

2002 ANNUAL REPORT



Ontario College of Teachers



Ontario College of Teachers

121 Bloor Street East, 6th Floor, Toronto ON M4W 3M5

Tel: 416-961-8800 Fax: 416-961-8822

Toll-free in Ontario: 1-888-534-2222

www.oct.ca



Union bug here

1981
RYCKMAN'S
TEACHERS
KDGN AM

INSIDE COVER:
Sanjai Kumar, front row, 3rd from right
1981-82, Ryckman's Corners Elementary School, Hamilton

02 COUNCIL OF THE ONTARIO COLLEGE OF TEACHERS

04 CHAIR'S REPORT – IT BEGINS IN THE CLASSROOM

06 REGISTRAR'S REPORT – THE NEW KIDS AT SCHOOL

Table of Contents

09 A COMMITMENT TO QUALITY TEACHING

13 STANDARDS AFFIRM TEACHERS' EXEMPLARY PRACTICES

17 PROMOTING QUALITY TEACHER EDUCATION

21 THE RIGHT OF APPEAL

23 MAINTAINING PROFESSIONAL STANDARDS

28 FINANCIAL DEVELOPMENTS IN 2002

29 FINANCIAL STATEMENTS FOR THE YEAR ENDED DECEMBER 31, 2002

34 STATISTICS

Leo De Benedictis

Grade 6-8 Teacher
Page 08



Adene Taylor

Grade 4 Teacher
Page 12



Robin Durant

Grade 8 Teacher
Page 16



Sanjai Kumar

Grade 7 Teacher
Page 20



Richard Ng

Grade 5 Teacher
Page 22



The Mandate of the Ontario College of Teachers

- To regulate the profession of teaching and to govern its members.
- To develop, establish and maintain qualifications for membership in the College.
- To accredit professional teacher education programs offered by postsecondary educational institutions.
- To accredit ongoing education programs for teachers offered by postsecondary educational institutions and other bodies.
- To issue, renew, amend, suspend, cancel, revoke and reinstate certificates of qualification and registration.
- To provide for the ongoing education of members of the College, including professional learning required to maintain certificates of qualification and registration.

Council of the Ontario College of Teachers

17 ELECTED TEACHER MEMBERS



Larry M. Capstick
Council Chair

Marilyn Laframboise
Council Vice-Chair

Bernard J. Adam

Guill Archambault

James A. Black

Sterling Campbell

Douglas E. Carter

Jerry De Quetteville



Karl Dean

Margaret Dempsey

Audrey Hadfield

Nancy Hutcheson

Mark Lefebvre

Harry Mulvale

Iain Munro

Janet Ouellette

Elizabeth Papadopoulos

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

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

14 COUNCIL MEMBERS APPOINTED BY THE MINISTER OF EDUCATION



Samy Appadurai Jackie Breithaupt Douglas Brown* Ernie Checkeris Janet Cornwall Patrick J. Daly Solette N. Gelberg*



Martin Kings* Diane Leblovic* Elayne McDermid* Karen M. Mitchell Larry Mongeon David Somer Frances Thorne



J. W. (Joe) Atkinson
Registrar

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



Larry M. Capstick

Then: Grade 1, Harrow District Elementary School, Harrow

Now: Chair of College Council

CHAIR'S REPORT

It Begins in the Classroom

Some teachers can never remember wanting to be anything else. Others come to the realization gradually that the classroom is the most rewarding place to be. One way or another, it starts with their own elementary and secondary school teachers who provided a model for how to inspire children to strive and learn.

As new teacher graduates enter our profession, they bring with them their own memories of classrooms and teachers, and their hopes for the memories they will create with their own students.

It's exciting to imagine being a teacher who leaves an indelible impression on every student who passes through your classroom. But it's likely that most teachers don't stand out for every child. Instead, each teacher has a unique set of qualities that influences some students in a way that no other teacher can.

The College welcomed almost 10,000 new teachers to its ranks in 2002. To them, the College no doubt seems like a fixture in the education system but, in fact, this institution and its mandate – like many of our members – are relatively new to the education

sector. And just as committed teachers are more to their students than an authority figure at the front of the classroom, the College offers its members much more than regulation and certification.

In 2002, the College made advances in initiatives that are critical to the teaching profession – promoting the standards of practice and ethical standards, developing electronic communications with our members, preparing to expand the accreditation function to cover new pre-service and in-service teacher education programs, revising guidelines for in-service teacher education to bring them up to date with the demands of today's classrooms, providing direction and advice on appropriate conduct with students and expanding options for the Professional Learning Program (PLP). We continued to provide advice to the Minister of Education on the PLP.

Running through all of these initiatives was the important thread of communication.

The year 2002 was notable for the increased communication from the College -- to its members, education stakeholders and the public.

This was a goal set by the Council, which directed that the College make use of developing technologies as a means of implementing fast and cost-effective communications with our steadily growing membership.

As a result, the College web site became an even more important vehicle for services and transactions for our members. Our call centre grew to handle more inquiries and members welcomed the opportunity to use the College web site to inform us of address or career changes or to pay their annual membership fee online. The growth in electronic services helped us to reduce many costs associated with paper transactions and postal communications.

Our magazine *Professionally Speaking* grew in size, while the cost per person of producing and mailing it out to the entire membership went down. Members who created their private, secure account in the Members' Area of the College web site were able to choose to receive *Your College and You*, our periodic electronic newsletter about College initiatives and announcements. The newsletter also became a membership benefit for new College members.

The College introduced a quarterly electronic newsletter for school boards and other employers of College members. *Employer News* helps to ensure that employers are kept up to date on employment issues relevant to our members.

We also met more members face to face than ever before – at career fairs, standards of practice workshops, Professional Learning Program information sessions and in meetings with members and education stakeholders on our first professional advisory – *Professional Misconduct Related to Sexual Abuse and Sexual Misconduct*. The expectations outlined in the professional advisory were quickly incorporated into teacher education programs and affiliate guidelines.

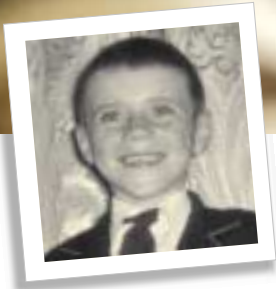
In response to our outreach, the College received a steady stream of calls and e-mails requesting print materials and other information, and registering interest in participating in College professional activities or providing important feedback.

One of the issues that drew a lot of comment from members was the Professional Learning Program. We received many written or e-mailed communications from our members – both positive and negative. These communications were always shared with the College Council.

Our members' responses to these and other College initiatives created a dialogue that helped the College to work more effectively on behalf of the teaching profession.

Fostering communication with our members is a continuing commitment in our work. As the College continues to benefit from the dialogue it creates, the teaching profession will continue to benefit from the steady input of practising teachers into the work of its professional regulatory body.

*As new teacher graduates enter
our profession, they bring with
them their own memories of
classrooms and teachers, and their
hopes for the memories they will
create with their own students.*



J. W. (Joe) Atkinson

Then: Kindergarten, Seventh Street School, Etobicoke

Now: Registrar and CEO, Ontario College of Teachers

REGISTRAR'S REPORT

The New Kids at school

The classroom is the hub of our professional universe – our *raison d’être*, the place where we champion lifelong learning and express our passionate engagement with what we value. It is a cause for celebration that the stream of people into the profession for whom teaching is a calling – though it may sometimes slow – never stops.

Every year, the teaching profession welcomes new teachers whose energy and enthusiasm make a strong contribution to the wisdom and experience of their more seasoned colleagues.

In 2002, College membership reached 186,676 – a growth of almost 13 per cent since 1997 when the College first brought attention to the impending mass retirements of the province’s body of teachers. Since then we have continually worked with our education partners towards a common goal – recruiting and retaining teachers in the numbers that our education system needs. Through consultations, working groups and a Ministry of Education task force, we have found ways to ensure that Ontario maintains its reputation for having a highly skilled teaching profession.

As a member of the Working Group on Teacher Supply and Demand Policy, the College encouraged and helped develop a number of effective initiatives. Actions included developing a campaign to promote teaching, support for French-language teacher education applicants in their French-language proficiency, a practitioners’ symposium on best practices for teacher recruitment and hiring, continued support for the College’s *Transition to Teaching* study and participation in an Organization for Economic Co-operation and Development study of policy options to attract, retain and develop new teachers.

In 2002, the College’s *Transition to Teaching* study team conducted a second survey of teacher education graduates to coincide with the end of their first year of teaching. The survey found that although some had found teaching offered considerable challenge, stress and dissatisfaction, very few reported that they were leaving the profession.

The working group updated its forecast of teacher supply and demand over the decade, recommending that government support

continue beyond 2003-2004 for the additional 1,500 teacher education places that were originally funded by the Ministry of Education on the recommendation of the College Council.

The College issued its first professional advisory in 2002, continuing its commitment to Ontarians that students will be taught by professionals with ethics and integrity. The advisory on *Professional Misconduct Related to Sexual Abuse and Sexual Misconduct* defines clearly what constitutes sexual abuse and guides College members in identifying the legal, ethical and professional parameters that govern their behaviour towards their students. The College undertook a provincial tour of 15 cities across Ontario in October and November to disseminate its message to educators and the public about its first professional advisory. The advisory was distributed to members through *Professionally Speaking*, the College's quarterly magazine.

In 2002, for the first time, the College was required to set a budget that would include administrative costs of the Professional Learning Program (PLP). The College had already been through a belt-tightening exercise to ensure that the PLP did not put us over budget in 2002. We did so well that we ended up with a surplus of \$760,000.

Preparing the budget for 2003 was delayed in order to make a formal request to the provincial government to fund the Professional Learning Program operating costs. Although the Minister of Education promised to study the request, that could not help us address the problem. The College Council was forced to approve an increase in the annual membership fee to \$139 from \$104.

The College continued to meet regularly with the Minister of Education to discuss education-related regulations. The long-awaited Accreditation Regulation, which assigned authority to the College for the accreditation of pre-service and in-service teacher education programs, came into effect in December.

New providers are entering the field of teacher education and established providers are developing new programs. The authority to

accredit these programs ensures that the College will play a role in maintaining the quality and accessibility of teacher training in Ontario.

A number of faces on the College Council changed during 2002 as some members ended their term of appointment and others resigned to return to teaching or pursue other interests.

Janet Cornwall, Elayne McDermid, Martin Kings and Karen Mitchell were reappointed by the provincial government as public representatives on the College Council effective May 1. Their previous appointments expired at the end of April. Their new appointments are all for three years.

James A. Black replaced Rich Prophet, who resigned to teach in Saskatchewan. Mr. Black finished second in the 2000 Council elections in the Northwest Region. Janet Ouellette replaced Dick Malowney, who retired. Ms. Ouellette finished second in the 2000 Council elections in the Supervisory Officer category. Sheila Gifford, a classroom teacher, replaced Mark Lefebvre in the English-Language Roman Catholic Elementary category. Ms. Gifford finished second in the 2000 Council election in that category.

When Guill Archambault resigned from Council, Pierrette Nadeau, a veteran teacher, replaced him at the recommendation of the Nomination Committee. Mr. Archambault was acclaimed in the last election in the French-Language Roman Catholic Secondary category. Ms. Nadeau will serve on Council for the duration of the term ending in April 2003.

Lou Watson, a retired teacher and supervisory officer, replaced Solette N. Gelberg as an appointed member of Council who resigned in September. Pauline Demers, a retired teacher, was appointed to Council by the provincial government as a replacement for Samy Appadurai, whose term ended in September.

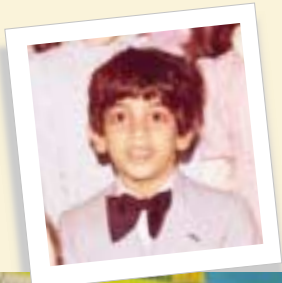
Once again I want to acknowledge the exemplary work of the College staff and Council members. It has been my privilege to work with talented, committed people who draw personal satisfaction from helping to support and maintain a high quality teaching profession.

The College issued its first professional advisory in 2002, continuing its commitment to Ontarians that students will be taught by professionals with ethics and integrity.

Leo De Benedictis' first year as a teacher has been a good one overall. He feels it has a lot to do with his school's "amazing and supportive administration and staff."

"I never feel alone or stranded for ideas. There are always ideas being thrown at me," says Leo, who has spent last year teaching a small class of students with special education needs at Bayview Middle School in Toronto.

Working closely with a Child and Youth Worker, he is learning the value of the variety of non-teaching roles involved in his job. As not all students learn best in a conventional setting, Leo is committed to making sure all of his students are authentically engaged in education. "My goal is for them to be successful in the real world."



Leo De Benedictis

Then: Grade 2, St. Dorothy Separate School, Toronto

Now: Teaching Grades 6-8, Bayview Middle School, Toronto



A Commitment to Quality Teaching

The majority of members of the Executive Committee are members of the College; all of them have a broad experience in education-related activities in their work or volunteer activities. As with all Council members, they are strong believers in the central importance of the teaching profession in a high quality education system.

The Executive Committee acts for the College Council between its quarterly meetings. The committee is made up of the chair and vice-chair of the Council, the Registrar, the chairs of all statutory and standing committees and two appointed members of Council.

The Executive Committee held regular consultations with the Ministry of Education on a number of issues in 2002 – including the revision of Regulation 184/97, Teachers' Qualifications to align it with recent initiatives of the provincial government and providing advice to the Ministry of Education regarding improvements to the Ontario Teacher Qualifying Test. The committee also recommended to Council that it request a regulation to establish a Professional Learning Program Provider Appeals Committee.

The Ontario Teacher Qualifying Test came into force on March 15 requiring that all new graduates write and pass the test in order to be certified. The timelines established by the government obliged the College to hold a news conference, in conjunction with the

Ontario Association of Deans of Education and student representatives of faculties of education, to ensure that graduating teachers were aware of this new requirement.

The news conference was also an opportunity to urge the government to make the first year of the qualifying test a pilot project so that it could be properly validated. On April 23, Minister of Education Elizabeth Witmer announced that the first qualifying test would be used as a field test and that all new applicants would be required to write it in order to be certified, but their marks would not count.

The Executive Committee reviewed a number of issues during the year and forwarded recommendations to Council for its approval. We continued to provide advice to the Minister of Education on the Professional Learning Program.

The College was able to update approximately 25,000 member records dating from when the College was established in 1997. Records were transferred from the Ministry of Education. Only if a teacher renewed their membership the following year did the College learn if the member was still active in the profession. The result was thousands of teachers on the public register that the College was forced to list as suspended even though most of them had retired, moved to another profession or were deceased.

EXECUTIVE COMMITTEE

Larry Capstick (Chair)

Marilyn Laframboise (Vice-Chair)

Bernard J. Adam (from September 2002)

Douglas E. Carter

Karl Dean (from December 2002)

Margaret Dempsey

Solette N. Gelberg (to September 2002)

Diane Leblovic

Mark Lefebvre (to June 2002)

Harry Mulvale

Frances Thorne



EDITORIAL BOARD

Marilyn Laframboise (Chair)

Bernard J. Adam

Karen M. Mitchell

Iain Munro

David Somer

In 2002, the Ontario Teachers' Pension Plan Board provided data on deceased members that enabled the College to update the registry. The College also continued to encourage retiring teachers to inform the College in order to update their record on the public register and to have their exemption from the PLP recognized.

The Executive Committee has the authority to temporarily suspend or impose conditions on a member's teaching certificate, if the committee believes that a student or students may be exposed to harm or injury. In 2002, the Executive Committee issued two interim orders of suspension.

The Executive Committee monitored the implementation of a communications strategy designed to develop a better understanding among its members and the public of the activities the College engages in to fulfill its role as a regulatory body. The initiatives used Internet technology, the media and personal meetings to reach out to our members, education stakeholders and the general public.

In 2002, the College introduced a new Members' Area of the web site that allows each member to create their own password-protected account. The College launched *Your College and You*, an e-mail news service for members who want to receive updates on College news and activities. *Employer News* is a

similar venture for those who employ College members that was initiated in 2002 to ensure that employers understand issues relevant to the College's regulatory role. The list of subscribers to these low-cost electronic publications shows that our members are eager to hear from the College.

The College conducted a number of tours in a range of Ontario communities across the province in 2002 to familiarize our members with the *Standards of Practice for the Teaching Profession* and the professional advisory on *Professional Misconduct Related to Sexual Abuse and Sexual Misconduct*. Professional Learning Program staff also held information sessions in Ontario centres for providers and potential providers of in-service professional learning.

In honour of World Teachers' Day on October 5, the College undertook an ad campaign in 40 daily newspapers across the province, as well as three French-language weekly newspapers.

All of these initiatives were well received.

EDITORIAL BOARD

The College communicates regularly with its members through *Professionally Speaking*. It provides coverage on topics and resources of interest to the teaching profession and in its Blue



Pages, contains information that teachers need to know in order to maintain their teaching certificate. The French version, *Pour parler profession*, ensures that members can receive the magazine in the language of their choice.

The quarterly magazine's editorial and advertising policies are set by the Editorial Board, a committee of Council that meets regularly to consider material submitted for each issue.

"The Editorial Board tries to select material that will be interesting and provide resources for the very wide range of interests of our diverse membership: from the newest, to the most experienced, to the retired and to the non-practising members," says Marilyn Laframboise, chair of the Editorial Board. "The magazine gives us an opportunity to know what's going on elsewhere in the province in our own fields as well as in other areas of expertise."

Professionally Speaking is also a major reference for employers, government and the media about the activities of the College and the regulation of the teaching profession in Ontario.

The magazine was an especially valuable tool for the College in 2002 as a vehicle for featuring new communications initiatives. The Members' Area was announced through the magazine and a major advertiser of *Professionally Speaking* was solicited for high-

value prizes as part of its promotion. The College's first professional advisory was distributed to members as an insert to the magazine.

In 2002, the Editorial Board oversaw the development of major coverage on such issues as teaching in combined grades, recruiting technological teachers and special education.

Reporting of the College's *Transition to Teaching* study continued in *Professionally Speaking*. The magazine also continued to report on the College's *Transition to Teaching* study of new graduates during their early years as a teacher. Articles covered the optimism of faculty of education graduates about their first job and the diversity of competition for French-language teacher education graduates.

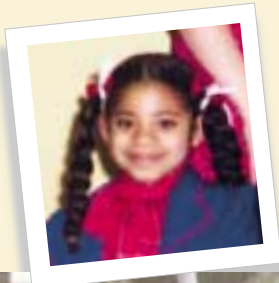
*The College launched
Your College and You, an e-mail
news service for members who want
to receive updates on
College news and activities.*



Adene Taylor's interest in being a teacher grew in high school with her exposure to excellent teachers in drama and history. "During that time, I took part in a co-op program and assisted in a drama class at another high school and that sealed it for me," the Grade 4 teacher from Hanover Public School in Brampton says.

A nurturing environment, an open concept classroom and students she loves have made it a wonderful year, says Adene. But it has also been exhausting and time-consuming. "There's a lot of planning and preparation, thinking about the students' needs and reflecting on your own practice."

Her colleagues have been "exceptionally supportive. I've found teaching even more gratifying than I expected and now that I'm in the profession, I'm starting to see all the possibilities that exist within the field of education both inside and outside the classroom."



Adene Taylor

Then: Grade 3, J. M. Denyes Public School, Milton

Now: Teaching Grade 4, Hanover Public School, Brampton



Standards Affirm Teachers' Exemplary Practices

The *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* have continued to play a key role in the College's commitment to quality teaching and learning in Ontario in 2002.

Early in the life of the College, the Standards of Practice and Education Committee approved the development of these documents based on provincial consultations of what it means to be a teacher in Ontario – standards written by teachers for teachers to guide professional growth and practice in the province's teaching profession. By the end of 2000, the standards had been approved by Council and had been incorporated into the College bylaws.

The five standards of practice – Commitment to Students and Student Learning, Professional Knowledge, Teaching Practice, Leadership and Community and Ongoing Professional Learning – define what it means to be a teacher. The ethical standards establish the professional values and ethical responsibilities of the teaching profession.

"In 2002, with the committee's approval, College staff facilitated sessions with our members to extend their awareness, understanding and use of the standards," says Diane Leblovic, chair of the Standards of Practice and Education Committee.

"When educators come together to share and reflect on their own teaching experiences, this creates a natural dynamic for ongoing professional learning. We've had an outstanding response from teachers, principals and school boards who are very excited at the many ways in which the standards reaffirm their exemplary practices."

The standards highlight the knowledge, skills and values that the profession demonstrates on a daily basis. Each year as educators continue to use the standards as part of their professional practice, the standards are more embedded in the Ontario education system.

STANDARDS IMPLEMENTATION

In 2002, as part of the Standards of Practice and Education Committee's implementation plan, the College initiated a number of activities aimed at enhancing awareness, understanding and integration of the standards.

Over a thousand teachers, principals, supervisory officers and other educators took part in standards workshops and case institutes. These educators were given an opportunity by the College to identify the relationship between their own personal teaching and administrative experiences as reflected in the standards.

STANDARDS OF PRACTICE AND EDUCATION COMMITTEE

Diane Leblovic (Chair)

Nancy Hutcheson (Vice-Chair)

Ernie Checkeris

Karl Dean

Margaret Dempsey

Audrey Hadfield

Martin Kings

Karen M. Mitchell

Harry Mulvale



A key implementation strategy endorsed by the Standards of Practice and Education Committee was the initiation of standards case institutes, which the College facilitated with members of the profession. Participants developed a set of cases based on their own educational dilemmas and connected them to the standards. These dilemmas provided a context for teachers to better discuss and understand the standards. Based on the involvement of educators, the College has developed a casebook that will be included in a standards of practice resource kit for school boards. Casework sessions were also held with instructors of Additional Qualification courses, school administrators, teachers and supervisory officers.

District school board representatives and school principals were invited to participate in two standards awareness sessions. These sessions focused on the integration of the standards into school board mentoring and induction programs, school improvement planning, leadership formation and policy development.

*The five standards of practice –
Commitment to Students and Student
Learning, Professional Knowledge,
Teaching Practice, Leadership and
Community and Ongoing Professional
Learning – define what it
means to be a teacher.*

Sessions introducing candidates in the Principal's Qualification Program to ethical decision-making were facilitated at numerous Ontario locations. This served to heighten awareness of the *Ethical Standards of the Teaching Profession*. Standards-based cases written by Ontario educators were also validated at these sessions.

The College participated in three forums on leadership organized by the Centre de Leadership en Education held in Toronto, Sudbury and Ottawa, which also ensured that issues raised by French-language educators informed the development of guidelines for the Principal's Qualification Program and the Supervisory Officer's Qualification Program.

Beyond the workshops described above, presentations on the standards of practice were made to visiting educators from Great Britain, Egypt and Denmark.

The College also made presentations to national and international conferences in 2002. A collaborative research project with a university and a school board entitled *Narrative and In-Service Teacher Education* was presented at the annual National Staff Development Conference in Boston. Presentations regarding



the revision of additional qualification courses were made at the American Educational Research Association and the Canadian Society for the Study of Education Conferences.

ADDITIONAL QUALIFICATION GUIDELINES REVISED

As part of the College mandate to ensure the quality of teacher preparation, the process of revising the guidelines for Additional Qualification (AQ) courses and programs progressed substantially in 2002 as approved by the Standards of Practice and Education Committee.

Many of the guidelines for the more than 200 AQs were last revised in 1978. Updating the guidelines ensures the same level of quality

program and accessibility for teachers across the province. In addition, these guidelines exemplify in practice the *Standards of Practice for the Teaching Profession*, the *Ethical Standards for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*.

In 2002 the College continued an extensive process of consultation with members and other educational stakeholders that resulted in the revision of 144 guidelines, bringing the project close to completion.

The workshops, presentations, research and scholarly papers attest to the contribution the standards of practice make to education, particularly to the practice of educators.

*The ethical standards
establish the professional values
and ethical responsibilities for
the teaching profession.*



"It's been a real learning experience for me, more for me than for my students," says Robin Durant about her first job teaching Grade 8 special education students at the Pierre Laporte Middle School in North York. "I've really depended on my colleagues for resources and other help."

Her students, she says, "love spelling, and I make that work for me." She offers quick spelling bees as a reward for getting through less enjoyable lessons.

"For me teaching is different every day and that's why I really enjoy it," Durant says. "Whether you have a good day or a bad day, it's always a great experience. I can't see myself in any other job."



Robin Durant

Then: Grade 7, R. G. Sinclair Memorial Public School, Kingston

Now: Teaching Grade 8, Pierre Laporte Middle School, North York



Promoting Quality Teacher Education

Just as students deserve the best education we can give them, teachers deserve the best preparation and ongoing education for the key role they play in Ontario's education system.

The teaching profession in Ontario passed a milestone in 2002 with the coming into effect of the Accreditation Regulation. This new regulation formally recognized the College's responsibility for accrediting pre-service and in-service teacher education. Through the accreditation process, the College will ensure high quality teacher education programs and professional development for the profession.

Awarding this responsibility to the College was unprecedented for self-regulatory professions in Ontario.

"The teaching profession is unique in having the accrediting authority for its education programs placed with the regulatory body," says Frances Thorne, chair of the Accreditation Committee. "That function is usually assigned to an independent body. The College recognizes this responsibility as a gesture of public confidence in the teaching profession."

The regulation sets out the criteria the College will use to accredit all teacher education programs on a cyclical basis. The College will review:

- the conceptual framework for the program
- course content

- the program's format and structure
- practicum details
- human, physical and operational resources available to the students
- assessment methodology for students
- research activities associated with the program
- qualifications and experience of educators teaching in the program.

In 2002, there were 10 faculties offering 11 teacher education programs in Ontario, each of which had already been through an initial accreditation process conducted by the College. The regulation came into effect just as the provincial government began expanding teacher education providers. Five proposed new programs, including some with part-time options, requested accreditation by the College – Trent University, the University of the Ontario Institute of Technology, Redeemer University College, Laurentian University (English and French) and University of Ottawa (French).

Certified teachers already in the classroom, the principal's office or the school board can continue to benefit from the accreditation process, which will also apply to in-service Additional Qualification (AQ) courses. AOs have been offered mainly by faculties of education but in 2002, the provider base

ACCREDITATION COMMITTEE

Frances Thorne (Chair)

Jerry De Quetteville (Vice-Chair)

James A. Black (from May 2002)

Sterling Campbell

Larry M. Capstick

Elayne McDermid

Larry Mongeon

Iain Munro

David Somer



PROFESSIONAL LEARNING COMMITTEE

Elayne McDermid (Chair from June 2002)

Bernard J. Adam (Vice-Chair)

Martha Barrett, College member-at-large

Patrick J. Daly

Jerry De Quetteville (Chair to May 2002)

Audrey Hadfield

Bridget Harrison, ministerial appointment

Debi Homuth, College member-at-large

Robert J. Kennedy, ministerial appointment

Lynn Ziraldo, ministerial appointment

was expanded to include principals' organizations, Ontario Teachers' Federation affiliates, district school boards and other leadership organizations in education.

In anticipation of the introduction of the Accreditation Regulation, the College reviewed over 400 AQ courses for accreditation. Each review required providers to show that their courses subscribe to current College guidelines, meet regulatory requirements and support the *Standards of Practice for the Teaching Profession*.

The Accreditation Committee oversaw the development and implementation of training modules for members of the six-person panels that conduct each review.

PROFESSIONAL LEARNING

Professional learning had a significant influence on College activities and resources in 2002.

The Professional Learning Program (PLP) was announced in 2001 by the provincial government, and the College was given responsibility for implementing the program.

The most recent research on teachers' professional development indicates that professional learning should focus on concrete

applications of ideas, actual job-embedded teacher practice, opportunities for teachers to collaborate and evaluation and feedback by skilled practitioners.

During 2002, the Professional Learning Committee made research-based decisions on a number of questions, moving the development of the program along at a rapid pace.

The Professional Learning Committee approved hundreds of providers and thousands of course credits for the PLP, adding them to the College web site for ease of access by College members.

The College announced credit values for Additional Qualification and other courses and approved PLP credit for instructing and developing learning activities, as well as participating in them.

The College held information sessions for potential PLP providers in 15 centres around the province and launched an online service allowing organizations and individuals to apply for provider status, submit and check the status of their course applications and track all their transactions with the College online. A manual was developed to guide potential providers through the application process.

The Professional Learning Committee approved hundreds of providers and thousands of course credits for the PLP, adding them to the College web site for ease of access by College members.

Nearly 40 per cent of approved courses are being offered in central and northern Ontario and 30 per cent are being offered online or by some other distance education method. Almost 20 per cent of approved professional learning activities are offered in French.

“The committee made it a priority to ensure that the program developed quickly and to the benefit of all our members,” says Elayne McDermid, chair of the Professional Learning Committee. “There were a number of critical questions for our members about credits and availability of courses. I think teachers are seeing the benefits of our work and that the program is helping to ensure that professional learning for teachers is relevant.”

An ongoing concern of College members – that professional learning activities designed by the individual could not count for PLP credit – was addressed by the introduction of the Individual Learning Option (ILO). The ILO allows members to submit for PLP credit unique professional learning activities that are not offered by an approved provider. The activity must meet the same criteria as approved professional learning and the submission process is the same as any other activity submitted for PLP credit.



"It's been really hectic," says Sanjai Kumar about his first year of teaching at Kent Senior Public School in downtown Toronto. "As a first-year teacher, I don't have everything down pat. The more experienced teachers are doing everything with much more ease. I'm still making alterations in my lessons daily."

Kumar was working as a drama teacher at the Conservatory for the Arts in Hamilton, visiting schools with a performance group, when he decided to become a teacher. "I really enjoyed the time with the kids."

Now he teaches Grade 7 students, using joke-telling in drama class to try to get them comfortable with performing for their classmates. "Once they get the level of comfort they'd have if they were speaking with their friends, that skill extends through all their courses."



Sanjai Kumar

Then: Kindergarten, Ryckman's Corners Elementary School, Hamilton

Now: Teaching Grade 7, Kent Senior Public School, Toronto



The Right of Appeal

The application process for membership in the College is an exacting one – all applicants must satisfy the same academic, professional and language proficiency standards required of teachers trained in Ontario. Recourse to the Registration Appeals Committee allows those who are denied registration with the College or who have had restrictions placed on their teaching certificate to appeal those decisions.

“Every application to the College is well considered before a final decision is made whether or not a candidate meets the requirements for membership,” says Doug Carter, chair of the Registration Appeals Committee. “Consequently, if a rejected applicant does lodge an appeal and the original decision is reversed, it usually is based on new documentation that has been submitted.”

In 2002, the College produced a brochure to explain the application process and the appeals process.

During 2002, the Registration Appeals Committee received 54 appeal applications and reviewed 44 of these cases during the year. After reviewing documentation provided by the College and the applicants, the committee upheld the Registrar’s decision in 39 cases and modified the decision in four of the cases. The committee overturned the Registrar’s decision in five cases upon receipt of additional documentation.

The committee also reviewed 11 appeals carried over from 2001. The Registrar’s decision was upheld in nine of these cases and modified in three of the nine. One appellant withdrew an appeal so the application

could be reviewed in line with labour mobility provisions for teachers certified in another Canadian jurisdiction. One case was withdrawn.

QUALITY ASSURANCE

Each year the Quality Assurance Committee reviews how well the College addressed some of the 11 objects of its mandate. The committee has three elected and two appointed members of Council and reports to Council on its findings.

In 2002, the committee reviewed the College’s mandate to “communicate with the public on behalf of its members.”

The review looked at the internal and external processes that the College used in its communications, how communications are developed and delivered to members and the public, the outreach activities such as consultations and presentations to faculties of education and the internal procedures in place to implement and review policies.

“The process of pulling together and articulating the nuts and bolts of how the College meets a particular part of its mandate is very useful for both staff and Council members. It is a very good opportunity for reflection on our work,” says Sterling Campbell, chair of the Quality Assurance Committee. “It also plays a useful role in being accountable to the public.”

REGISTRATION APPEALS COMMITTEE

Douglas E. Carter (Chair)

Bernard J. Adam (Vice-Chair)

Samy Appadurai (to April 2002)

Jackie Breithaupt

Douglas Brown (from May 2002)

Audrey Hadfield

QUALITY ASSURANCE COMMITTEE

Sterling Campbell (Chair)

Karen M. Mitchell (Vice-Chair)

Guill Archambault (to June 2002)

Janet Cornwall

Mark Lefebvre (to June 2002)

Pierrette Nadeau (from September 2002)

Janet Ouellette (from May 2002)

The following chart presents the reasons for denying membership in the 48 cases reviewed by the Registration Appeals Committee during 2002.

Reason	Number of Cases
The degree is not acceptable to the College under Regulation 184/97.	2
Neither the degree nor the teacher education program is acceptable to the College under Regulation 184/97.	5
The program presented does not represent a full year of pedagogical course work dealing exclusively with teacher education.	26
The teacher education program was completed by distance education.	4
The teacher education program does not contain coursework that corresponds to two consecutive divisions of the Ontario curriculum.	8
The teacher education program was not completed at the postsecondary level.	2
Uncorroborated documentation	1

In two of the above cases the appellants also did not meet the language proficiency requirements for registering with the College.

Richard Ng always wanted to be a teacher. "I had a lot of wonderful teachers who were very encouraging to me and I found that I wanted to do the same for others." Now Richard is where he's always dreamed of being – with students who "are still curious and open to new things."

Of his Grade 5 class at Bowmore Road Public School in Toronto, he says, "It's important to make learning fun. I like to see smiles on their faces and know they are excited to be learning."

His students are a very diverse group with different needs and Ng modifies his teaching to make sure everyone is learning. But Ng finds the challenges stimulating. "It's been a successful year for me, thanks to the wonderful support of my colleagues who mentored and shared with me all their knowledge and experiences."



Richard Ng

Then: Grade 2, Roden Public School, Toronto

Now: Teaching Grade 5, Bowmore Road Public School, Toronto



Maintaining Professional standards

The teaching profession requires exceptional qualities of integrity and genuine concern for the well being of students. These beliefs and values were established by teachers in the development of the College's *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.

One of the College's important functions is to respond to expressions of concern about the professional conduct of its members.

The responsibility for receiving and resolving most complaints belongs to three committees of Council. The Investigation Committee reviews complaints and may refer a matter to either the Discipline Committee or Fitness to Practise Committee.

COMPLAINTS

In 2002, although the number of complaints remained stable, the number of discipline hearings continued to rise. The College received approximately 1,500 inquiries from the public or College members about the conduct of a member.

The College may determine that these inquiries should be referred back to the employer or may make other suggestions as to how the caller can resolve a concern when appropriate. Only a small portion of these calls become formal complaints and only a portion of the complaints become investigations or are referred to a hearing.

Of the inquiries received in 2002, 155 became complaints that were disposed of by the Investigation Committee. The Investigation Committee receives complaints, oversees College investigations and decides how cases should subsequently be handled.

"The College is committed to acting in the public interest while providing a fair and just process for members," says Rosemary Gannon, Investigations and Hearings Co-ordinator. "We work to continuously improve the pace at which we handle and resolve complaints about members."

The College noted a number of trends among the expressions of concern in 2002. There was an increase in the number of inquiries from members alleging misconduct by another member and there was an increase in complaints about principals and vice-principals.

Of the issues raised in complaints, more concerns were expressed about the failure of teachers and principals to respond adequately to bullying among students and to parental concerns in general. A new trend emerged in 2002 around Internet abuses involving inappropriate student-teacher e-mail and chat room communication.

There was a marked increase in the number of complaints alleging sexual impropriety with students. The increase may be due in part to a heightened awareness of this type of misconduct in schools and boards, as well as in the general public.



INVESTIGATION COMMITTEE

Harry Mulvale (Chair)

Karl Dean (Vice-Chair)

Jackie Breithaupt

Douglas Brown

Douglas E. Carter (to November 2002)

Patrick J. Daly

Audrey Hadfield (from November 2002)

Iain Munro

Janet Ouellette (from May 2002)

Elizabeth Papadopoulos

In the fall of 2002 the College met with teachers, school board officials, parents and other educational stakeholders regarding its first professional advisory on *Professional Misconduct Related to Sexual Abuse and Sexual Misconduct*. The intent of the advisory is to assist members of the College to identify the legal, ethical and professional parameters that govern their behaviour and to prevent sexual abuse of students and sexual misconduct.

Two additional developments in 2002 are likely to influence future complaint levels. The introduction of teacher performance appraisals requires school boards to refer to the College any members who have had two unsatisfactory reports. In addition, the *Student Protection Act* amended the *Ontario College of Teachers Act* to require employers (including private schools) to report to the College any certified teacher charged with a sexual offence against a student or an offence that indicates that students may be at risk of harm or injury.

Previously, the *Ontario College of Teachers Act* only required school boards to report convictions for those offences. The Registrar of the College is now also required to report back to the employer, as well as the complainant and the member, on the outcome of a complaint.

The College received approximately 1,500 inquiries from the public or College members about the conduct of a member... Only a portion of those complaints become investigations or are referred to a hearing.

DISPUTE RESOLUTION

The College has a voluntary dispute resolution program that is available to the parties at all stages of investigations and hearings. Dispute resolution is an alternative to the more formal process of an investigation and hearing and sometimes takes the form of a mediated negotiation. Because dispute resolution allows the complainant and the member to play a more active role in determining the outcome, there has been a 50 per cent increase over 2001 in the number of cases being identified as suitable for dispute resolution.

The College assesses all complaints to determine whether they are suitable for dispute resolution. A matter is considered suitable if it appears that the matter can be resolved in the public interest, without a full investigation or hearing. However, the result achieved must be similar in scope to that expected following a full investigation or hearing.

Where dispute resolution does not result in an agreement, it may narrow issues and result in a shorter and less costly hearing.



In 2002, the Investigation Committee ratified 18 agreements entered into by complainants and members. The Discipline Committee ratified one agreement in 2002.

HEARINGS

The Investigation Committee forwarded 49 cases involving complaints of alleged incompetence or professional misconduct to a discipline hearing in 2002 and one case of alleged incapacity to a fitness to practise hearing.

By the end of the year, the Discipline Committee had completed 40 hearings. Discipline Committee panels revoked 20 certificates and suspended eight.

“The committee has to strike a balance between working in the public interest and ensuring that College members receive a fair and just hearing,” says Discipline Committee chair Bernard J. Adam. “With experience, I have come to appreciate more fully the intricacies that are involved in meeting this challenge.”

The Fitness to Practise Committee completed one hearing in 2002 resulting in the imposition of terms, conditions and limitations on that member’s certificate.

“Our work load was quite low in 2002,” says Margaret Dempsey, chair of the Fitness to Practise Committee, which handles cases involving allegations that a member’s physical or mental condition makes the member unfit to carry out professional responsibilities. “Teachers are certainly suffering a lot of the kind of ‘on-the-job stress’ that might lead to incapacity. The fact that we don’t have

more Fitness to Practise hearings is a good indication that teachers are getting the support they need from their employers, colleagues and family.”

The resolution of 41 hearings in 2002 was a significant increase from 2001 when 26 hearings were completed.

Four times a year the College sends information about members whose certificates have been revoked or suspended to over 1,000 jurisdictions that include ministries of education, private schools, embassies and other relevant institutions.

OTHER ACTIVITIES

Four times a year the College sends information about members whose certificates have been revoked or suspended to over 1,000 jurisdictions that include ministries of education, private schools, embassies and other relevant institutions. The College also regularly shares this information with all other provinces and states in North America.

DISCIPLINE COMMITTEE

Mark Lefebvre (Chair to June 2002)

Bernard J. Adam (Chair from September 2002)

Nancy Hutcheson (Vice-Chair)

Guill Archambault (to June 2002)

James A. Black (from May 2002)

Sterling Campbell

Larry M. Capstick

Douglas E. Carter (from November 2002)

Ernie Checkeris

Janet Cornwall

Pauline Demers (from September 2002)

Solette N. Gelberg (to September 2002)

Sheila Gifford (from September 2002)

Marilyn Laframboise

Diane Leblovic

Dick Malowney (to May 2002)

Karen M. Mitchell

Pierrette Nadeau (from September 2002)

FITNESS TO PRACTISE COMMITTEE

Margaret Dempsey (Chair)

Sheila Gifford (Vice-Chair from September 2002)

Guill Archambault (Vice-Chair to June 2002)

Douglas E. Carter (from November 2002)

Jerry De Quetteville

Martin Kings

Elayne McDermid

Pierrette Nadeau (from September 2002)

Frances Thorne

The College has continued its practice of meeting three times a year with the provincial education stakeholder organizations to discuss issues and trends in complaints and dispute resolution. Discussions focused on a common goal – keeping students safe.

Members of the Investigation, Discipline and the Fitness to Practise Committees were involved in training sessions on administrative law and other legislated changes to prepare them for their responsibilities on the three-person panels that preside at discipline and fitness to practise hearings.

Four former members of Council were added to the roster of existing panellists to sit on a discipline or fitness to practise panel where no other eligible member of the committee is available.

SUMMARY OF THE DISPOSITIONS

Revocation	20
Suspension	8
Reprimand	6
Terms, Conditions and Limitations	1
Surrendered Certificate	1
Not Guilty	2
Withdrawal of Notice of Hearing	2

STATISTICS REGARDING COMPLAINTS IN 2002

Total intake files ¹	548
Total number of formal complaints ²	161

ORIGIN OF COMPLAINTS

	Number	Percentage
Registrar's complaints including		
school board notification	101	62.7
Members of College	6	3.7
Members of public		
Parents	45	28.0
Student/Victim	5	3.1
Other	4	2.5
Total	161	100

NATURE OF COMPLAINTS³

Professional Misconduct	Percentage
Abuse – Emotional	4.0
Abuse – Physical	4.8
Abuse – Psychological	2.4
Abuse – Sexual	29.6
Abuse – Verbal	2.8
Act/Omission (dishonourable, disgraceful, unprofessional)	3.6
Conduct unbecoming	11.6
Conflict of interest	0.4
Contravention of law – suitability to hold certificate	3.2
Failing to carry out duties	6.4
Failing to comply with <i>Child & Family Services Act</i>	0.4
Failing to comply with <i>Education Act</i>	1.6
Failing to comply with <i>Ontario College of Teachers Act</i>	2.0
Failing to keep required records	2.0
Failing to supervise adequately a person under one's professional supervision	4.0
Falsifying records	0.4
Filing false information/ documents about qualifications	3.2
Failing to maintain standards of the profession	3.2
Fraud/Theft	0.4
Inappropriate divulging of student information	0.8
Permit/Assist/Counsel misrepresentation	0.4
Practising under the influence	0.4
Sexual misconduct	4.8
Signing or issuing false/misleading documents	4.0
Incompetence	
Lack of judgment	1.2
Lack of skill	1.2
Incapacity	
Mental disorder	0.4
Physical condition	0.8
Total	100

DISPOSITION OF COMPLAINTS

	Number	Percentage
Outside jurisdiction/frivolous, vexatious or abuse of process	29	18.7
Referred to Discipline Committee	49	31.7
Referred to Fitness to Practise Committee	1	0.6
Referred to Discipline Committee ⁴ by Executive Committee	1	0.6
Referred to Fitness to Practise Committee ⁴ by Executive Committee	0	0
Not referred	26	16.8
Written caution/admonishment	5	3.2
Resolved through dispute resolution	18	11.6
Withdrawn/Abandoned	26	16.8
Total	155	100

1. Not all formal complaints in 2002 were intake files in 2002.
2. Not all complaints filed in 2002 were disposed of in that year.
3. A complaint may contain more than one allegation.
4. Matters referred to the Discipline Committee or Fitness to Practise Committee by the Executive Committee were not considered by the Investigation Committee.

Financial Developments in 2002

FINANCE COMMITTEE

Karl Dean (Chair from September 2002)

Patrick J. Daly (Vice-Chair)

Douglas Brown

Solette N. Gelberg (Chair to September 2002)

Marilyn Laframboise

Elizabeth Papadopoulos

2002 was a challenging year for the College Finance Committee.

In 2001, the College raised its annual membership fee for the first time in its five-year history to support steadily rising discipline hearing costs. The Finance Committee had expected that it would not have to recommend that Council approve a new fee level for at least another three years.

Almost immediately following the approval of the 2002 budget by the Council, a new responsibility was mandated for the College through legislation – implementation and management of the Professional Learning Program (PLP).

The College was faced with trying to meet its established and new responsibilities within the confines of a budget that did not include the resources for the PLP.

"The Finance Committee works diligently to ensure that the College's financial resources are employed effectively on behalf of our members," says Karl Dean, chair of the Finance Committee. "In 2002, in our review of the budget, the committee tried to meet the needs of the College while recognizing the pressures presented by the Professional Learning Program."

The Council's request for PLP funding led to another first in the College's history. Revenues, usually drawn exclusively from membership fees and *Professionally Speaking* advertising, were supplemented by start-up government funding of \$8 million beginning in 2001. The additional funding, however, was not enough to last throughout 2002.

Despite these unexpected developments, the College stuck close to its \$21,148,000 budget in 2002.

Increased management scrutiny in 2002 allowed the College to pare expenditures in a number of areas. Investigations and

Hearings costs, which have been rising steadily in recent years, levelled off in 2002 to create a saving of \$462,000 against the Investigations and Hearings budget. The savings were primarily due to economies gained through experience in managing discipline hearing costs, and the fact that there was only one fitness to practise hearing in 2002.

While expenses were lower than budgeted, revenues rose higher, due primarily to 6,200 more teachers joining the College than was forecast.

The end result of these developments on both sides of the ledger was a surplus – before factoring in the PLP – of \$2.223 million. Once PLP implementation costs for the entire year were taken into consideration, however, costs of \$1.463 million not covered by the start-up government funding had to be paid out of the College's other revenues. An overall surplus of \$760,000 over expenses was the result.

The Finance Committee reviews and reports regularly to the College Council about the financial affairs of the College. Each year it reviews and revises budget proposals for the following year before recommending a final budget to Council in June. Final approval of the budget rests with the Council. The committee also tracks College revenues and expenditures to ensure compliance and appropriate reporting.

In 2002, the Finance Committee delayed making its final recommendation to Council until September in order to have a more accurate assessment of PLP impact, including a response to the College request for additional funding from the provincial government.

The Finance Committee also functions as the College's Audit Committee with a responsibility to protect the College's assets.

Financial Reporting Responsibilities

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

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

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

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

March 14, 2003

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

We have audited the balance sheet of the Ontario College of Teachers as at December 31, 2002 and the statements of operations, members' equity and cash flows for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at December 31, 2002 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

PricewaterhouseCoopers LLP
Chartered Accountants

Balance Sheet as at December 31, 2002


(in thousands of dollars)

	2002	2001
	\$	\$
ASSETS		
Current assets		
Cash	915	459
Short-term investments - at cost, including accrued interest	6,080	4,706
Accounts receivable	263	261
Due from Ministry of Education - Professional Learning Program (note 3)	1,000	1,039
	<u>8,258</u>	<u>6,465</u>
Deferred election costs (note 2)	67	269
Deferred membership registration costs (note 2)	-	148
Capital assets (notes 2 and 4)	8,802	6,824
	<u>17,127</u>	<u>13,706</u>
LIABILITIES		
Current liabilities		
Accounts payable and accrued liabilities	2,790	2,208
Deferred revenue	304	298
	<u>3,094</u>	<u>2,506</u>
Deferred capital contribution (notes 2 and 3)	3,112	969
Deferred lease inducements (notes 2 and 6)	2,163	2,233
	<u>8,369</u>	<u>5,708</u>
MEMBERS' EQUITY (NOTE 5)		
Invested in capital assets	3,527	3,622
Internally restricted		
Reserve for working capital	3,726	3,133
Reserve for fee stabilization	1,005	412
Unappropriated balance	500	831
	<u>8,758</u>	<u>7,998</u>
	<u>17,127</u>	<u>13,706</u>

On Behalf of Council


Larry M. Capstick

Chair of Council and Executive Committee


J.W. (Joe) Atkinson

Registrar and Chief Executive Officer

Statement of Operations for the year ended December 31, 2002

(in thousands of dollars)

	2002	2001
	\$	\$
REVENUE		
Annual membership fees	19,510	16,568
Other fees	1,939	1,427
Advertising	690	700
Ministry's contribution to Professional Learning Program (note 3)	4,390	-
Deferred capital contribution amortization	428	70
Special projects	64	258
Interest and other	372	648
	<u>27,393</u>	<u>19,671</u>
EXPENSES		
Employee compensation	12,096	9,281
Council and committees	301	267
General services to members	2,059	2,096
Professional affairs	482	523
Investigations and hearings	1,838	1,887
Operating support	7,925	4,901
Asset amortization	1,932	1,349
	<u>26,633</u>	<u>20,304</u>
Excess (deficiency) of revenue over expenses for the year	<u>760</u>	<u>(633)</u>

Statement of Members' Equity for the year ended December 31, 2002

(in thousands of dollars)

	Internally restricted funds				2002 Total \$	2001 Total \$
	Invested in capital assets \$ (note 5)	Reserve for working capital \$ (note 5)	Reserve for fee stabilization \$ (note 5)	Unappropriated \$ (note 5)		
Balance -						
Beginning of year	3,622	3,133	412	831	7,998	8,631
Excess (deficiency) of revenue over expenses for the year	-	-	-	760	760	(633)
Investment in capital assets	(95)	-	-	95	-	-
Transfer	-	593	593	(1,186)	-	-
Balance - End of year	3,527	3,726	1,005	500	8,758	7,998

Statement of Cash Flows for the year ended December 31, 2002

(in thousands of dollars)

	2002 \$	2001 \$
Cash provided by (used in)		
OPERATING ACTIVITIES		
Excess (deficiency) of revenue over expenses for the year	760	(633)
Add (deduct): Non-cash items reflected in operations		
Amortization of capital assets	1,582	1,000
Amortization of deferred membership registration costs	148	147
Amortization of deferred election costs	202	202
Amortization of deferred lease inducements	(235)	(215)
Amortization of deferred capital contribution	(428)	(70)
Changes in non-cash working capital items		
Accounts receivable	(2)	(8)
Due from Ministry of Education - Professional Learning Program	39	(1,039)
Accounts payable and accrued liabilities	582	282
Deferred revenue	6	91
	<u>2,654</u>	<u>(243)</u>
INVESTING ACTIVITIES		
Sale (purchase) of short-term investments	(1,374)	1,303
Leasehold improvements	(1,433)	(1,089)
Office furnishings and equipment	(2,127)	(1,620)
	<u>(4,934)</u>	<u>(1,406)</u>
FINANCING ACTIVITIES		
Deferred lease inducement	165	-
Ministry of Education capital contribution	2,571	1,039
	<u>2,736</u>	<u>1,039</u>
Increase (decrease) in cash during the year	456	(610)
Cash - Beginning of year	459	1,069
Cash - End of year	915	459

Notes to Financial Statements

December 31, 2002

(tabular amounts in thousands of dollars)

1 Ontario College of Teachers' mandate

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

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

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

2 Summary of significant accounting policies

The financial statements of the College have been prepared in accordance with Canadian generally accepted accounting principles. The more significant aspects are:

Deferred election costs

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

Deferred membership registration costs

To establish an initial registry of members, the College launched a campaign to acquire names and addresses of Ontario teachers and validated eligibility against the Ontario Ministry of Education's (the Ministry) records. This initial cost is being amortized over six years, concluding in 2002.

Capital assets

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

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

Deferred capital contribution

Financial contributions that the College receives from the Ministry for capital asset purchases associated with the Professional Learning Program are deferred and then recognized in revenue on the same basis as the amortization of the capital assets acquired.

Deferred lease inducements

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

Income taxes

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

Fair value of financial instruments

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

3 Professional Learning Program

The *Stability and Excellence in Education Act*, enacted on June 28, 2001, encompasses a Professional Learning Program which requires all members of the College to complete ongoing professional learning in order to maintain their licence to teach. Pursuant to this Act, the College is responsible for the implementation and administration of this program.

The Ministry is providing \$8 million in start-up funding for this program. In accordance with the agreement with the Ministry, this funding was applied to capital costs in 2001 and to both capital and operating costs in 2002.

	2002	2001	Total
	\$	\$	\$
Capital costs incurred	2,571	1,039	3,610
Operating costs funded			
by the Ministry	4,390	-	4,390
Total costs funded			
by the Ministry	6,961	1,039	8,000
Operating costs funded			
by the College	1,463	665	2,128

As at December 31, 2002, the College had an amount receivable of \$1,000,000 (2001 - \$1,039,000) from the Ministry and a deferred capital contribution equal to the unamortized capital assets of \$3,112,000 (2001 - \$969,000).

4 Capital assets

	2002		2001	
	Cost	Accumulated amortization	Net	Net
	\$	\$	\$	\$
Furniture	3,428	1,147	2,281	1,732
Office equipment	473	186	287	205
Computer equipment	2,902	1,511	1,391	832
Leasehold improvements	6,936	2,093	4,843	4,055
	13,739	4,937	8,802	6,824

The capital assets acquired by the College relate to office and meeting space at 121 Bloor Street East and 2 Bloor Street East, Toronto.

5 Members' equity

The members' equity of the College is comprised of four components. Invested in capital assets relates to the capital assets of the College which are not funded by deferred lease contributions or by deferred capital contributions. The reserve for working capital has been established by the College in recognition of the need to provide working capital for continuing operations. The College also maintains a reserve for fee stabilization to help moderate the potential for fee increases in the immediate future. The unappropriated members' equity represents the undesignated funds of the College.

For the year ended December 31, 2002, the College Council has decided to maintain the unappropriated members' equity at a maximum of \$500,000, with any excess being allocated equally between the reserve for working capital and the reserve for fee stabilization.

6 Commitments

a) Premises lease commitments

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

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

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

In August 2002, the College acquired one floor of leased space at 2 Bloor Street East for a period to October 2005, which includes a rent-free period valued at \$165,000.

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

Year ending December 31	\$
2003	2,252
2004	2,252
2005	2,157
2006	1,779
2007	1,779
2008 - 2012 (remaining terms of leases)	8,028
	18,247

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

b) Other operating lease commitments

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

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

Year ending December 31	\$
2003	110
2004	109
2005	83
2006	27
2007 - 2008	7
	336

7 Pension plan

The College maintains a defined contribution pension plan for its eligible non-teacher employees. Teacher employees are eligible to participate in the Ontario Teachers' Pension Plan. The College matches the contributions made by the employees to their respective plans. The College's annual pension expense amounted to \$635,378 (2001 - \$500,688).

8 Comparative data

Certain of the comparative data has been reclassified to conform with the presentation followed in the 2002 financial statements.

Statistics

MEMBERSHIP IN THE COLLEGE

(Includes members in good standing only)

		% of total Membership
Gender and Language		
Female English	123,479	(66.1%)
Female French	8,386	(04.5%)
Percent of total membership		(70.6%)
Male English	51,551	(27.6%)
Male French	2,982	(01.6%)
Percent of total membership		(29.2%)
Unreported English	272	(0.14%)
Unreported French	6	(<.01%)
Total	186,676	

GEOGRAPHIC DISTRIBUTION

By College Election Zones		
North	15,584	
South East	31,812	
Central	73,862	
South West	61,993	
Ontario total	183,251	(99.1%)
Currently out of province	2,734	
Currently out of country	691	
Out-of-province/country total	3,425	(1.8%)
Total Membership	186,676	

AGE DISTRIBUTION OF COLLEGE MEMBERS

Age Range	Male	%	Female	%	Unreported
20-30	5,943	03.2	21,543	11.5	162
31-40	13,750	07.4	34,145	18.3	88
41-50	13,230	07.1	32,015	17.2	25
51-60	18,505	09.1	38,822	20.8	3
>60	3,101	01.7	5,344	02.8	0
Total	54,529	28.5	131,859	70.6	278

REGISTRATION SUMMARY

Ontario new graduates processed ¹	6,806
Out-of-province and out-of-country evaluations ²	3,481
Interim Certificates of Qualification	3,081
Letters of Eligibility	188
Rejected applications	423
Letter of Eligibility to Interim Certificate of Qualification conversions	634
Interim Certificate of Qualification extensions	349
Interim Certificate of Qualification to Certificate of Qualification conversions	2,017
Appeals	48
Reassessments	2
Additional Qualifications processed	22,349
Additional Qualifications equivalents granted	336

1. Includes some 2001 teacher education graduates as well as 2002 graduates.
2. Rejected applications, Letters of Eligibility and interim certificates are contained within this total, where they fit into this category as well.

This data is drawn from the Ontario College of Teachers membership registry, the financial records of the College and Evaluation Services files.