission regarded as disgraceful, dishonourable or unprofessional	3.39
Failure to maintain standards of profession	3.39
Failure to supervise adequately	3.13
Contravention of law – student at risk	2.34
Signing or issuing false/misleading documents	2.08
Inappropriate release of student information	1.04
Failure to keep required records	0.78
Falsification of records	0.78
Practise while in conflict of interest	0.78
Failure to comply with the <i>Ontario College of Teachers Act, 1996</i> , Regulations or by-laws	0.52
Failure to comply with the <i>Child and Family Services Act</i>	0.26
False information/documents re member's qualifications	0.26
Inappropriate use of title	0.26
Practise under the influence	0.26
Incompetence	
Lack of skill	3.65
Lack of judgment	3.65
Lack of knowledge	3.13
Disregard for welfare of student	2.08
Incapacity	
Mental condition/disorder	1.3
Physical condition/disorder	0
Total	100

Investigation Committee

Disposition of Complaints	Number	Percentage
Outside jurisdiction/frivolous, vexatious or abuse of process	41	19.7
Referred to Discipline Committee	68	32.7
Referred to Fitness to Practise Committee	4	1.9
Referred to Discipline Committee by Executive Committee ²	0	0
Referred to Fitness to Practise Committee by Executive Committee ²	0	0
Not referred	25	12.0
Caution/admonishment in person	0	0
Written caution/admonishment	11	5.3
Resolved through dispute resolution	30	14.4
Withdrawn/Abandoned	29	14.0
Total	208	100

Discipline Committee

Disposition of Complaints	Number	Percentage
Revocation	13	30.2
Suspension	4	9.3
Reprimand	9	21.0
Admonishment	2	4.7
Resigned-Cancelled	1	2.3
Withdrawal of Notice of Hearing	13	30.2
No Penalty	1	2.3
Total	43	100

Fitness To Practise Committee

Disposition of Complaints	Number	Percentage
Terms, Conditions or Limitations	1	100
Total	1	100

Dispute Resolution

Memoranda of Agreement Ratified by Investigation Committee

Disposition of Complaints	Number	Percentage
Resignation/cancellation ³	4	13.3
Caution	4	13.3
Terms, Conditions or Limitations	22	73.4
Total	30	100

Memoranda of Agreement Ratified by Discipline Committee

Disposition of Complaints	Number	Percentage
Suspension	2	22.2
Reprimand	3	33.3
Admonishment	1	11.2
Withdrawal of Notice of Hearing	3	33.3
Total	9	100

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 registration is required.

Finances in 2004



Finance Committee

Patrick J. Daly (Chair)

Martin Kings

Marilyn Laframboise

Elizabeth Papadopoulos

Rick Victor

The College approaches its financial responsibilities with the same professionalism it demonstrates in the licensing of teachers.

The Finance Committee exercises its review and accountability roles 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's activities are funded almost entirely by member fees. The budget for 2004 College activities was set in September 2003 at \$31.377 million, based on an annual fee of \$139.

College membership reached 194,012 as the profession continued to welcome new teachers to Ontario classrooms, adding 4,000 more members than had been forecast. This accounted for most of a \$600,000 increase in revenue over budget. Advertising for *Professionally Speaking/Pour parler profession*, which brought in \$737,000, also increased significantly – up by 22 per cent over advertising revenues in 2003.

Members had already begun paying their annual fees for 2004 when the Minister of Education announced an end to the Professional Learning Program (PLP) in December 2003.


Significant Savings

The cancellation of the PLP led to significant savings in payroll and operating costs, which were offset somewhat by windup costs associated with moving and reducing staff. The final result was \$3.945 million excess of revenue over expenditures.

The College's decision in 2004 was to use this extra money to maintain the annual fee at a new lower level in 2005 through 2007.

"The challenges posed by the Minister's cancellation of the PLP were met with professionalism and creativity by both staff and Council members," said Finance Committee Chair Patrick Daly. "The result was a smooth transition to the new operating environment, accompanied by a new lower fee for a three-year period."

During 2004, the College received \$500,000 of a total \$1,650,000 grant program for the Employment in Teaching for Internationally Trained Teachers project from the Ministry of Training, Colleges and Universities. The College manages the funding for this 18-month project, which it shares with three other partner organizations.



In Everything We Do

Sebastiano Buono

Classroom Teacher

Sebastiano Buono began teaching in 1992. He teaches mathematics and science to Grade 11 and 12 students at École secondaire Cardinal-Carter, a Catholic high school in Aurora.

"What I love most is instilling in students a passion for doing things as well as they can. When you learn something, you feel a sense of satisfaction at acquiring new knowledge, or a new skill or another way of looking at the world.

"What touches me most is when I see a student who is having trouble understanding a new concept and then you see the light of understanding in their eyes. I say to myself, 'Ah, I've made a difference!'"

Financial Reporting Responsibilities

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

The policies and procedures are designed to provide reasonable assurance that the College's financial information is relevant and reliable. These financial statements have been prepared in conformity with accounting principles generally accepted in Canada and, where appropriate, reflect estimates based on the College's judgment.

The financial statements have been examined by the Finance Committee, which meets regularly with the auditors and College officials to review their activities and to report to Council. The auditors have direct and full access to the Finance Committee and meet with the committee both with and without College officials present. The Council, through its Finance Committee, oversees management's financial reporting responsibilities and is responsible for reviewing and approving the financial statements.

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

Auditors' Report

March 11, 2005

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, 2004 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, 2004 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

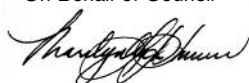
Financial Statements

Consolidated Balance Sheet as at December 31, 2004

(in thousands of dollars)

	2004 \$	2003 \$
ASSETS		
Current assets		
Cash	1,772	845
Short-term investments – at cost, including accrued interest	14,333	9,838
Accounts receivable	365	338
	16,470	11,021
Deferred election costs (note 2)	87	152
Capital assets (notes 2 and 4)	6,343	7,800
	22,900	18,973
LIABILITIES		
Current liabilities		
Accounts payable and accrued liabilities	3,357	2,352
Deferred revenue	399	345
	3,756	2,697
Deferred capital contribution (note 2)	1,629	2,440
Deferred lease inducements (notes 2 and 6)	1,631	1,897
	7,016	7,034
MEMBERS' EQUITY (NOTE 5)		
Invested in capital assets	3,083	3,463
Internally restricted		
Reserve for working capital	4,380	4,000
Reserve for fee stabilization	8,171	3,976
Reserve for stabilization of facility costs	250	-
Unappropriated balance	-	500
	15,884	11,939
	22,900	18,973

On Behalf of Council



Marilyn A. Laframboise
Chair of Council

Consolidated Statement of Operations for the year ended December 31, 2004

(in thousands of dollars)

	2004 \$	2003 \$
REVENUE		
Annual membership fees	26,900	26,326
Other fees	2,130	1,986
Advertising	737	603
Deferred capital contribution amortization	811	672
Special projects	40	50
Teach in Ontario Project (note 7)	472	-
Interest and other	602	596
	31,692	30,233
EXPENSES		
Employee compensation	13,927	14,916
Council and committees	376	388
General services to members	2,482	2,001
Professional affairs	532	529
Investigations and hearings	1,582	1,530
Operating support	6,044	5,577
Teach in Ontario Project (note 7)	472	-
Asset amortization	2,332	2,111
	27,747	27,052
Excess of revenue over expenses for the year	3,945	3,181



W. Douglas Wilson
Registrar and Chief Executive Officer

Consolidated Statement of Members' Equity for the year ended December 31, 2004

(in thousands of dollars)

	Internally restricted funds				2004	2003
	Invested in capital assets	Reserve for working capital	Reserve for fee stabilization	Reserve for stabilization of facility costs	Unappropriated	Total
	\$	\$	\$	\$	\$	\$
Balance –						
Beginning of year	3,463	4,000	3,976	-	500	11,939
Excess of revenue over expenses for the year	-	-	-	-	3,945	3,945
Investment in capital assets	(380)	-	-	-	380	-
Transfer	-	380	4,195	250	(4,825)	-
Balance – End of year	3,083	4,380	8,171	250	-	15,884

Consolidated Statement of Cash Flows for the year ended December 31, 2004

(in thousands of dollars)

	2004 \$	2003 \$
Cash provided by (used in)		
Operating activities		
Excess of revenue over expenses for the year	3,945	3,181
Add (deduct): Non-cash items reflected in operations		
Amortization of capital assets	2,267	2,000
Amortization of deferred election costs	65	111
Amortization of deferred lease inducements	(266)	(266)
Amortization of deferred capital contribution	(811)	(672)
Changes in non-cash working capital items		
Accounts receivable	(27)	(75)
Due from Ministry of Education – Professional Learning Program	-	1,000
Accounts payable and accrued liabilities	1,005	(438)
Deferred revenue	54	41
	6,232	4,882
Investing activities		
Net purchases of short-term investments	(4,495)	(3,758)
Furniture and office equipment	(810)	(998)
Election costs	-	(196)
	(5,305)	(4,952)
Increase (decrease) in cash during the year	927	(70)
Cash – Beginning of year	845	915
Cash – End of year	1,772	845

1. ONTARIO COLLEGE OF TEACHERS' MANDATE

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

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

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

Deferred election costs

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

Capital assets

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

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

Deferred capital contribution

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

Deferred lease inducements

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

Income taxes

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

Fair value of financial instruments

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

3. PROFESSIONAL LEARNING PROGRAM

The *Stability and Excellence in Education Act*, enacted on June 28, 2001, encompassed a Professional Learning Program (the Program), which required all members of the College to complete ongoing professional learning in order to maintain their licence to teach. In a letter to the College on December 19, 2003, the Minister of Education announced his intention to end the requirement. On December 16, 2004, the *Professional Learning Program Cancellation Act* formally cancelled the Program.

The College suspended all operational activities associated with the Program at the beginning of 2004. During the year, the College vacated the 2 Bloor Street East premises, which had been leased in 2002 to support the implementation of the Program. All significant costs associated with the cancellation of the Program have been recognized in the 2004 financial statements, including the remaining lease payments on the vacated premises.

4. CAPITAL ASSETS

			2004	2003
	Cost	Accumulated amortization	Net	Net
	\$	\$	\$	\$
Furniture	3,611	1,850	1,761	2,019
Office equipment	565	294	271	324
Computer equipment	4,011	2,818	1,193	1,385
Leasehold improvements	6,227	3,109	3,118	4,072
	14,414	8,071	6,343	7,800

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

5. MEMBERS' EQUITY

The members' equity of the College is comprised of five components. Invested in capital assets relates to the capital assets of the College that are not funded by deferred lease contributions or by deferred capital contributions. The reserve for working capital has been established by the College in recognition of the need to provide working capital for continuing operations. The College also maintains a reserve for fee stabilization to help moderate the potential for fee increases in the immediate future. 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 leases expire in 2012. The unappropriated members' equity represents the undesignated funds of the College. For 2004, the College's Council decided to assign \$4,195,000 to the reserve for fee stabilization, increase the reserve for working capital by \$380,000, and make an initial allocation of \$250,000 to the reserve for stabilization of facility costs.

6. COMMITMENTS

a) Premises lease commitments

In September 1996, the College entered into a long-term lease agreement, which expires November 30, 2012. The lease is for three floors of office space at 121 Bloor Street East, Toronto. In addition to a rent-free period until November 30, 1997 (valued at \$615,300), the College obtained an allowance for leasehold improvements of \$2,356,891, which is repayable out of rental payments.

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

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

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

Year ending December 31	\$
2005	1,630
2006	1,838
2007	1,838
2008	1,839
2010 – 2012 (remaining terms of leases)	6,484
	<u>13,629</u>

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

b) Other operating lease commitments

The College has entered into various operating lease commitments for office equipment.

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

Year ending December 31	\$
2005	96
2006	41
2007	13
2008 – 2009	2
	<u>152</u>

7. TEACH IN ONTARIO PROJECT

The Teach in Ontario Project is an 18-month project funded by the Ministry of Training, Colleges and Universities beginning in 2004 and extending until December 31, 2005, which aims to assist in the licensing and hiring of internationally trained teachers. 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, 2004, funding received for the project amounts to \$500,000 of which \$472,000 has been expended by the College and its project partners.

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 \$692,461 (2003 – \$683,350).

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 2004, donations for the Joseph W. Atkinson Scholarship for Excellence in Teacher Education amounted to \$4,834 and the second scholarship of \$2,000 was awarded in September 2004.

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.

2004 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

		2004		2003	
			%		%
Female	English	129,511	66.9	125,541	66.5
Female	French	8,617	4.5	8,385	4.4
		138,128	71.4	133,926	70.9
Male	English	52,002	26.9	51,470	27.3
Male	French	2,976	1.5	2,937	1.6
		54,978	28.4	54,407	28.9
Unreported	English	418	0.2	332	0.18
Unreported	French	7	< .01	6	< .01
		425	0.2	338	0.18
Total		193,531*		188,671	

* As at December 31, 2004

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

AGE DISTRIBUTION OF COLLEGE MEMBERS

Age Range	Male				Female				Unreported	
	2004	%	2003	%	2004	%	2003	%	2004	2003
20-30	7,327	3.8	5,910	3.1	27,027	13.9	21,924	11.7	226	179
31-40	14,631	7.6	14,109	7.5	36,904	19.1	35,780	19.0	135	113
41-50	13,448	6.9	13,238	7.0	32,601	16.8	31,943	16.9	56	38
51-60	16,517	8.5	17,624	9.3	36,400	8.8	38,277	20.3	8	8
>60	3,055	1.6	3,524	1.9	5,196	2.7	5,999	3.2		
Unknown			2				3			
Totals	54,978	28.4	54,407	28.8	138,128	71.3	133,926	71.1	425	338

CERTIFICATION SUMMARY

	2004	2003
Ontario Graduates	7,888	7,443
Other Canadian	531	438
U.S.	1,430	1,317
Other International	994	681
Total Certified	10,843	9,879

OTHER STATISTICS

Appeals	55	41
Temporary Letters of Approval Issued	1,344	1,383
Additional Qualifications Granted	33,549	31,892
Additional Qualifications Equivalents Granted	281	259



The College's primary responsibility is to the public interest, and we are accountable to the public for how we carry out our responsibilities.



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario