

Ontario
College of
Teachers
2012
Annual
Report

The College at a Glance

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 website at www.oct.ca and this annual report.

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Chair's Message



2012 saw the election of the College's sixth Council. My colleagues on Council re-elected me as Chair of Council and I am grateful for the confidence they have in me to continue to represent our profession.

Review of our disciplinary processes and practices

Reflection and review are cornerstones of our operational structure. We continually examine what we do and how we do it to ensure we continue to serve the public interest effectively and to inspire public confidence in the teaching profession's ability to regulate itself in the public interest.

That's why the College commissioned former Ontario Chief Justice Patrick LeSage, in the summer of 2011, to evaluate our discipline processes and practices. Forty-nine recommendations later, he's given the College a blueprint for change to strengthen our ability to serve the public interest.

In June 2012, the College Council approved most of these recommendations and ordered further study on a few, and directed those that require legislative change to the provincial government for action.

In the meantime, the College has established tighter timelines for scheduling disciplinary hearings and providing support to committees to ensure discipline cases are decided in a more timely manner.

Bringing together teachers, the public and professional regulators

In the fall, members of the public, educators and education stakeholders and professional regulators attended the very successful College conference Inspiring Public Confidence in Toronto.

The conference attracted 235 participants from B.C. to Newfoundland, and from as far away as Japan and England. There were 24 workshops – 20 in English and four in French. The presenters addressed trending topics that challenged minds and touched hearts in three streams: professional regulation, acting in the public interest and effective practices and research in teacher education.

The conference featured keynote addresses by Wendy Mesley, the award-winning television host and reporter and Stephen Lewis, one of Canada's most influential commentators on social affairs and human rights.

To see the highlights of what Mr. Lewis said about public education, controversy and the role of the College, check out the College's YouTube channel.

Joseph W. Atkinson scholarship

In 2012, the College named Jennifer Parker as the 10th recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education.

Ms. Parker has tutored elementary students and prison inmates and helped renovate a school in El Salvador. The Queen's University teacher candidate has served food at the school's soup kitchen, taken lecture notes for students with learning disabilities and baked pies to raise funds for Easter Seals.

Her four-page resume brims with community involvement and exceptional academic achievement.

Articulate and primed for leadership, Ms. Parker has served as a student trustee in high school and a student senator at university.

She earned an Honours BA and will complete her BEd in 2013. She is studying to become qualified in Intermediate and Senior division geography and history.

Council members have shown a real commitment to decision making in the public interest. These men and women understand the complexities of our profession and bring their own insightful wisdom to the work that we do. College staff members continue to work hard to ensure that our members get the best service possible. They support the teaching profession every day through the expertise and commitment they bring to their work. To all of them, I offer my admiration and thanks.

Registrar's Message



Last May 20th was our 16th birthday as the regulatory body for Ontario's teaching profession. It is therefore timely – in reflecting on our years in existence – to recognize our strengths but most importantly, to look at areas where we can improve.

In 2011, the College asked former Ontario Chief Justice Patrick LeSage to evaluate our discipline processes and practices and to provide recommendations on areas for improvement.

In June 2012, we released the report and the very helpful recommendations that focused on increasing efficiency and enhancing transparency. Our College Council responded to the report with enthusiasm and provided direction in June to enhance public confidence in our profession's ability to govern itself in the public interest.

Council's directions focused on measures to improve the transparency and productivity of the entire investigation and discipline process to ensure it is conducted fairly, quickly and efficiently.

By following through, we assure the public that we treat complaints made against members of the profession in a timely manner.

One way of doing so is to shorten timelines from the very beginning of an investigation. This means tighter periods for reporting information about teacher misconduct or incompetence from boards to the College, from the College to members, and from the College to the public.

During the year, we have also linked discipline decisions to our public register on our website and we will also link hearing notices to the public register to create greater transparency for employers and the public.

A fresh new face

The College has been presenting a fresh new face to the world, with a relaunched website designed to help you get the information and support you need whether you're using your desktop computer, a tablet or your smartphone.

The new website, which we launched in November, gives members and the public easier navigation and direct paths to most-used information and applications. The cutting-edge responsive web design means it adjusts automatically to whatever device is used to access it, revising menus to maximize display and navigation.

The site is organized to make it easy for members of the public, teachers and applicants to find the information they want and access the services they need.

Now our interactions with applicants, members and the public are almost entirely electronic. Our new website recognizes this changed reality and makes it easier and more economical to find ways to make interacting with the College more convenient.

Supply and demand of teaching positions

In the summer, for the eleventh consecutive year, the College surveyed teachers in their first five years in the profession. The Transition to Teaching study presents an in-depth look at the early careers of new members.

Our study, made possible by a grant from the Ministry of Education, is part of the College's efforts to better understand the realities faced by our newest members.

The survey reveals that Ontario is still experiencing a growing surplus of teachers.

More new teachers are unemployed in their first school year than ever before. Many of those with jobs are underemployed. And more are taking up alternate work in non-teaching occupations.

More Ontario graduates than in past years left the province in search of teaching jobs.

Both elementary and secondary qualified teachers face high levels of unemployment and underemployment. Very few get regular teaching contracts in their first year after graduating - regardless of their qualifications.

The effects of the weakening employment market continue to be felt by many French-language teachers. Half of them now report they are unemployed or underemployed in the first year following graduation. And most new Canadians in their first year following Ontario certification are also unemployed.

New award

Philip Capobianco, who works at Notre Dame High School in the Ottawa Catholic District School Board, was named the first recipient of the College's Inspiring Public Confidence Award. The award is presented to an individual who works in the public education sector and has significantly contributed to the public's confidence in Ontario education.

To see a short video on the impact Mr. Capobianco has within his school, I invite you to watch the College's YouTube channel.

Council appointments

In January 2012 John Tucker was reappointed to Council for a two-year term retroactive to the date of his previous term's expiry on October 24, 2011.

Council appointed Stefanie Achkewich, OCT, to fill the vacancy in the Private School position effective November 15, 2012 after Dave Bird, OCT, resigned from Council on September 20, 2012.

I would like to express my appreciation to members of the College's Council and staff for their expertise, the care they bring to our work and their ongoing commitment to inspiring public confidence.

Overview

The 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 website 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 website 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 its outcome is published in the College magazine and on our website.

How We Are Governed

The College is governed by a 37-member Council, 23 of whom are members of the College elected by their peers for three-year terms. Elected members represent the English, French, Catholic, public, elementary and secondary school systems in all regions of the province. The other 14 members of Council are appointed by the provincial government for terms of up to three years. The Council meets four times a year to develop and approve policies and procedures.

Our Members

The majority of College members are classroom teachers, but vice-principals, principals, supervisory officers and directors of education must also be certified teachers to hold the positions they do. Our members work in faculties of education, the Ministry of Education, teachers' federations, the College, independent schools and many other institutions that provide educational opportunities for teachers and their students in Ontario as well as in other parts of Canada and around the world. The College membership reached 237,249 in 2012.

Our Services

The College offers its members and the public a wide range of resources on teaching and education on its website, through the Margaret Wilson Library and in our quarterly magazine, *Professionally Speaking*. 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.

Overview

College Mandate

- To regulate the profession of teaching and to govern its members.
- To develop, establish and maintain qualifications for membership in the College.
- To accredit professional teacher education programs offered by postsecondary educational institutions.
- To accredit ongoing education programs for teachers offered by postsecondary educational institutions and other bodies.
- To issue, renew, amend, suspend, cancel, revoke and reinstate certificates of qualification and registration.
- To provide for the ongoing education of members of the College.
- To establish and enforce professional and ethical standards applicable to members of the College.
- To receive and investigate complaints against members of the College and to deal with discipline and fitness to practise issues.
- To develop, provide and accredit educational programs leading to certificates of qualification additional to the certificate required for membership, including but not limited to certificates of qualification as a supervisory officer, and to issue, renew, amend, suspend, cancel, revoke and reinstate such additional certificates.
- To communicate with the public on behalf of the members of the College.
- To perform such additional functions as are prescribed by the regulations.

Overview

Council of the Ontario College of Teachers

Elected Members



Appointed Members



CEO and Registrar



Michael Salvatori

Overview

Professionalism and Transparency

The College is committed to fulfilling our ethical and legal responsibilities to be accountable to the public and transparent in the regulation of the teaching profession.

Discipline Committee Decisions

You can now see more than 600 full discipline decisions involving College members over the last 16 years. In January 2012, the College posted the information – which was previously available publicly via our library and on online legal services – on our website to improve public access.

The College also continues to provide public access to disciplinary decisions in other ways:

- Copies of Discipline Committee decisions are available in the College's Margaret Wilson Library. Members of the public can also request electronic versions of the decisions.
- The College provides full decisions to Quicklaw, one of several professional Canadian legal research services available to service subscribers.
- Summaries of Discipline Committee decisions appear in the College's official publication *Professionally Speaking*, as well as on the College's website.
- The College's public register, **Find a Teacher**, also plays a very important role in communicating the decisions of our Discipline Committee.

Reviewing Our Practices

The College has a critical responsibility to protect the public interest and the safety of Ontario students.

That's why the College regularly asks independent experts to review key aspects of the College's practices to ensure that we continue to serve the public interest effectively.

In the summer of 2011, the College commissioned former Ontario Chief Justice Patrick LeSage to evaluate our investigation and discipline processes and practices. Forty-nine recommendations later, he's given the College a blueprint for change to strengthen, through better efficiency and transparency, our ability to serve the public interest.

In June 2012, the College Council approved most of these recommendations and ordered further study on a few, and directed those that require legislative change to the provincial government for action.

You will find more information in the Registrar's Message and in the Investigation, Discipline and Fitness to Practise committees of this annual report.

Registration Practices

Our review of registration practices initiated in 2007 ensures that our procedures, information and guidelines are clear and transparent.

To learn more on the College's commitment to fair registration practices, see the full report.

Find a Teacher

You can view a register of all members of the College that includes their qualifications, credentials and a notation of every revocation, cancellation and suspension of a certificate of qualification.

Like us on Facebook

Visit the College's Facebook page and you'll be able to:

- participate in polls
- learn about visiting delegations
- read the latest College news
- learn of College job openings
- get the scoop on events, awards and contests
- and more.

YouTube

Visit the College's YouTube channel and watch stories on:

- what happens during a disciplinary hearing
- our advice to teachers on the use of social media, professional misconduct and student safety
- First Nations education
- and more.

Newsletters

Sign up to receive our public e-newsletter and learn more about:

- teacher qualifications
- high standards in education
- College reports on trends in education
- education legislation.

Annual Reports

The College's past annual reports are available on our website.

Overview

Public Interest Committee

Members of the Public Interest Committee advise Council regarding its duty to serve and protect the public interest in carrying out the College's objects. The three members of this committee – who are appointed by the Ministry of Education – are members of the public and are not members of the College Council.

The committee meets at least four times a year, and as requested by the Chair, Council or the Executive Committee. The committee is also expected to report annually to Council prior to the College's annual meeting of members.

Under the College's Act, the committee is required to develop a work plan identifying its priorities, proposed projects and activities through the term of Council. The committee may request information from Council to assist it in developing, modifying or implementing its work plan or to provide advice to Council.

The committee's work, as identified in its new 2012 work plan, focus on three new priorities:

- reviewing the practice of assigning teaching positions that do not match teachers' qualifications
- identifying key performance indicators to ensure that the College is meeting its mandate as a regulator of the teaching profession in Ontario in the public interest
- reviewing membership requirements for publicly appointed Council members.

The committee's work during 2011 focused on four priorities, three of which require amendments to the College's Act. They focus on organizational accountability measures, stays of disciplinary decisions pending appeals, reinstatement and variation hearings, and communicating with the public on behalf of the profession.

These recommendations – endorsed in a 2012 independent review of the College's investigation and disciplinary procedures and outcomes (LeSage report) – have been shared with the Ontario Minister of Education for action.

Public Interest

Gail Lilley (Chair)
Raheel Raza (until April 1, 2012)
Brian Evoy (from June 6, 2012)
Jacques Lupien (from June 11, 2012)

Committees at Work

Accreditation Committee

The College's Accreditation Committee ensures the quality of teacher education programs in Ontario through the regular review and accreditation of these programs.

The accreditation process assures the profession and the public that teacher education programs meet the requirements established under regulation, integrating theory and practice so that graduates are prepared and qualified for today's classrooms.

An accreditation panel – which has a minimum of six members, including one person nominated by the institution administering the program under review – is appointed by the Accreditation Committee to review each pre-service teacher education program. Existing programs are reviewed cyclically, usually every seven years, to confirm that the program continues to meet regulatory requirements.

After examining all documents submitted by the faculty and submissions provided by members of the public, panel members normally visit the campus. They conduct on-site interviews with faculty members and various stakeholders, examine artifacts and review facilities and resources. The panel then develops its report, setting out its recommendations and detailing its supporting evidence. The Accreditation Committee considers the information provided in the panel's report, and renders its decision.

Program Reviews

The College reviewed the accreditation of a number of Ontario teacher education programs in 2012.

The Accreditation Committee renewed the accreditation of the following programs:

- L'école des sciences de l'éducation at Université Laurentienne
 - French-language consecutive program with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree. Granted general accreditation.
 - French-language multi-session consecutive program with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree. This alternative delivery program was granted general accreditation with conditions.
- Faculty of Education at Brock University
 - consecutive program with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree
 - concurrent program with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree in the fifth year of study
 - consecutive program with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 level, leading to a Bachelor of Education degree or certificate
 - integrated consecutive program focusing on Aboriginal Education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree

(Aboriginal), identified in the application as the “Aboriginal Bachelor of Education Program”.

All programs were granted general accreditation.

- Faculty of Education at Lakehead University
 - consecutive program with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree
 - concurrent program with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree, including a concurrent “Native Teacher Education Program” (NTEP Concurrent)
 - single-degree consecutive program with areas of study in the Primary/Junior divisions, leading to a four-year Honours Bachelor of Education (Aboriginal) degree
 - multi-session consecutive program with an area of study in teaching Native Languages, leading to a Diploma in Education (known as “Native Language Teacher’s Certification Program”).

All programs were granted general accreditation with conditions.

An annual report is required when a teacher education program is accredited with conditions. The Accreditation Committee reviewed annual reports for the following programs:

- Faculté d’éducation at the Université d’Ottawa
 - French-language multi-session, consecutive program with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree. This program is offered in an alternative mode.

- Schulich School of Education at Nipissing University
 - multi-session consecutive program with an area of study in teaching Native Languages, leading to a Diploma in Education - known as “Teacher of Anishnaabemwin as a Second Language” (TASL program)

After reviewing the annual reports, the Accreditation Committee removed the conditions on these programs.

In late 2012, accreditation panels reviewed applications for renewal of accreditation of the pre-service programs offered by the Faculty of Education at the University of Ottawa (English and French programs) and the Faculty of Education, Queen’s University. These decisions will be available in the next annual report.

Accreditation Committee decisions for professional teacher education programs are posted on the College website.

A New Accreditation Committee

Changes to the Accreditation Committee membership took place following the installation of the new College Council in July, and included the election of a new Chair and Vice-Chair for the committee.

A two-day committee orientation session was held in July.

Accreditation Panel Training

In September, the College trained 17 participants, including new members of the Accreditation Committee, members of the profession and those with faculty of education or accreditation experience to serve on accreditation panels over the next three years. Participants explored many aspects of the College’s regulatory authority and procedures for the accreditation of pre-service teacher education programs in Ontario.

Presentation to College of Early Childhood Educators

In September, the Chair of the Accreditation Committee and College staff presented the College's accreditation mandate and processes to members of the Council of the College of Early Childhood Educators. The recently established College requested the presentation to help inform the establishment of its own regulatory practices.

Public Input

The College welcomes public input on the quality of the teacher education programs it reviews.

A tool on the College website enables members of the public to learn about upcoming accreditation reviews and offer input on the quality of the programs for the panel's consideration. The College also welcomes presentations made directly to the panel. Open forum meetings are now held during accreditation site visits to provide the public with opportunities to offer input to the panel.

Visit our website to know more about our upcoming accreditation reviews.

Resources

The resources Accreditation Panel Interview Resources: Getting at Evidence and Accreditation Panel Member Guide for the Review of Applications for Accreditation of Programs of Professional Education were published in 2012.

These resources support the work required for accreditation reviews, and are helpful documents in understanding the College's accreditation mandate and process.

Additional Qualifications Courses

Ongoing professional learning is highly valued by Ontario teachers. The College Registrar determines if Additional Qualification courses and programs satisfy the requirements for accreditation.

In 2012, the Registrar accredited 467 Additional Qualification courses.

The College continues to experience a significant increase in the number of applications submitted from providers for accreditation of AQs. For example, the College received 487 applications in 2012 compared to 386 in 2011.

AQ courses are offered by 37 providers across the province. In 2012, the Indigenous Education Coalition became a provider of AQ programs that support teachers to address the needs of First Nations, Metis and Inuit students. The College is meeting with several other First Nations communities, as well as Colleges of Applied Arts and Technology who are interested in becoming providers of AQs in specialized areas related to Native education and technological education.

Find an AQ

College members continue to benefit from the Find an AQ search engine on the College website. The tool enables members to determine the options available for a particular qualification, and to ensure that they will be registering in a currently accredited program from an approved provider.

Accreditation

Until June 30, 2012

Rebecca Coulter, OCT
Gale Dores, OCT
Dobi-Dawn Frenette
Clyde Glasgow
Allyn Janicki, OCT
Annilee Jarvis, OCT
Bill Kirkwood (Vice-Chair)
Ruth Ann Penny, OCT (Chair)
Pauline Smart

From July 4, 2012

Jean-Luc Bernard, OCT
(from August 23, 2012)
Monique Châteauvert
(until August 23, 2012)
Angela De Palma, OCT (Vice-Chair)
Gale Dores, OCT
Clyde Glasgow
Mel Greif
Allyn Janicki, OCT
Matthew Kavanagh, OCT
Bill Kirkwood (Chair)
Kara Smith, OCT

Committees at Work

Accreditation Appeal Committee

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

The appeal process ensures fairness in the accreditation of pre-service programs and in-service courses in allowing those who appeal to present new information and seek to have the decision reviewed.

There was one appeal in 2012 in relation to an initial program of professional education. In July 2012, an accreditation appeal panel reviewed the appeal and submitted a report to the Accreditation Appeal Committee. The appeal will be heard by the committee in 2013.

The committee members also participated in a training session concerning principles for accreditation, reasons and decision writing.

Accreditation Appeal

Until June 30, 2012

Marie-Louise Chartrand
(from March 29, 2012)
Martha Dutrizac, OCT
(until March 29, 2012)
Darlene Mead, OCT
(from March 29, 2012)
Terry Price, OCT
Susan Robertson (Vice-Chair)
(until March 29, 2012)
Mara Torcaso, OCT
John Tucker (Chair)

From July 4, 2012

Marie-Louise Chartrand (Chair)
Monika Ferenczy, OCT
(from August 24, 2012)
Dobi-Dawn Frenette
(until August 23, 2012)
Robert Gagné
(from August 24, 2012)
Myreille Loubert, OCT
Mary Lou Mackie, OCT
(until August 23, 2012)
Demetri Vacratsis, OCT (Vice-Chair)

Committees at Work

Editorial Board Committee

The College's quarterly award-winning magazine *Professionally Speaking* - delivered to more teachers than any other educational publication in Canada – delivers inspiring stories from our members across the province, information on educational trends, in-depth articles and resources relevant to today's teachers and their profession.

It also features profiles of remarkable teachers who have made a real impact on the lives of Canadian celebrities like Oscar-winning actor Christopher Plummer, country music star Michelle Wright and television journalist Lisa LaFlamme.

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

The board reviews and selects submissions for each issue, looking for a balance of articles that will interest the College's very diverse membership. Each issue 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.

Feedback from College members about what features of the College magazine they find most useful in their work, or the most enjoyable, helps the Editorial Board continually improve our official publication.

In 2012, the magazine has evolved to engage readers with exciting new departments and a fresh design with leading edge visuals. Our Connections section, for example, delivers quick hits of information – from new developments in the profession, to insightful statistics and tips from real classrooms teachers. As well, each issue ends on an upbeat note with our new last-page department, Final

Exam, where a well-known personality answers questions about his or her own school experiences.

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

The College magazine wrapped up another impressive awards season by winning several Kenneth R. Wilson (KRW) awards in Canadian business journalism.

Professionally Speaking and its sister French-language publication *Pour parler profession* took home a gold, a silver and two honourable mention awards.

Sur la ligne de tir won gold for Best Photograph and Haute Specialisation won silver for Best Photograph. This article also won a honorable mention award for best photography.

The second honourable mention was awarded for Remarkable Teacher in the Best Regularly Featured Department or Column.

The KRW Awards were founded by the Canadian Business Press in 1954 to provide annual recognition for achievement in professional and business-to-business publications across Canada.

It is the sixth year in a row that the College magazine has emerged a winner at the prestigious US-based Tabbie Awards.

In the line of Fire, published in December 2011, picked up a silver for Feature Article. This feature was chosen from nearly 500 entries from around the world.

In 2012, the Editorial Board developed the member survey based on research requests from Council committees to provide information that helps guide their initiatives. The survey reveals that teachers are committed to the security of their students and feel prepared to handle the tough situations.

In 2012, advertising sales for our four print editions of the magazine totaled \$1,113,395.59 The advertising sales on the magazine's microsite have brought in an additional \$30,806.00.

The *Professionally Speaking* microsite averaged close to 6,000 visitors per month in 2012. The most popular destination on the site was Leanne Miller's March 2010 article about the professional learning initiative known as Lesson Study, followed by the Transition to Teaching study.

The roughly 72,000 visitors to the magazine microsite pale in comparison to the million-plus members, friends and family who take a look at the four print issues of the magazine each year. However, the numbers demonstrate that the online version of the magazine plays two important roles – providing public access to our official publication and serving as an online archive for our members.

Professionally Speaking is an efficient means of reaching our members and continues to be highly cost effective. In 2012, the per-member annual cost for four issues – including postage – was about \$1.89.

Editorial Board

Until June 30, 2012

Marie-Louise Chartrand
Irene Dembek, OCT (Vice-Chair)
Annilee Jarvis, OCT (Chair)
Bill Kirkwood
Darlene Mead, OCT

From July 4, 2012

Danny Anckle
Christine Bellini, OCT (Chair)
Jean-Luc Bernard, OCT
(from August 23, 2012)
Monika Ferenczy, OCT
Bill Kirkwood
(until August 23, 2012)
Kara Smith, OCT

Committees at Work

Election Committee

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

The Election Committee oversaw the election of the sixth College Council held on April 10, 2012. Twenty-three members were selected to positions on Council, including eight returning and 15 new members. A total of 69 candidates ran in 23 positions, with five positions acclaimed.

Approximately 3.75 per cent of the College membership voted in the election. While this was a doubling of the voter turnout as compared to the 2009 election, the incoming Election Committee will assess new options for increasing member awareness of the election process and increasing voter participation for the next election in 2015.

New for the 2012 election, candidates were offered the opportunity to create an online blog to communicate with College members. A voter forum was also available for candidates and members of the College and the public to discuss issues related to self-regulation and the role of Council in governing the College.

Members were able to access their personalized ballots via the Members' Area of the College website. Ballots were accessible 24 hours a day to members between March 5th and April 10th.

Communication about the election was contained in four issues of Professionally Speaking beginning in September 2011. As well, information on the election and voting reminders were sent to members via e-mail and the Your College and You e-newsletter.

On April 11, 2012, the auditing firm Deloitte & Touche LLP issued an unqualified audit opinion with respect to the voter list development process, election balloting system and ballot tabulation process.

Election

Until June 30, 2012

Marie-Louise Chartrand
Gale Dores, OCT
Mel Greif (Chair)
Clint Lovell, OCT
Robert Ryan, OCT (Vice-Chair)

From July 4, 2012

Ahmed Bouragba, OCT
Maria Bouwmeester, OCT
Robert Gagné
Mel Greif (Chair)
Matthew Kavanagh, OCT
(Vice-Chair)

Committees at Work

Executive Committee

The Executive Committee is a statutory committee that conducts the business of the College between Council meetings.

The committee is composed of the Chair and Vice-Chair of Council, the chairs of the Accreditation, Discipline, Finance, Fitness to Practise, Investigation, Registration Appeals, and Standards of Practice and Education committees, and must include a minimum of two publicly appointed members of Council. It meets, at minimum, four times each year.

Based on recommendations of the Nomination Committee, the Executive Committee made several appointments to fill statutory, standing, regulatory and special committee vacancies as they occurred in 2012. The committee also made interim appointments to committees that were required to address language requirements of panels.

During the year, the committee selected Jennifer Parker as the recipient of the Joseph W. Atkinson Scholarship award for the 2012-2013 year from 73 eligible applicants. Council presented her with the award at its November meeting.

The committee established subcommittees to examine the possibility of establishing two new scholarships or awards. Research continues in this area and Council will consider this matter further in 2013.

The committee initiated a review of the provisions in College regulations for disqualifying members of the Council from sitting on Council. Research continues on possible additions to Regulation 72/97, under the *Ontario College of Teachers Act*, to address this issue and Council will consider this matter in 2013.

The Executive Committee has the authority to make an interim order directing the Registrar to suspend a Certificate of Qualification and Registration if it is of the opinion that the actions or conduct of the member exposes – or is likely to

expose – students to harm or injury. The committee may also direct the Discipline or Fitness to Practise committees to hold a hearing and determine an allegation without the involvement of the Investigation Committee. During 2012, the committee referred one case to the Fitness to Practise Committee where it requested that the matter be dealt with expeditiously.

Executive

Until June 30, 2012

Dean Favero, OCT

Nick Forte, OCT

Mel Greif

Garry Humphreys,
(from March 29, 2012)

Darlene Mead, OCT

Liz Papadopoulos, OCT (Chair)

Ruth Ann Penny, OCT (Vice-Chair)

Pauline Smart (until March 29, 2012)

Hanno Weinberger, OCT

Sharon Young Kipp, OCT

From July 4, 2012

Marie-Louise Chartrand

Gale Dores, OCT

Marc Dubois, OCT (Vice-Chair)

Bill Kirkwood

Liz Papadopoulos, OCT (Chair)

Terry Price, OCT

Louis Sloan, OCT

John Tucker

Committees at Work

Finance Committee

The Finance Committee exercises its review and accountability role throughout the year. The committee reviews both short-term and long-term budget plans and reports on spending and revenue in relation to the approved budget.

Acting as the audit committee of the College, the committee also oversees the annual external audit, which includes the preparation of audited financial statements using best practices in non-profit financial reporting.

The committee adheres to financial principles that ensure mandated services are appropriately funded and that fees are maintained at appropriate levels so that the College's financial stability is assured.

For 2012 the College operating budget was set at \$35,765,000 with an anticipated surplus of \$1,357,000. The year concluded with a surplus of \$420,000 due to a significant increase in expenditures related to the adjudication of more discipline matters.

The College is financed primarily by members' fees. At the end of 2012 the College had 237,249 members in good standing, an increase of 2,833 over 2011. There has been some moderation in growth over the last couple of years as fewer certified teachers have gained employment in the profession.

The Finance Committee has recommended and Council has approved the 2012 operating surplus of \$420,000 and the associated 2012 audited financial statements.

Finance

Until June 30, 2012

Garry Humphreys
(Chair, from March 29, 2012)
Allyn Janicki, OCT
Darlene Mead, OCT (Vice-Chair)
Pauline Smart
(until February 8, 2012)
Henry Tyndorf, OCT
John Tucker
(from February 8, 2012)

From July 4, 2012

Stefanie Achkewich, OCT
(from November 15, 2012)
Dave Bird, OCT
(until September 20, 2012)
Marie-Louise Chartrand (Chair)
Terry Price, OCT (Vice-Chair)
Vicki Shannon, OCT
Pauline Smart

Committees at Work

Investigation Committee, Discipline Committee, Fitness to Practise Committee

Three College committees deal with complaints against members of the teaching profession and this annual report provides detailed statistical information on the committees' activities in 2012.

The Investigation Committee conducts a review of information related to all complaints. The Discipline Committee holds hearings on complaints referred to it related to alleged professional misconduct or incompetence. The Fitness to Practise Committee holds hearings on complaints referred to it related to alleged incapacity.

Three-member panels make decisions by considering the information related to a complaint. The panels are made up of a combination of elected and appointed Council members and may include a member of the roster. The College maintains a roster of experienced panel members who may be called on to act in this capacity, although they may no longer be members of Council.

The College was contacted about 1500 times in 2012 by members of the public and the profession who raised issues concerning College members. About two-thirds of these concerns are resolved appropriately at the local level within the school or the school board. The remaining one-third are dealt with initially by a panel of the Investigation Committee.

Review of the College's disciplinary processes and practices

In the summer of 2011, the College commissioned former Ontario Chief Justice Patrick LeSage to evaluate its discipline processes and practices. Forty-nine recommendations later, he's given the College a blueprint for change that strengthens the College's ability to serve the public interest.

In June 2012, the College Council approved most of the recommendations and ordered further study on a few, and directed those that require legislative change to the provincial government for action.

During the year, the Investigations and Hearings Department and these three committees have implemented a number of recommendations from the review and established certain processes and practices to ensure we carry out our responsibilities in the public interest with greater efficiency and create greater transparency for the public, employers and members of the College.

For example, the College has:

- established tighter timelines for scheduling hearings and provided support to committees to ensure discipline cases are decided in a timelier manner
- made the complaint form available online
- linked hearing notices and discipline decisions to the College's public register on its website
- used a variety of decision writing and editing approaches to improve efficiency and reduce timelines
- provided additional training sessions to panel members related to investigations and disciplinary hearing processes.
- considered prior complaints and matters at the investigation stage
- implemented the use of prosecutorial viability assessments at the investigation stage.

Investigation Committee

Under the direction of the Investigation Committee, College staff investigate complaints in a fair and impartial manner.

College investigators present the information gathered to a panel of the Investigation Committee. A panel of the Investigation Committee can take one of the following actions in a complaint:

- refuse to investigate a complaint if it determines that the complaint does not relate to professional misconduct, incompetence or incapacity
- refuse to investigate a complaint if it determines that the complaint is frivolous, vexatious or an abuse of process
- not refer the complaint to a hearing
- caution or admonish the member in writing or in person
- remind or advise the member in writing
- ratify a memorandum of agreement reached through Dispute Resolution
- refer the matter to a Discipline or a Fitness to Practise hearing.

Discipline Committee

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

- direct the Registrar to revoke the member's teaching certificate
- direct the Registrar to suspend the certificate for up to two years
- direct the Registrar to impose terms, conditions or limitations on the member's teaching certificate
- postpone, reduce or cancel certain conditions if alternate conditions are fulfilled.

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

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

Since at least one panel member is an appointed member of Council, the public is given a very definite role in the disciplinary process. The panel is also comprised of at least one elected member of Council. The panel makes decisions by considering the evidence related to the allegations and submissions of the College and the member.

Discipline Committee hearings are open to the public, including those that have been dealt with through the Dispute Resolution Program. The decision of the Discipline panel is final and binding.

Fitness to Practise Committee

The Fitness to Practise Committee hears matters and determines if a member's physical or mental condition makes them unfit to carry out professional responsibilities or if a member's teaching certificate should be made subject to terms, conditions or limitations. Fitness to Practise hearings are not open to the public in accordance with the *Ontario College of Teachers Act*. The panels make decisions by considering the evidence related to the allegations and submissions of the College and the member.

If a panel of the Fitness to Practise Committee finds a member to be incapacitated, it may direct the Registrar to revoke the member's teaching certificate, suspend the certificate for up to two years, impose terms, conditions or limitations on the certificate, and postpone, reduce or cancel certain conditions if alternate conditions are fulfilled.

Dispute Resolution

When a case is deemed suitable and the parties agree, the College uses voluntary dispute resolution to resolve complaints. The Dispute Resolution Program is available at all stages of the complaint process and may be offered as an alternative to an extended investigation at the Investigation Committee level or to a contested hearing at the Discipline Committee level. Complaints are disposed of through the ratification of a Memorandum of Agreement (MOA) by the Investigation Committee in the majority of cases, and also by the Discipline Committee.

All discussions and materials shared during dispute resolution are kept confidential. Participation in the program occurs without prejudice to the parties. No one who participates in dispute resolution may repeat or use the information they obtain during the process. When a MOA is considered during a discipline hearing, which is open to the public, the content of the agreement is made public.

Before an MOA, signed by the member and the Registrar, is presented to a discipline hearing panel, the member acknowledges in the MOA awareness of the fact that the discipline hearing is public, as is the information presented during the hearing. The panel at the investigation or hearing stage may, in the public interest, request changes to the MOA. In the event that the MOA is not ratified by the panel, the individuals serving on the panel will not take part in subsequent considerations of the complaint or matter.

Investigation Committee

Until June 30, 2012

Carlo Cappello, OCT
Monique Châteauvert
Marc Dubois, OCT
Nick Forte, OCT (Chair)
Garry Humphreys
Liz Papadopoulos, OCT
Terry Price, OCT (Vice-Chair)
Susan Robertson
Henry Tyndorf, OCT

From July 4, 2012

Maria Bouwmeester, OCT
Monique Châteauvert
Clyde Glasgow
Jacqueline Gray, OCT (Vice-Chair)
Myreille Loubert, OCT
Mary Lou Mackie, OCT
Liz Papadopoulos, OCT
Terry Price, OCT (Chair)
Susan Robertson

Discipline Committee

Until June 30, 2012

Danny Anckle
Alexander (Sandy) Bass, OCT
Irene Dembek, OCT
Dean Favero, OCT
Monika Ferenczy, OCT
Robert Gagné
Mel Greif
Annilee Jarvis, OCT
Darlene Mead, OCT (Chair)
Robert Ryan, OCT
Pauline Smart (Vice-Chair)
John Tucker
Hanno Weinberger, OCT

From July 4, 2012

Stefanie Achkewich, OCT
(from November 15, 2012)
Danny Anckle
Alexander (Sandy) Bass, OCT
Christine Bellini, OCT
Dave Bird, OCT
(until September 20, 2012)
Irene Dembek, OCT
Monika Ferenczy, OCT (Vice-Chair)
Robert Gagné
Mel Greif
Vicki Shannon, OCT
Louis Sloan, OCT
Pauline Smart
John Tucker (Chair)
Wes Vickers, OCT

Fitness to Practise Committee

Until June 30, 2012

Shabnum Budhwani
Marie-Louise Chartrand
Monika Ferenczy, OCT
Bill Kirkwood (Vice-Chair)
Tanya Roberts, OCT
Mara Torcaso, OCT
Hanno Weinberger, OCT (Chair)

From July 4, 2012

Ahmed Bouragba, OCT
Shabnum Budhwani
Marie-Louise Chartrand
Angela De Palma, OCT
Bill Kirkwood
Shanlee Linton, OCT (Vice-Chair)
Louis Sloan, OCT (Chair)

Committees at Work

Nomination Committee

The Nomination Committee is a special committee of Council. The Nomination Committee prepared recommendations for the positions of Chair and Vice-Chair of Council and for membership on each of the Council committees following the 2012 election. The successful candidates to the positions of Council Chair and Vice-Chair were confirmed at the inaugural meeting in July. Membership on each of the Council committees was also confirmed at the inaugural meeting of the 6th Council.

During 2012, the committee reviewed and made recommendations to the Executive Committee regarding committee membership positions as vacancies occurred.

Nomination Committee

Until June 30, 2012

Danny Anckle (Chair)
Alexander (Sandy) Bass, OCT
(Vice-Chair)
Marie-Louise Chartrand
Monique Châteauvert
Terry Price, OCT
Hanno Weinberger, OCT
Sharon Young Kipp, OCT

From July 4, 2012

Danny Anckle (Chair)
Alexander (Sandy) Bass, OCT
Ahmed Bouragba, OCT
Monique Châteauvert
Irene Dembek, OCT (Vice-Chair)
Marc Dubois, OCT
John Tucker

Committees at Work

Quality Assurance Committee

The Quality Assurance Committee is a special committee of Council that assesses the performance of the College relative to the objects, or purposes, set out for the College in the *Ontario College of Teachers Act*. In addition to reviewing each of the objects in turn, the committee also identifies opportunities to further support the achievement of these objects and reports, at least, annually to Council.

In 2012, the committee completed its review of the 11 objects by assessing the College policies and processes related to membership in the College, the Foundations of Professional Practice and the College's investigation and hearings mandate. A final report of the committee observations was presented to Council.

Council requested that the committee undertake a review of the role of the College's Registrar as prosecutor in disciplinary matters and the role of the College's Council committees as adjudicative bodies. In its report to Council, the committee confirmed that there was no conflict in the Registrar's legislated dual prosecution and adjudication functions and that the College conformed with – or exceeded – the expected standards of independence for adjudicative committees.

At Council's request, the committee also reviewed a recommendation arising from an independent review of the College's investigations and discipline practices (LeSage report). Recommendation 49 states that members of the Investigation, Discipline and Fitness to Practise committees should be prohibited from holding any elected or appointed union/association positions during their tenure on those committees.

The committee is expected to report back to Council in 2013.

Quality Assurance

Until June 30, 2012

Clyde Glasgow (Chair)
Bill Kirkwood
Ruth Ann Penny, OCT
Robert Ryan, OCT (Vice-Chair)
Mara Torcaso, OCT

From July 4, 2012

Dave Bird, OCT
(until September 20, 2012)
Clyde Glasgow (Chair)
Bill Kirkwood (Vice-Chair)
Liz Papadopoulos, OCT
Terry Price
(from November 15, 2012)
Louis Sloan, OCT

Committees at Work

Registration Appeals Committee

To ensure fairness and maintain public confidence in the decisions the Registrar makes on behalf of the teaching profession, unsuccessful applicants may appeal a College decision to deny registration as an Ontario Certified Teacher.

The College provides access to a fair and transparent appeal mechanism through the Registration Appeals Committee, which hears appeals from applicants who have not been granted membership in the College or who have had restrictions placed on their teaching licence.

Committee members participated in training sessions to keep current regarding issues affecting the registration appeals process, including sessions on acceptable documentation requirements for evaluation purposes, document assessment and the certification process in various international jurisdictions.

In 2012, the Registration Appeals Committee considered 15 appeals from appellants who were not granted membership in the College or who had conditions placed on their teaching certificate. Nine appellants made oral presentations to the committee in support of their case.

Reasons for Denial of Certification Resulting in Appeals Reviewed by the Registration Appeals Committee

Reason	Total
Teacher education program completed by distance education	1
Teacher education program not acceptable	9
Degree not acceptable under the Teachers' Qualification Regulation	4
Language Proficiency	1 ¹
Total	15 ²
¹ In addition to the primary reasons for denial listed above, six of the appellants also failed to satisfy the College's language proficiency requirements.	
² No appeals of a condition on a certificate or appeals for reinstatement of a certificate were received.	

Appeal Outcomes	
Original Decision Upheld	9
Original Decision Overturned	4
Original Decision Modified	2
Total	15

Registration Appeals Committee

Until June 30, 2012

Monique Châteauvert

Irene Dembek, OCT

Marc Dubois, OCT (Vice-Chair)

Dean Favero, OCT (Chair)

Susan Robertson

From July 4, 2012

Alexander (Sandy) Bass, OCT
(Vice-Chair)

Jean-Luc Bernard, OCT
(from August 23, 2012)

Monique Châteauvert

Marc Dubois, OCT (Chair)

Kara Smith, OCT

Susan Robertson
(until August 23, 2012)

Committees at Work

Standards of Practice and Education Committee

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* represent a vision that guides the daily practice of members of the College and describe the knowledge, skills, and values inherent in Ontario's teaching profession.

The Standards of Practice and Education Committee advises College Council on the development, implementation and review of the ethical and practice standards and the professional learning framework that helps to maintain the standards. Committee activities include:

- integration of the standards within teacher education and professional practice
- communication and education about the standards
- dissemination of standards-based research and resources
- policy development related to Additional Qualification (AQ) course guidelines
- policy development and implementation related to the standards and teacher education
- research related to ethical professional practice.

Teacher Education: AQ Course Guidelines

Each year, thousands of Ontario teachers engage in a wide range of learning activities that help members expand their professional knowledge, increase their skills and prepare for career changes. Many valuable courses and opportunities are offered by universities, colleges, teacher federations, principals' organizations, school boards, subject organizations and community organizations.

Additional qualification courses are offered by providers across Ontario. The content is based on guidelines developed by the College which establish learning expectations, instructional strategies and forms of assessment. The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession are the foundation for these guidelines that help enhance educators' professional knowledge and practice in Ontario.

In 2012, the committee reviewed AQ course guidelines with the help of several thousand members of the profession, many of whom helped develop guidelines through 42 collaborative writing sessions. Educational partners and the public were involved in the consultation and validation processes of these guidelines.

Special Education

The review of the three-session Special Education AQ course guidelines involved consultation through the College's Facebook discussion forum, an online survey, open space session and focus groups. Over 3,000 members of the public, educational partners and the profession provided extensive feedback regarding the content and expectations of these important qualifications for teachers.

Deaf Teacher Education

Several AQ course guidelines associated with supporting students who are Deaf or Hard of Hearing were collaboratively developed with the teaching profession and the public. These included the following policy documents:

- Qualification for Teaching Students who are Deaf or Hard of Hearing – ASL/LSQ Communication
or
Qualification for Teaching Students Who are Deaf or Hard of Hearing – Aural and Oral Communication Program
- Aural and Oral Communication
- American Sign Language
- Langue des signes québécoise
- Preschool Education for Children Who Are Deaf or Hard of Hearing.

Aboriginal Teacher Education

In 2012, there were three provincial sessions on Aboriginal teacher education. College staff planned and co-facilitated these sessions with members of the Aboriginal Teacher Education Program at Nipissing University, Queen's University and Lakehead University, the Métis Nation of Ontario and the Tungasuvvingat Inuit community centre in Ottawa.

Elders, educators and students participated in discussions that helped to inform the development of AQ course guidelines related to Native studies. Aboriginal education institutes partnered with the College in the development of AQ course guidelines related to various Native languages. Writing teams for the following AQ course guidelines related to Aboriginal teacher education also occurred in 2012:

- Teaching First Nation, Métis and Inuit Children (Schedule C)
- First Nation, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures (Schedule C)
- Native Languages (Schedule A, D and E)
- Native Studies (Schedules A, D and E)
- Schedule C: (One Session)
 - Teaching Cayuga
 - Teaching Cree
 - Teaching Delaware (Lenape)
 - Teaching Mohawk
 - Teaching Ojibwe
 - Teaching Ojicree
 - Teaching Oneida

Technological Education

The College worked in partnership with the Ontario Council for Technology Education (OCTE) to develop draft guidelines for additional qualifications listed in schedule F of the Teachers' Qualifications Regulation.

There are 64 qualification courses which are designed to provide teachers with the opportunity to further develop technical proficiency within their broad-based technology subject area. The organization of these courses is derived from the technology-based emphasis courses currently within the Ontario secondary school curriculum.

The following draft guidelines were developed:

Computer Technology
Teaching Computer Technology - Computer Repair
Teaching Computer Technology - Electronics
Teaching Computer Technology - Information Technology Support
Teaching Computer Technology - Interfacing
Teaching Computer Technology - Network Support
Teaching Computer Technology - Networking
Teaching Computer Technology - Robotics and Control System

Green Industries
Teaching Green Industries - Agribusiness
Teaching Green Industries - Agriculture
Teaching Green Industries - Floristry
Teaching Green Industries - Forestry
Teaching Green Industries - Horticulture
Teaching Green Industries - Horticulture Management and Science
Teaching Green Industries - Landscaping Architecture
Teaching Green Industries - Landscaping Construction and Maintenance

Technological Design
Teaching Technological Design - Apparel and Textile Design
Teaching Technological Design - Architectural Design
Teaching Technological Design - Interior Design
Teaching Technological Design - Mechanical and Industrial Design
Teaching Technological Design - Robotics and Control System Design

Religious Education

The review of the Religious Education Additional Qualification course guidelines (Schedule D), was conducted in collaboration with the English-Language Catholic community and the French-Language Catholic community.

The writing team for these AQ course guidelines included representatives from the Ontario English Catholic Teachers Association, the Institute for Catholic Education, l'Office provincial de l'éducation de la foi catholique de l'Ontario and le Centre franco-ontarien de ressources pédagogiques. We provided various opportunities to all Catholic district school boards, faculties of education and educational partners to shape these AQ course guidelines.

Standards Education

Standards and accompanying teacher education and leadership development resources continue to significantly influence and support teacher education and leadership development nationally and internationally.

In 2012, the College was invited to facilitate 77 educative sessions involving 1,815 participants including teacher candidates, beginning teachers, teacher educators and leaders, principals, and internationally educated teachers.

Standards Educative Resources and Research

English-language and French-language teacher education programs in Alberta, New Brunswick, Nova Scotia, Newfoundland, Afghanistan, Australia, China, England, Finland, France, Israel, Jordan, Kuwait, Netherlands, Pakistan and the United States are using the three resource kits that the College has developed to deepen understanding of teaching's ethical standards and standards of practice.

The College's two standards-based books are also being used as part of initial and graduate teacher education curriculum and pedagogy in North America and Europe.

A number of research based standards resources have been developed to support the scholarship of professional practice. These resources are based on the College's teacher education policy development related to ethical standards and AQ courses. These include:

1. Supporting new teacher development using narrative based professional learning.
2. Teaching and learning through e-learning: A new additional qualification course for the teaching profession.
3. The power of collective narratives to inform public policy: Reconceptualizing a principal's qualification program.

Standards of Practice and Education Committee

Until June 30, 2012

Carlo Cappello, OCT
Gale Dores, OCT (Vice-Chair)
Nick Forte, OCT
Dobi-Dawn Frenette
Clyde Glasgow
Garry Humphreys
Clint Lovell, OCT
Susan Robertson
Sharon Young Kipp, OCT (Chair)

From July 4, 2012

Shabnum Budhwani
Gale Dores, OCT (Chair)
Dobi-Dawn Frenette
Clyde Glasgow
Jacqueline Gray, OCT
Allyn Janicki, OCT
Shanlee Linton, OCT
Susan Robertson (Vice-Chair)
Demetri Vacratsis, OCT

Committees at Work

Steering Committee

This committee - which consists of the Vice-Chair of Council and one appointed member - facilitates the movement of materials and motions during a College Council meeting.

Statistical Information

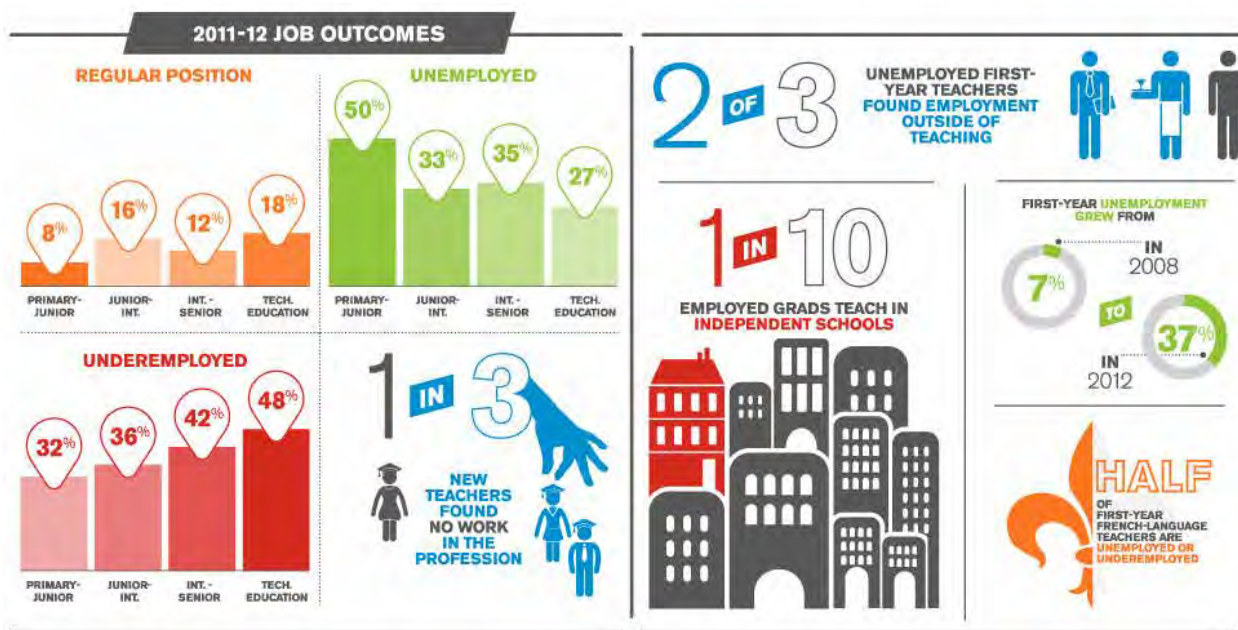
Transition to Teaching

The College's Transition to Teaching survey looks at the early careers of new Ontario teachers. This annual study began in 2001 when the elementary and secondary teacher employment markets in Ontario were in the midst of retirement-driven, short-term teacher shortage that started in 1998 and lasted for about five years.

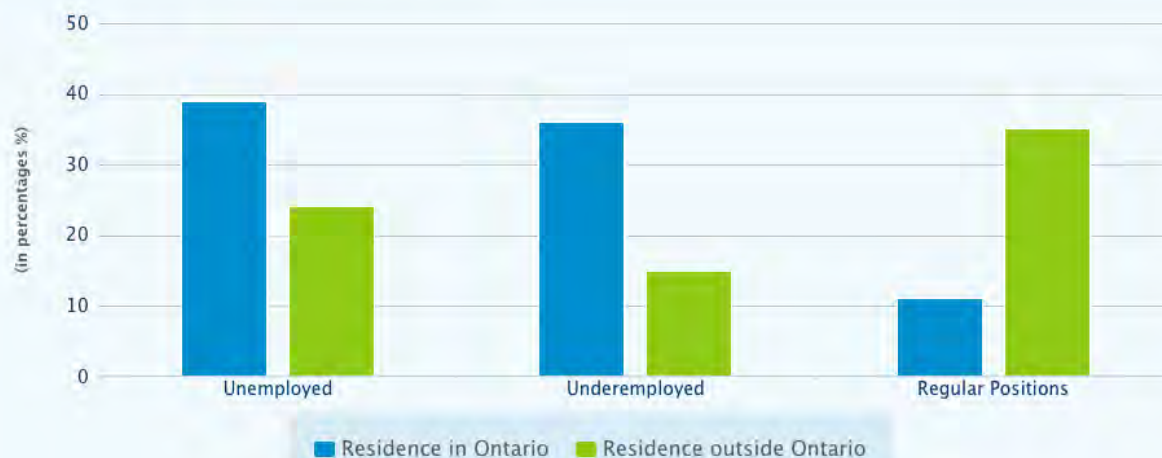
However, it became clear in the mid-1990s that there was an emerging surplus of teachers relative to available jobs.

What was it like to be a new teacher in 2012? Read our exclusive survey to find out.

The Transition to Teaching survey of new teachers in the 2011-12 school year examines the job entry success and professional experience of teacher education graduates of 2002 through 2011 and new-to-Ontario teachers educated elsewhere and certified in 2010 and 2011.



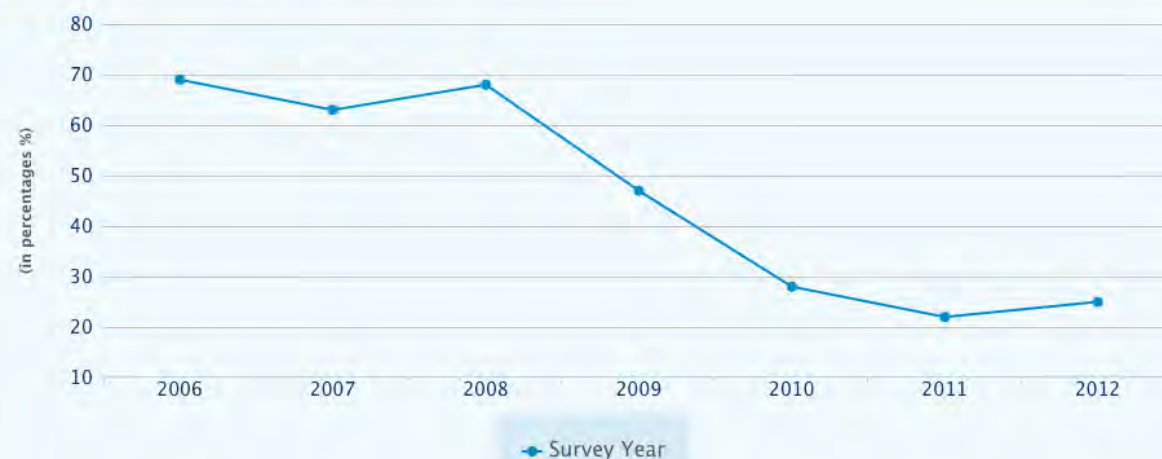
First-year job outcomes within and outside Ontario



Underemployment and unemployment: First-year French-language program graduates



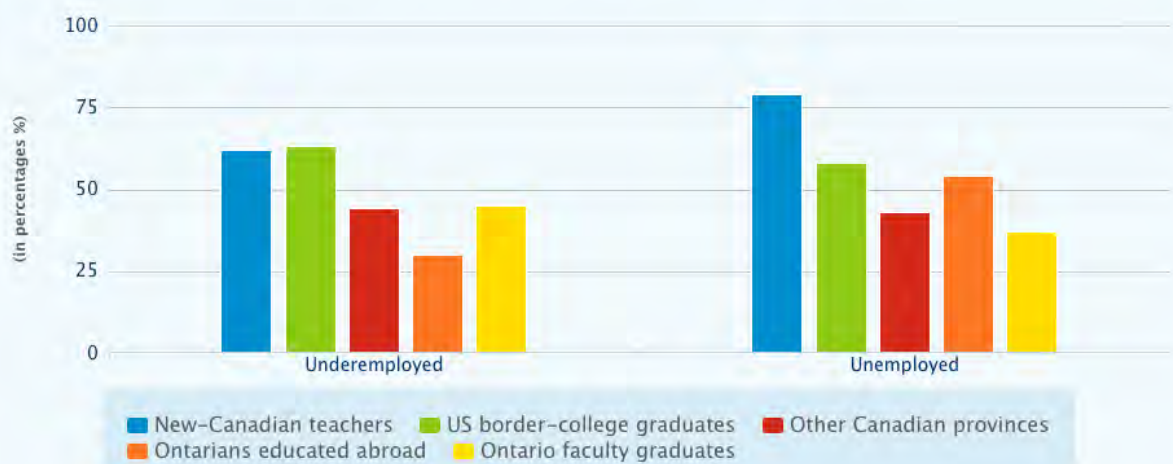
First-year employed teachers with regular jobs: French-language program graduates



Percent of employed teachers with regular jobs in first year following graduation



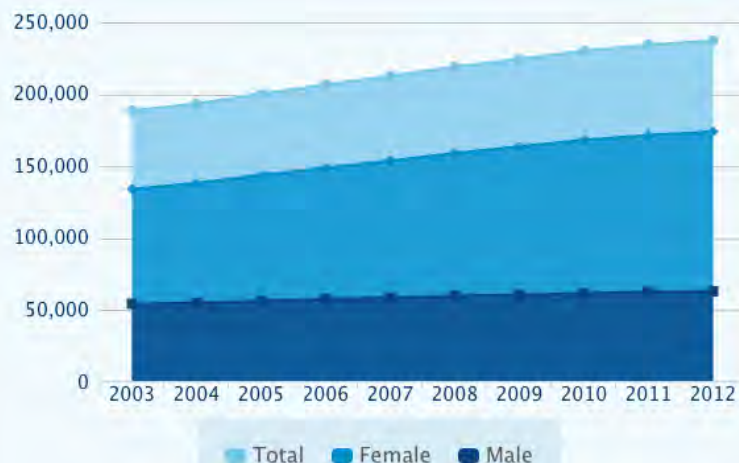
Employment outcomes for different new-teacher groups in first year following graduation



Statistical Information

Membership in the College

Total Number of Members in Good Standing

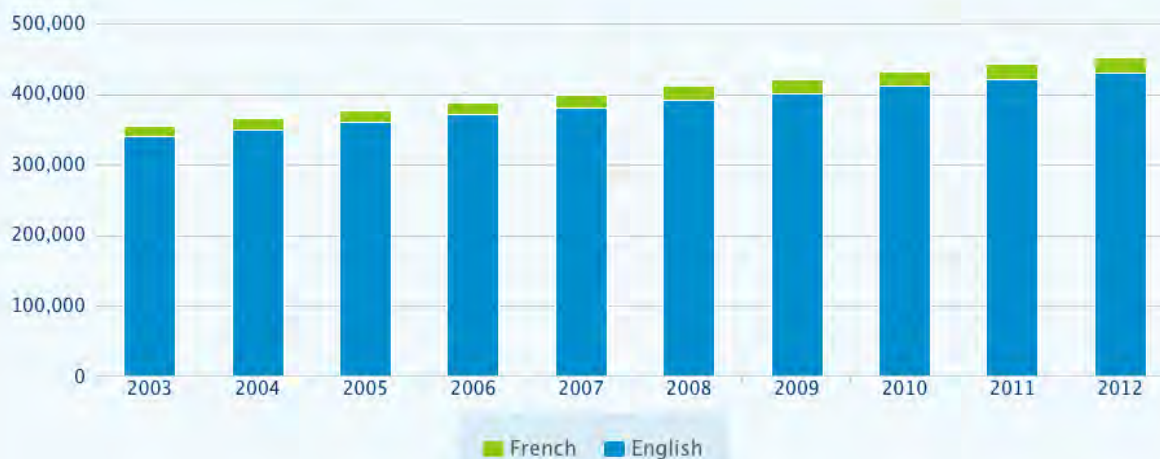


237,249

members in good standing

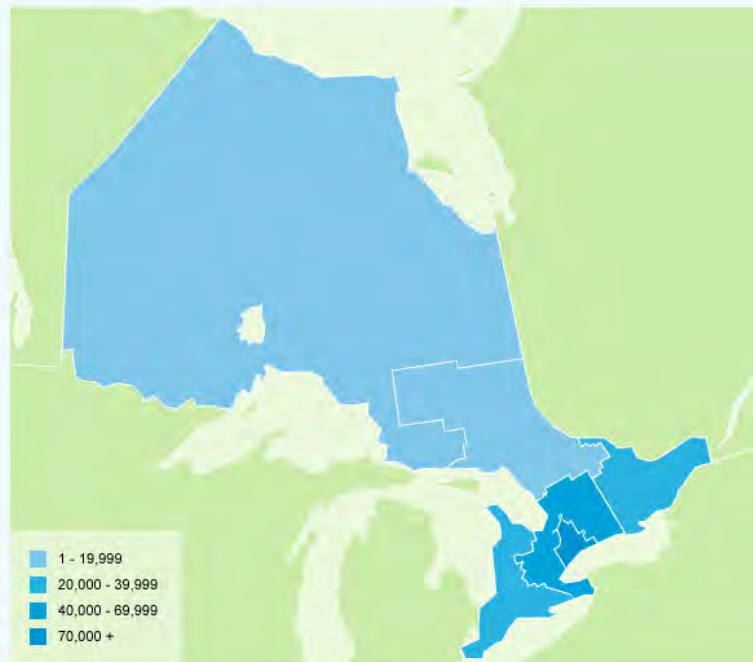
Good Standing: Signifies the member has registered with the College, paid the annual membership fee and has been issued a Certificate of Qualification and Registration or other certificate type valid for that calendar year.

Individuals Appearing on the Public Register



Public Register: All individuals who hold, or have held, a license to teach in Ontario appear on the public register. This includes current members in good standing or those who are suspended for non-payment of fees or have retired. Also listed are individuals who have resigned their College membership or whose certificates have been cancelled, revoked or expired. Although an individual may have resigned their College membership or their certificate may have expired or been cancelled or revoked, the individual's qualifications and status remain on the public register.

Ontario: Geographic Distribution of Members



Where Members are Employed (Based on Fee Payment Information)



Statistical Information

Membership Demographics

Age Distribution – Female



Age Distribution – Male

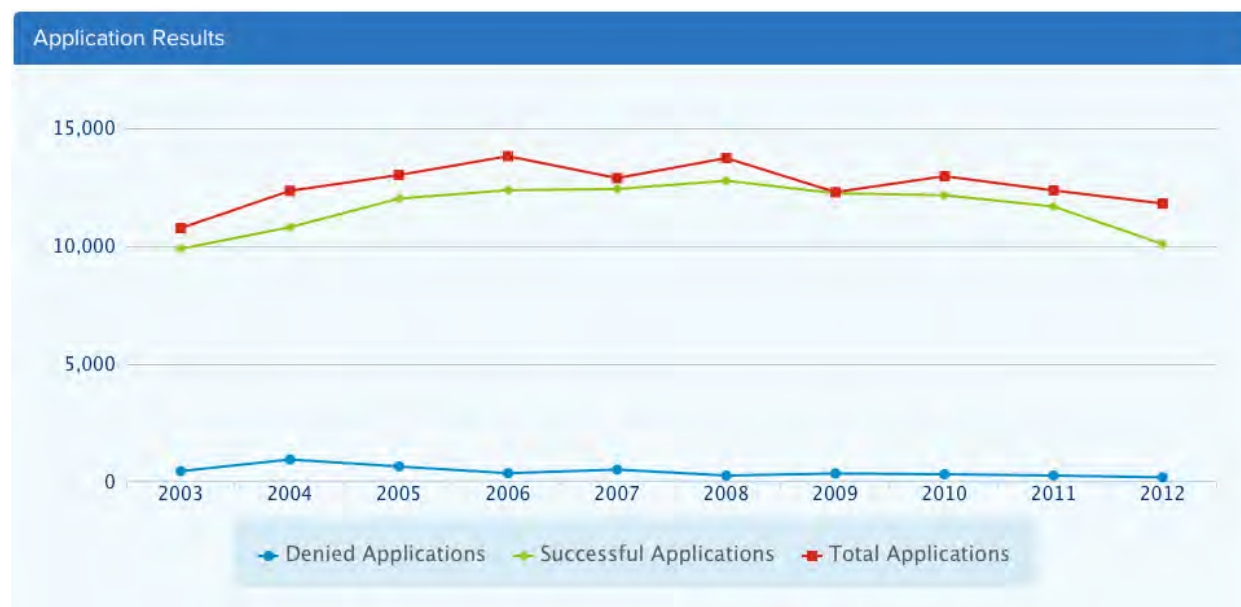


Gender and Language Distribution



Statistical Information

Applications for Membership



Some applications are carried forward to the next year during the evaluation process.

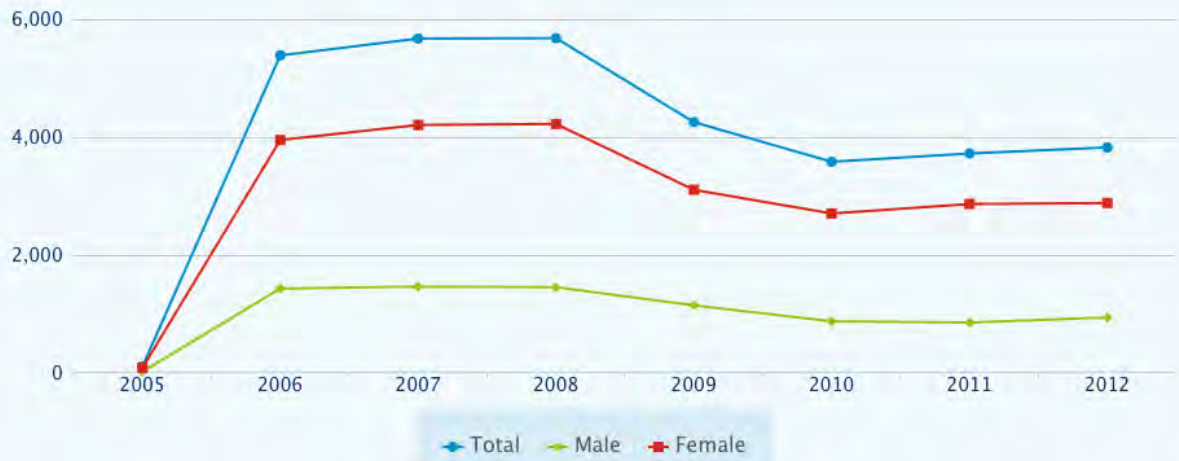
Internationally Educated Applicants 2012



1,605

successful internationally educated teacher applicants to the College

Total Number of New Teacher Induction Program Completions Annually



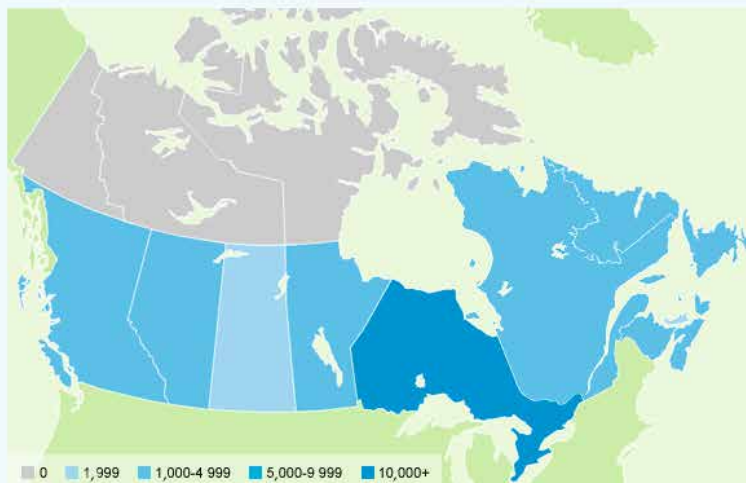
Total Number of Registration Appeals Annually



Statistical Information

Volume and Sources of Teacher Education

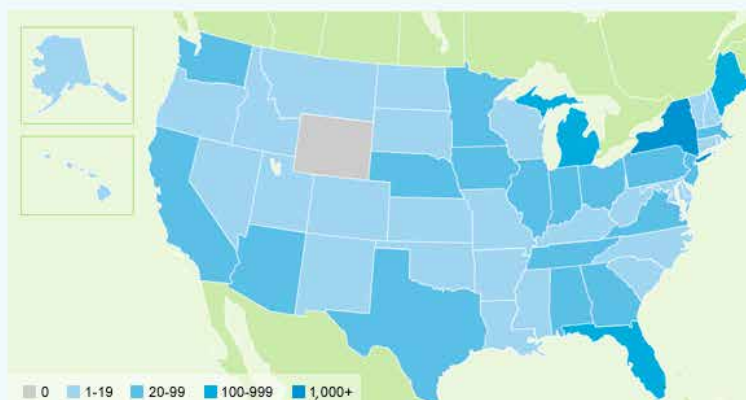
Canada: Total Number of Members by Province of Initial Certification

























World: Total Number of Members by Country of Initial Certification



U.S.A.: Total Number of Members by State of Initial Certification



Total Number of Members by Ontario Faculty of Education		
	Total	New Members 2012
A A Wright PS	1	
Althouse College of Education, London, Ontario	787	
Brock University, Ontario	14	
Centennial College, Ontario	1	
Charles Sturt University, Ontario	1,197	152
College of Education, Brock University, Ontario	2,728	
College of Education, Niagara University, Ontario	777	209
College of Education, Toronto, Ontario	1,882	
École des sciences de l'éducation, Université Laurentienne, Ontario	3,658	202
École normale de l'Université d'Ottawa, Ontario	14	
École normale de Sudbury, Ontario	14	
Faculté d'éducation, Université d'Ottawa, Ontario	7,729	504
Faculty of Education, Brock University, Ontario	10,170	591
Faculty of Education, Lakehead University, Ontario	10,703	705
Faculty of Education, Nipissing University, Ontario	10,536	
Faculty of Education, Queen's University, Ontario	17,741	631
Faculty of Education, The University of Western Ontario, Ontario	19,476	573
Faculty of Education, University of Ottawa, Ontario	10,696	674
Faculty of Education, University of Toronto, Ontario	15,815	
Faculty of Education, University of Windsor, Ontario	14,253	446
Faculty of Education, Wilfrid Laurier University, Ontario	486	112

Faculty of Education, York University, Toronto, Ontario	18,817	 773
Hamilton Teachers' College, Hamilton, Ontario	985	
Institute of Child Study	205	
Institute of Child Study, University of Toronto, Ontario	6	
Lakehead Faculty of Education, Ontario	171	
Lakehead Teachers' College, Port Arthur	167	
Lakehead University, Ontario	279	
Lakeshore Teachers' College, Toronto	1,323	
Laurentian University, Ontario	5	
London Teachers' College, Ontario	690	
McArthur College of Education, Kingston	460	
Nipissing University College, Ontario	2	
Nipissing University, Ontario	277	 1
North Bay Teachers' College, Ontario	377	
Ontario College of Education	2	
Ontario Institute for Studies in Education of the University of Toronto	16,372	 1,133
Ontario Institute for Studies in Education, Toronto, Ontario	74	
Ontario Ministry of Education	20	
Ontario Teacher Education College	2	
Ontario Teacher Education College, Hamilton, Ontario	624	
Ontario Teacher Education College, Toronto, Ontario	1,309	
Ottawa Teachers' College, Ontario	717	

Peterborough Teachers' College, Ontario	405	
Queen's University, Ontario	510	
Redeemer University College, Ontario	379	
School of Education, Laurentian University	244	
School of Education, Laurentian University, Ontario	829	
Schulich School of Education, Nipissing University, Ontario	2,252	
St. Catharines Teachers' College, Ontario	211	
Stratford Teachers' College, Ontario	405	
Sudbury Teachers' College, Ontario	200	
The University of Western Ontario, Ontario	493	
Toronto Teachers' College, Ontario	2,407	
Trent University, Ontario	2,124	
Tyndale University College & Seminary, Ontario, Canada	222	
Université d'Ottawa, Ontario	10	
Université Laurentienne, Ontario	14	
University of Ontario Institute of Technology, Ontario	1,620	
University of Ottawa Teachers' College, Ontario	283	
University of Ottawa, Ontario	4	
University of Toronto, Ontario	680	
University of Windsor, Ontario	395	
Unknown	3	
Windsor Teachers' College, Ontario	291	
York University, Ontario	562	

Statistical Information

Qualifications of College Members

Top 5 Basic Qualification Teaching Subjects of New Teachers			
Junior-Intermediate Divisions		Intermediate-Senior Divisions	
Basic Qualification Subject	2012	Basic Qualification Subject	2012
History	272	English	898
English	269	History	847
Science - General	223	Science - Biology	559
French as a Second Language	169	Mathematics	525
Geography	153	Geography	431

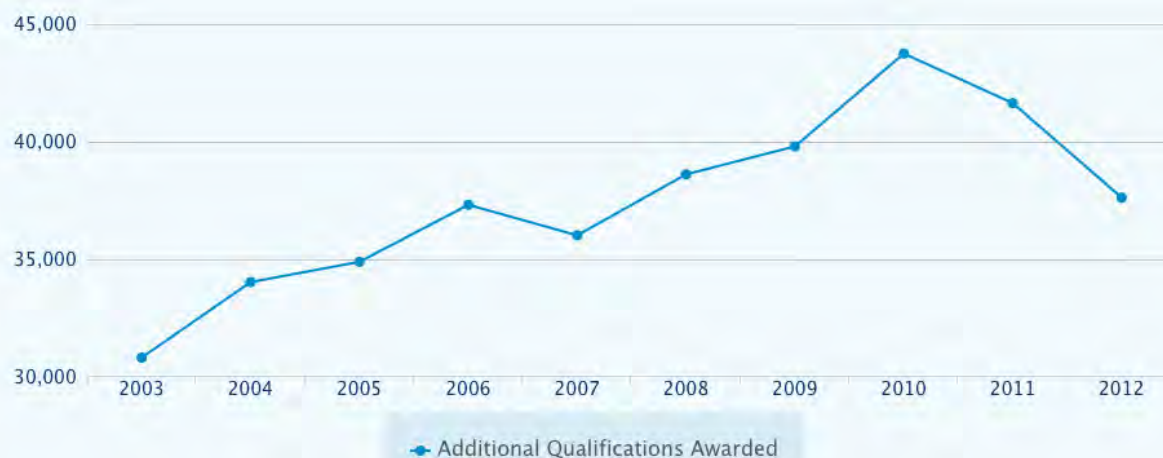
History

top qualification that members have when entering the College in the Junior-Intermediate level

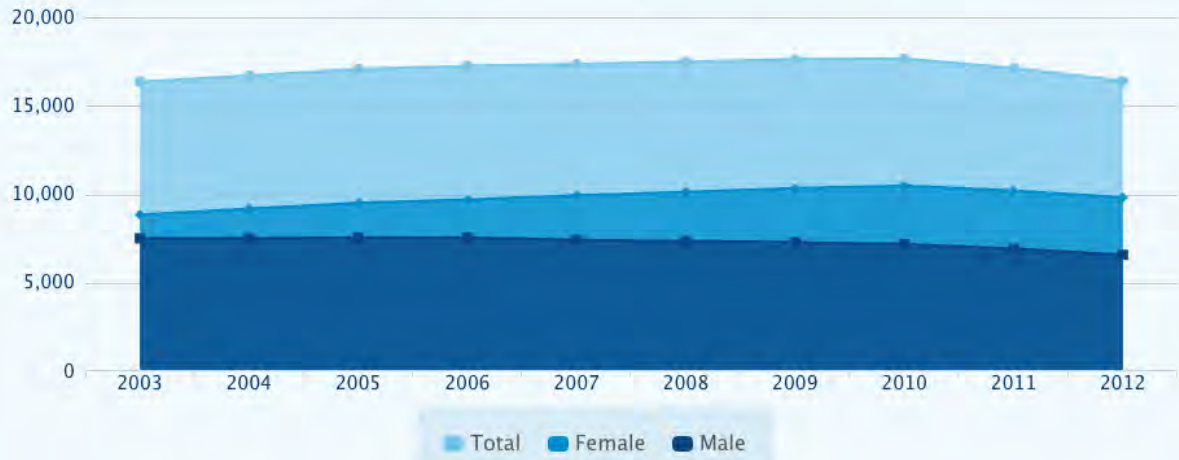
English

top qualification that members have when entering the College in the Intermediate-Senior level

Total Number of Additional Qualifications Awarded Annually



Members with Principal Qualifications (by Gender)



Members with Supervisory Officer Qualifications (by Gender)



Most Popular Additional Qualification Courses in 2012*	
Special Education, Part 1	6,933
English as a Second Language, Part 1	2,107
Special Education, Part 2	2,052
Kindergarten, Part 1	2,007
Religious Education, Part 1	1,731
Reading, Part 1	1,685
Special Education, Specialist	1,665
Honour Specialist	1,199
French as a Second Language, Part 1	1,197
Guidance and Career Education, Part 1	961

*Ranking based on Additional Qualifications awarded in 2012.

Accredited Courses by Provider	
Brock University	25
Centre franco-ontarien de ressources pédagogiques (CFORP)	3
Charles Sturt University in Ontario	10
Elementary Teachers' Federation of Ontario (ETFO)	43
Indigenous Education Coalition (IEC)	1
Kawartha Pine Ridge District School Board	19
Lakehead District School Board	10
Lakehead University	6
Laurentian University	5
Niagara University	12
Nipissing University	65

Ontario English Catholic Teachers Association (OECTA)	16
Ontario Institute for Studies in Education (OISE) at the University of Toronto	41
Ontario School Counsellors' Association	2
Ottawa Catholic School Board	1
Queen's University	66
Redeemer University College	1
St. Clair Catholic District School Board	2
The University of Western Ontario	13
Trent University	5
Université d'Ottawa	1
Université Laurentienne	5
University of Ontario Institute of Technology	10
University of Windsor	21
Wilfrid Laurier University	1
York Catholic District School Board	4
York Region District School Board	4
York University	75
Grand Total	467

Statistical Information

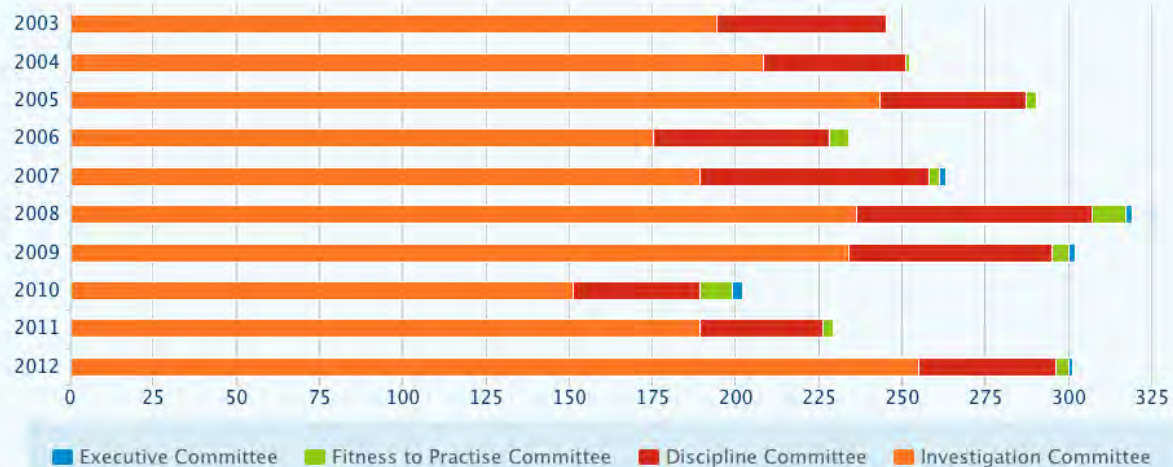
Complaints, Investigations and Discipline

Origin of Complaints 2012



*Registrar's complaints including school board notifications

Disposition of Complaints



Statistical Information

Historical Statistics

To view historical statistics please visit: <http://reports.oct.ca>

Financial Information

2012 Financial Information

The Finance Committee exercises its review and accountability role throughout the year. The committee reviews both short-term and long-term budget plans and reports on spending and revenue in relation to the approved budget.

Acting as the audit committee of the College, the committee also oversees the annual external audit, which includes the preparation of audited financial statements using best practices in non-profit financial reporting.

The committee adheres to financial principles that ensure mandated services are appropriately funded and that fees are maintained at appropriate levels so that the College's financial stability is assured.

For 2012 the College operating budget was set at \$35,765,000 with an anticipated surplus of \$1,357,000. The year concluded with a surplus of \$420,000 due to a significant increase in expenditures related to the adjudication of more discipline matters.

The College is financed primarily by members' fees. At the end of 2012 the College had 237,249 members in good standing, an increase of 2,833 over 2011. There has been some moderation in growth over the last couple of years as fewer certified teachers have gained employment in the profession.

The Finance Committee has recommended and Council has approved the 2012 operating surplus of \$420,000 and the associated 2012 audited financial statements.

Finance Committee

Until June 30, 2012

Garry Humphreys
(Chair, from March 29, 2012)
Darlene Mead, OCT (Vice-Chair)
Allyn Janicki, OCT
Pauline Smart
(until February 8, 2012)
Henry Tyndorf, OCT
John Tucker
(from February 8, 2012)

From July 4, 2012

Marie-Louise Chartrand (Chair)
Terry Price, OCT (Vice-Chair)
Stefanie Achkewich, OCT
(from November 15, 2012)
Dave Bird, OCT
(until September 20, 2012)
Vicki Shannon, OCT
Pauline Smart

Financial Information

Independent Auditor's Report

June 7, 2013

To the Members of Ontario College of Teachers

We have audited the accompanying financial statements of the Ontario College of Teachers, which comprise the balance sheets as at December 31, 2012, December 31, 2011, and January 1, 2011 and the statements of operations, members' equity and cash flows for the years ended December 31, 2012 and December 31, 2011, and the related notes, which comprise a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

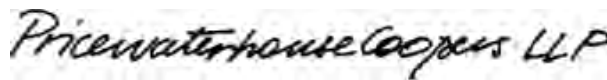
Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained in our audits is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Ontario College of Teachers as at December 31, 2012, and December 31, 2011, and January 1, 2011 and the results of its operations and its cash flows for the years ended December 31, 2012, and December 31, 2011 in accordance with Canadian accounting standards for not-for-profit organizations.



Chartered Accountants, Licensed Public Accountants

Financial Information

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 generally accepted Canadian accounting principles 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, has examined the financial statements of the College in accordance with generally accepted auditing standards and has expressed its opinion on the financial statements. Its report follows.

Financial Statements

Balance Sheet

(in thousands of dollars)

	December 31, 2012 \$	December 31, 2011 \$	January 1, 2011 \$
Assets			
Current assets			
Cash (note 11)	1,995	338	1,740
Investments (note 7)	2,020	3,427	6,525
Accounts receivable	585	599	554
Deposits and prepaid expenses	155	363	108
	4,755	4,727	8,927
Capital assets (note 4)	35,225	35,693	31,904
	39,980	40,420	40,831
Liabilities			
Current liabilities			
Accounts payable and accrued liabilities (note 5)	3,917	4,245	4,082
Deferred revenue	381	702	800
Mortgage payable (note 6)	448	211	-
	4,746	5,158	4,882
Deferred capital contribution	-	-	117
Mortgage payable (note 6)	19,601	20,049	20,260
	24,347	25,207	25,259
Members' Equity			
Invested in capital assets	15,176	15,433	11,527
Internally restricted			
Reserve for working capital	-	(220)	3,082
Reserve for fee stabilization	457	-	963
	15,633	15,213	15,572
	39,980	40,420	40,831
Commitments and contingencies (notes 8 and 9)			

The accompanying notes are an integral part of these financial statements.

Financial Statements

Statement of Operations

For the years ended December 31, 2012 and December 31, 2011

(in thousands of dollars)

	2012 \$	2011 \$
Revenue		
Annual membership fees	32,854	28,297
Other fees	2,477	2,671
Advertising	1,152	1,027
Amortization of deferred capital contribution	-	117
Special projects	76	64
Interest and other	266	348
	36,825	32,524
Expenses		
Employee compensation	18,775	17,743
Council and committees	748	665
Services to members and applicants	3,207	2,935
Professional practice	670	600
Investigations and hearings	3,469	2,801
Operating support	7,159	5,920
Amortization	2,097	2,130
Council elections	280	89
	36,405	32,883
Excess (deficiency) of revenue over expenses for the year	420	(359)

The accompanying notes are an integral part of these financial statements.

Financial Statements

Statement of Members' Equity

For the year ended December 31, 2012

(in thousands of dollars)

					2012	2011
	Invested in capital assets \$	Reserve for working capital \$	Reserve for fee stabilization \$	Operations \$	Total \$	Total \$
Balance - Beginning of year	15,433	(220)	-	-	15,213	15,572
Excess (Deficiency) of revenue over expenses for the year	-	-	-	420	420	(359)
Investment in capital assets - net of amortization	(257)	257	-	-	-	-
Inter-fund transfers	-	(37)	457	(420)	-	-
Balance - End of year	15,176	-	457	-	15,633	15,213

The accompanying notes are an integral part of these financial statements.

Financial Statements

Statement of Cash Flows

For the year ended December 31, 2012

(in thousands of dollars)

	2012 \$	2011 \$
Cash provided by (used in)		
Operating activities		
Excess (deficiency) of revenue over expenses for the year	420	(359)
Add (deduct): Non-cash items reflected in operations		
Amortization of capital assets	2,097	2,130
Amortization of deferred capital contribution	-	(117)
Changes in non-cash working capital items		
Accounts receivable	14	(45)
Deposits and prepaid expenses	208	(255)
Accounts payable and accrued liabilities	(328)	163
Deferred revenue	(321)	(98)
	2,090	1,419
Investing activities		
Purchases of investments	(33,970)	(16,431)
Proceeds from redemption of investments	35,377	19,529
Purchase of capital assets	(1,629)	(5,919)
	(222)	(2,821)
Financing activities		
Repayment of mortgage	(211)	-
Increase (decrease) in cash during the year	1,657	(1,402)
Cash - Beginning of year	338	1,740
Cash - End of year	1,995	338

The accompanying notes are an integral part of these financial statements.

Financial Statements

Notes to Financial Statements

Note 1

Ontario College of Teachers' mandate

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

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

The affairs of the College are managed and administered by a Council comprised of 37 members of whom 23 are elected by the membership and 14 are appointed by the Lieutenant-Governor-in-Council.

Note 2

Transition to Canadian accounting standards for not-for-profit organizations

Effective January 1, 2012, the College elected to adopt Canadian accounting standards for not-for-profit organizations (ASNPO) as issued by the Canadian Accounting Standards Board. The accounting policies selected under this framework have been applied consistently and retrospectively as if these policies had always been in effect. The College has not utilized any transitional exemptions on the adoption of ASNPO. There were no adjustments to the balance sheet or the statements of operations, members' equity and cash flows.

Note 3

Summary of significant accounting policies

The financial statements of the College have been prepared in accordance with Canadian accounting standards for not-for-profit organizations (ASNPO).

Members' equity

The members' equity of the College is comprised of three components:

1. The reserve for fee stabilization was established by the College to mitigate significant fluctuations in its annual membership fee structure.
2. Investment in capital assets represents the cost of land, building, furniture and equipment net of funds used to purchase them.
3. The reserve for working capital has been established to provide working capital for continuing operations.

Revenue recognition

The College follows the deferral method of accounting for revenues.

Membership fees received are deferred and recognized as revenue in the year to which the fee relates. 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.

All other unrestricted revenues are recognized as revenue when received or receivable, if the amounts to be received can be reasonably estimated and collection is reasonably assured.

Capital assets

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

Furniture	10 years
Office equipment	10 years
Computer equipment	3 years
Building improvements	15 years
Building	30 years

Financial instruments

Financial liabilities are initially recognized at fair value less any financing fees or transaction costs. The financial liabilities are subsequently measured at amortized cost.

Financial assets are initially recognized at fair value plus any financing fees or transaction costs. The financial investments are recorded at amortized cost and include accrued interest. An impairment is recognized if there is an indication of impairment and a significant adverse change has occurred during the period in the expected timing or amount of future cash flows from the financial asset or group of assets. The impairment loss is measured as the difference between the carrying amount of the asset or group of assets and the highest of the present value of the discounted cash flows of the asset or group of assets. Impairments are recognized through the use of an allowance account, with a corresponding charge to the statement of operations.

Unless otherwise noted, it is management's opinion that the College is not exposed to significant interest, currency or credit risk arising from components of these financial statements.

Income taxes

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

Use of estimates

The preparation of financial statements in conformity with accounting standards for not-for-profit organizations 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 financial statements and the reported amount of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Note 4

Capital assets

(in thousands of dollars)

2012			
	Cost \$	Accumulated amortization \$	Net \$
Furniture	5,122	3,680	1,442
Office equipment	2,415	837	1,578
Computer equipment	7,675	7,235	440
Building improvements	14,263	1,923	12,340
Building (note 6)	12,835	1,070	11,765
Land (note 6)	7,660	-	7,660
	49,970	14,745	35,225

2011			
	Cost \$	Accumulated amortization \$	Net \$
Furniture	4,811	3,429	1,382
Office equipment	2,250	620	1,630
Computer equipment	7,263	6,924	339
Building improvements	13,522	1,033	12,489
Building (note 6)	12,835	642	12,193
Land (note 6)	7,660	-	7,660
	48,341	12,648	35,693

Note 5

Accounts payable and accrued liabilities

(in thousands of dollars)

Included in accounts payable and accrued liabilities are government remittances owing of \$121 (2011 - \$94).

Note 6

Mortgage payable

On June 23, 2010, the College purchased eight floors of a 15-floor commercial condominium building at 101 Bloor Street West. The vendor retained the bottom six floors, including the valuable ground floor retail space. Total cost of the property purchased was \$20.5 million, which was recorded in capital assets.

The College received a \$14.12 million mortgage from its bank to finance the purchase. The mortgage is being amortized over 30 years and is secured by the property. Held as collateral for the mortgage are the property, a chattel mortgage and a general assignment of rents and leases.

The College also received a \$6.14 million construction mortgage from its bank to finance the building improvements. This mortgage bears the same terms as the building acquisition mortgage.

(tabular amounts in thousands of dollars)

	2012 \$	2011 \$
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$93, maturing June 30, 2020 ^a	13,973	14,120
Bank of Montreal, 5.77% payable in monthly instalments of principal and interest of \$40, maturing June 30, 2020 ^a	6,076	6,140
	20,049	20,260
Less: Current portion	448	211
	19,601	20,049

*Note: For the first two years, only interest payments were required. Blended payments of interest and principal began on July 31, 2012.

Principal payments are due as follows:

(tabular amounts in thousands of dollars)

	\$
2013	448
2014	475
2015	503
2016	532
2017	564
Thereafter	17,527
	20,049

Interest expense of \$1,166 (2011 - \$1,169) relating to the mortgage is included in operating support in the statement of operations.

Note 7

Investments

(in thousands of dollars)

	2012 \$	2011 \$
Bank of Montreal, variable rate (prime + 1.8%) GIC, maturing September 11, 2012	-	3,427
Toronto-Dominion Bank cashable 1.45% GIC, maturing April 22, 2013	2,020	-
	2,020	3,427

Included in the investment balance is \$20 (2011 - \$12) of accrued interest.

Note 8

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:

(in thousands of dollars)

	\$
2013	121
2014	107
	228

Note 9

Contingencies

(in thousands of dollars)

a) In 2011, a claim of \$4,651 was made against the College relating to construction delays and additional charges for the building construction. The claim was settled for \$792 in 2012, with the amount being capitalized to the cost of the building.

b) The College is involved in claims that rise from time to time in the normal course of operations. Other than noted above, management is unaware of any matters that will have a material adverse effect on the financial position of the College or its results of operations. No amount has been provided in the financial statements in respect of these claims. Consistent with the above noted claim, gains or losses, if any, sustained upon the ultimate resolution of these claims will be accounted for prospectively in the period of settlement in the statement of operations.

Note 10

Pension plans

(in thousands of dollars)

Employees who are certified teachers are required to participate in the Ontario Teachers' Pension Plan (OTPP), a defined benefit pension plan. In 2009, eligible non-teacher employees had the opportunity to join Ontario Municipal Employees Retirement System (OMERS), a defined benefit pension plan with similar characteristics to the Ontario Teachers' Pension Plan. Both OTPP and OMERS are multi-employer pension plans. The College matches the contributions made by the employees, and contributions are based on a statement from the respective plan for each fiscal year.

In addition, the College is in the process of winding up a legacy defined contribution pension plan for nine non-teacher employees who chose not to transfer to OMERS. No further contributions will be made to this plan and the College expects the windup process to be complete in 2013, at which point the remaining cash in the plan will be distributed to the members.

The College's total annual pension expense for the three plans was \$1,281 (2011 - \$1,095), which is included in the employee compensation expense in the statement of operations.

Note 11

Credit facility

(in thousands of dollars)

The College has an unsecured operating line of credit of \$5,000, which bears interest at bank prime plus 0.5%. At December 31, 2012 (2011- nil), no amounts had been drawn against this facility.

Note 12

Liquidity risk

Liquidity risk is the risk the College will not be able to meet its financial obligations when they come due. The College manages its liquidity risk by forecasting cash flows from operations and maintaining a credit facility to ensure it has sufficient available funds to meet current and foreseeable financial requirements. The College has sufficient funds to meet its current obligations.

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



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario