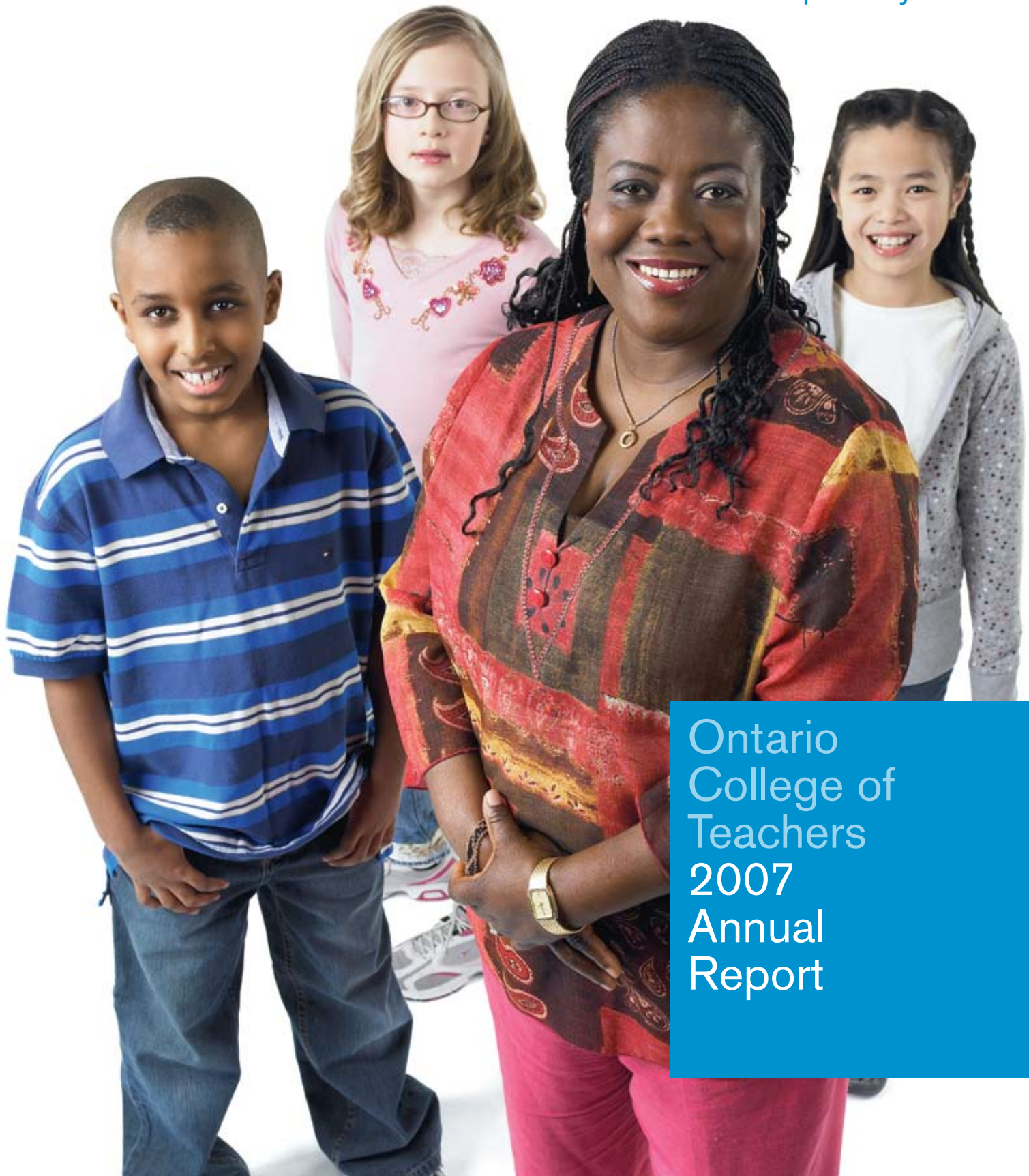


A Commitment
to Transparency



Ontario
College of
Teachers
2007
Annual
Report

On the cover:

Lina Bamfumu has been a member of the College since 2004. Among other subjects, she teaches theatre to Grades 5 and 6 at École publique Gabrielle-Roy.





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Trust, Accountability, Transparency

Teachers understand accountability. The members of our profession are accountable in so many ways – to colleagues, administrators, to boards, to parents, to the public. And above all, our members told us in a recent survey of Ontario teachers, we are accountable to our students.

We have report cards, parent interviews, school councils, EQAO results. Accountability and transparency are nothing new to our profession.

The College has always placed a priority on fulfilling its ethical and legal responsibilities to be accountable to the public and to be transparent in how we regulate the teaching profession.

All our recent discussions with other regulators from across Canada and here in Ontario make one thing very clear – transparency is not only the wave of the future, it is fundamental to the role of regulation.

New expectations and new Ontario legislation are affecting our fellow regulators in the health care field and are setting the bar higher. These developments underscore the need for the College to continually monitor how we carry out our responsibilities

and to be vigilant in developing policies and procedures that maintain public confidence.

That is why in 2007 we re-examined our policies on the availability of discipline decisions and launched a review of our registration practices. We undertook both these initiatives to ensure that our members and the public continue to see self-regulation of the teaching profession as being very much in the public interest.

Through our review, we have developed an effective procedural framework for complying with our obligation to give public access to Discipline Committee panel decisions following public disciplinary hearings.

The College surveyed the practices of other Ontario self-regulatory bodies and met with education stakeholders to identify effective practices.



Danielle Hanson

A teacher since 1976, Danielle Hanson teaches Kindergarten students at École élémentaire catholique Saint-Louis in Penetanguishene.



Stephanie Haak

Stephanie Haak, a member of the College since 1999, is a Grade 10 History teacher at Holy Trinity Catholic High School in Simcoe. She also teaches Leadership to Grade 11 students.

The Ontario College of Teachers is committed to identifying effective practices that are transparent, consistent and understood by our stakeholders and the public, and that will benefit our members and our profession.

Contact Us!

More questions?
Need help?
There are a number
of options for
contacting us:

On the web:
www.oct.ca

By e-mail:
info@oct.ca

Client Services
by telephone:
416-961-8800
(Toronto)
1-888-534-2222
(Toll-free)

The College provides public access to full Discipline Committee decisions as well as to summaries of those decisions, through a variety of avenues and in several formats.

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, as well as on the College's web site.

The College's public register also plays a very important role in communicating the decisions of our Discipline Committee.

You can read our new protocol on public access to discipline hearings on our web site at www.oct.ca – Reporting Process Ensures Public Transparency.

We believe our registration practices are fair and impartial. But we are determined to take nothing for granted. Our review of registration practices initiated in 2007 ensures that our procedures, information and guidelines are clear and transparent.

Professions all across Canada are responding to growing expectations from the public and from governments about the level of transparency we provide in the decision-making of our self-governing bodies. The Ontario College of Teachers is committed to identifying effective practices that are transparent, consistent and understood by our stakeholders and the public, and that will benefit our members and our profession.

College at a Glance

The majority of College members are classroom teachers, but vice-principals, principals, supervisory officers and directors of education must also be certified teachers to hold the positions they do.

Our Mandate

The College's mandate is to regulate and govern the teaching profession in Ontario in the best interests of the public. The College sets standards of practice and ethical standards, issues teaching certificates and may suspend or revoke them, accredits teacher education programs and courses, and investigates and hears complaints about individual members. The College is also mandated to communicate with the public on behalf of the profession, which it does primarily through its web site at www.oct.ca and this annual report.

In the Public Interest

The College has a duty to serve and protect the public interest. College policies and initiatives are developed to maintain and improve excellence in teaching. The College is accountable for how it carries out its responsibilities. Standards of practice and ethical standards highlight the public interest. The public can view on the College web site a register of all members of the College that includes their qualifications

and credentials. Disciplinary hearings are open to the public and a summary of each hearing and its outcome is published in the College magazine and on our web site.

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,

The College is 10!

The Ontario College of Teachers celebrated its 10th anniversary in 2007.



The majority of College members are classroom teachers, but vice-principals, principals, supervisory officers and directors of education are also certified teachers who begin their careers in the classroom.

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 212,739 in 2007.

Our Services

The College offers its members and the public a wide range of resources on teaching and education on its web site, through the Margaret Wilson Library and in our quarterly magazine, *Professionally Speaking/Pour parler profession*. Government agencies, consulates, international organizations and advocacy groups, as well as other Canadian provinces, increasingly draw on College expertise on teacher certification, international credentials and assessment, and the status of universities and teacher training around the world.

Our Education Partners

The strength of Ontario's education system is the breadth and depth of the expertise contributed by individuals and organizations who work together to support student achievement. Parent groups, trustees and government agencies work with teachers and administrators, faculties of education, teachers' federations and professional associations to articulate problems and develop solutions. Whether developing standards of practice for our members or a response to government policy initiatives, we consult with education partners as an integral part of addressing issues that challenge the teaching profession.



The College relies on the involvement and input of its members and education partners in its work to continuously improve the teaching profession.



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.

Chair's Message



Don Cattani
Council Chair

2007 saw real progress on College initiatives to significantly enhance the preparation of Ontario's teachers, support all teachers throughout their careers and help them carry on their excellent work on behalf of Ontario students.

During the year, College Council approved and forwarded to the provincial government a number of changes to the Teachers' Qualifications Regulation that will have a direct effect on teachers taking Additional Qualification courses throughout their careers.

College Council approved the changes following the Teachers' Qualifications Review that the College undertook in 2005 and 2006, which featured broad participation from the education sector in Ontario. The review examined learning in initial teacher education, continuing education for teachers and professional preparation for teachers of students who are deaf or hard of hearing, Aboriginal teachers and teachers of technological studies.

The review's 66 recommendations appeared in *Preparing Teachers for Tomorrow: The Final Report 2006*, available on the College's web site at www.oct.ca → Publications.

The approved changes include revised schedules of Additional Qualification courses attached to the regulation that add 59 new courses and delete out-of-date courses. Among the new courses are

those which focus on Aboriginal culture, teaching in minority settings, teaching Kindergarten, Catholic education and E-learning.

Changes will take effect on August 31, 2008 and providers will offer the first of the new courses in September 2008.

This annual report provides another opportunity to highlight the work of the College in enhancing transparency in how we regulate the teaching profession.

The College's public register, Find a Teacher, is one of the cornerstones of our accountability to the public. The public register is a convenient and useful tool – one that is frequently accessed by our members, employers and members of the public to find information about teachers' qualifications.

Before hiring, employers look to the College's public register to verify a teacher's qualifications. Members themselves look to the register to ensure that their credentials are accurate and current. The public looks to the register for assurances that the people who teach their children are qualified and licensed by the profession's regulatory body. The Ontario College of Teachers Act requires the College to maintain a register to which the public has access.

To protect the public interest, the College must be able to identify members correctly

“The College’s public register, Find a Teacher, is one of the cornerstones of our accountability to the public.”

and provide accurate information. The register, available since the College’s inception in 1997, contains information such as each member’s name, as well as the class of certificate and any additional qualifications that the member holds and a notation of every revocation, cancellation and suspension of a certificate. We have implemented numerous safeguards to prevent unauthorized online access to a member’s personal information.

The Ontario College of Teachers is not the only professional regulator with a public register. The law also requires Ontario’s 23 health self-regulatory organizations to maintain registers and to make the contents available to the public.

The College’s public register remains one of the most visited areas on the College’s web site, with an average of 50,000 visits monthly.

In the fall of 2007 Council established an ad hoc committee to study the issue of future facilities for the College. This is a very important initiative that will have long-term implications as the Council seeks to maintain budgetary stability while continuing to serve both the membership and the public interest.

The Ontario College of Teachers Foundation awarded its fifth annual Joseph W. Atkinson scholarship to Megan Hamilton Clifford, a teacher candidate at Lakehead University. Megan graduated

with an Honours BSc from the University of Guelph, where she was prized as a researcher by her professors.

Many rewarding teaching experiences and outdoor experiential education projects fuelled her passion to become a teacher. Megan taught Grades 1 to 8 students how to cross-country ski and snowshoe at Hiawatha Highlands in Sault Ste. Marie. As a member of the university’s junior naturalists’ program, she led an after-school group of Grades 3 to 6 students in Guelph through outdoor activities and taught them about nature and conservancy. At the Everdale Environmental Learning Centre, a farm in Hillsburgh, our scholarship winner hosted elementary groups, instructed in elementary classrooms and worked with secondary school at-risk students.

Megan believes that access to wilderness and nature promotes student interest in natural sciences. She hopes to design and operate an integrated outdoor education program that focuses on farming. Her long-term goal is to create a space where students of all racial, ethnic and sexual identities can feel welcome. The College is proud to honour this exemplary young future teacher.



Don Cattani
Council Chair

Registrar's Message



Brian P. McGowan
Registrar and Chief
Executive Officer

The College made significant progress in 2007 on many issues that are vital to Ontario's teaching profession. Among the highlights were our research on teacher supply and how we register new members, and a review of the qualifications teachers need in the 21st century.

Another important achievement was setting new benchmarks in our commitment as self-governing professionals for transparency and accountability in the public interest.

Ontario's teachers are highly committed to ongoing professional learning. This commitment is vividly demonstrated in the record numbers of College members taking College-accredited Additional Qualification courses as they strive to continually improve the knowledge and skills they need to help students learn and grow.

Additional Basic Qualification and Additional Qualification (AQ) courses are part of a regulated system of continuing education. They are opportunities for teachers to increase their knowledge in specific subject areas, add qualifications to teach in other divisions or prepare for additional leadership responsibilities.

The new Additional Qualification courses that will be available for members in September 2008 are the most immediate benefit that teachers across the province are going to see from the Teachers' Qualifications Review concluded in 2006. This year, the College moved forward in implementing plans for projects related to the review.

During our review, we heard from many teachers who thought that it was time to offer more up-to-date subjects in the AQ catalogue. The College listened, and results can be seen in new AQs like mentoring, American Sign Language, use and knowledge of assistive technology, outdoor experiential education and teaching, and learning through e-learning.

We also heard that the profession needs to provide courses and recognize qualifications that broaden the scope of teachers' existing expertise. These are reflected in AQs on topics like education law, understanding the holistic learning and current issues related to Aboriginal peoples, First Nations, Métis and Inuits, adapting curriculum for the Catholic school system, adapting curriculum for second-language learners and teaching combined grades.

“The College is setting new benchmarks in our commitment as self-governing professionals for transparency and accountability in the public interest.”

The College celebrated its 10th anniversary on May 20, 2007. Over the years, the College has taken on the very serious work of meeting the expectations of parents and the public to ensure that those who are teaching Ontario's youth are qualified teachers who meet the requirements for certification and uphold the standards developed by the members of the teaching profession.

In May, the College initiated an examination of our policies on the availability of discipline decisions from hearings which are public.

In August, we launched a review of our registration practices. We wanted to ensure that our licensing process was transparent, objective, impartial and fair to internationally educated applicants and others.

Our review included a consultation with teachers, community groups and sector representatives to identify possible improvements in our registration practices and to address statutory and regulatory obligations.

Among a range of issues, the College looked at the amount and clarity of information we provide to applicants, the length of time it takes to become certified, how qualifications are assessed, fees, reasons for denying certification, the appeal

process, training and records access.

The College is three-quarters of the way through a 16-year accommodation lease at rents substantially below market. In order to stabilize our long-term facility costs, Council created an ad-hoc committee in October.

The College's *Transition to Teaching* study, made possible by grants from the Ministry of Education, was released in December and is part of the College's efforts to better understand the realities faced by our newest members.

Our 2007 study indicated that job opportunities for new teachers who can teach in French remain plentiful in French-language schools and English-language schools in all areas of the province.

But the province's English-language teacher-employment market is highly competitive. New teachers compete for jobs with large numbers of surplus teachers, many of whom are still hoping to move from occasional to regular teaching jobs one, two or even three years after graduation. Competition for longer-term occasional assignments is especially challenging.

Internationally educated teachers newly certified in Ontario told us that

securing a full-time job presents more of a challenge for them than it does for their Ontario-educated counterparts.

Teachers educated overseas don't have the contacts and system knowledge that Ontario BEd graduates do, and our research shows this places them at a disadvantage when they look for work.

The College is bridging that gap by holding information sessions in a number of locations for more than 500 internationally educated teachers certified in Ontario during the past year. As well as sharing information about their recently issued teaching certificates and how the province's educational context works, we'll make sure they know how Teach in Ontario can help them.

Internationally educated teachers have a very valuable resource in Teach in Ontario, a project sponsored by the College, the Ontario Teachers' Federation and immigrant settlement groups. The project, funded by the Ministry of Citizenship and Immigration and Citizenship and Immigration Canada, offers a wide range of services to internationally educated teachers to help them become certified in Ontario and, once certified, to help them find jobs.

The budget for 2007 College activities was set in September 2006 at \$26,881,000 with an anticipated deficit of \$1,195,000, which was to be financed from the Reserve for Fee Stabilization. However, the College recorded a lower than anticipated deficit of \$618,000 due

to higher than expected revenues. The member fee was unchanged at \$104 for the fourth year in a row.

Lise Roy-Kolbusz assumed the post of Deputy Registrar of the College in March. She joined the College in September 2005 as Co-ordinator, French-Language Services and has been acting Deputy Registrar since October 2006.

A number of public members concluded their Council terms in 2007: Andrew Kane served for two years and three months, Lynne Mastin, Amin Saab and Pauline Smart served for two years, Cyril Menard and Michael Lesperance served for three months and seven months respectively.

Mel Grief of Toronto, Rollande Lavictoire of Burlington, Ijaz Rauf of Maple, Susan Robertson of Oakville and Bill Kirkwood of Almonte joined Council during 2007 after being appointed by the provincial government as public representatives.

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



Brian P. McGowan
Registrar and Chief Executive Officer

Council of the Ontario College of Teachers

at December 31st, 2007

Elected Members

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

Elected Members

TOP: Paul Brazeau, Don Cattani, Brian Doubleday, Cynthia Farrar, Dean Favero, Laura Featherstone, Rosemary Fontaine, Nick Forte
MIDDLE: Helen Fox, Brent Hamelin, Gordon Hough, Annilee Jarvis, Peter Joong, Heather Nagy, Jacques Pavesi, Ruth Ann Penny
BOTTOM: Tanya Roberts, Tianna Travaglini-Babic, Jacques Tremblay, Henry Tyndorf, Hanno Weinberger, John Wells, Sharon Young Kipp



Appointed Members

Appointed Members

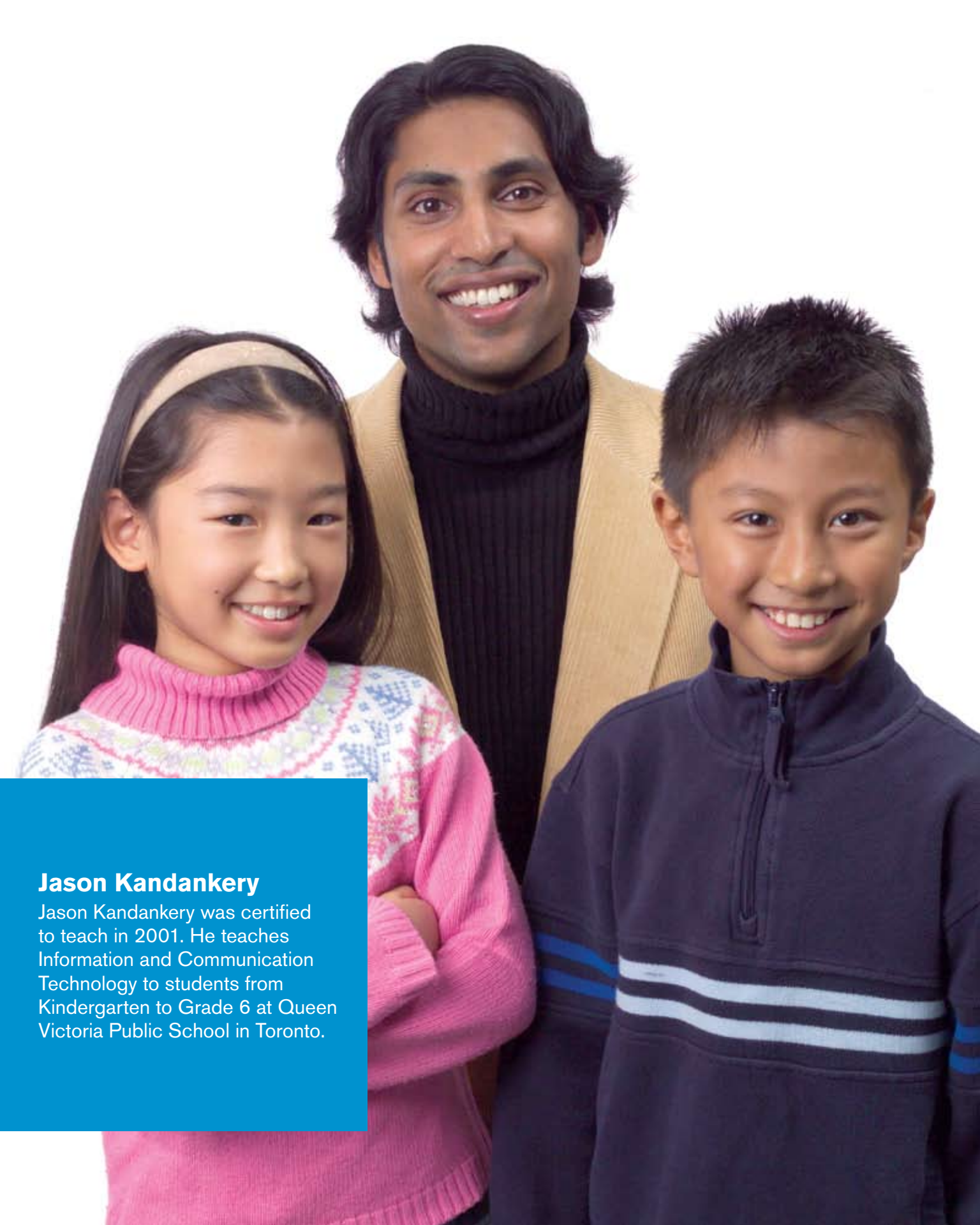
TOP: Danny Anckle, Gabrielle Blais, Mel Greif, Garry Humphreys, William Kirkwood, Rollande Lavictoire, Anne Marie Levesque, Bill Matheson
BOTTOM: Ijaz Rauf, Susan Robertson, John Tucker, Donald Watson



Registrar and CEO

Brian P. McGowan





Jason Kandankery

Jason Kandankery was certified to teach in 2001. He teaches Information and Communication Technology to students from Kindergarten to Grade 6 at Queen Victoria Public School in Toronto.

A Commitment to Accountability

Executive Committee and Editorial Board

Executive Committee

The Executive Committee conducts the ongoing business of the College between meetings of the Council and is responsible for reviewing reports from committees of Council, ad hoc committees and subcommittees. The Executive Committee makes independent decisions and recommendations within its mandate and reports to Council on its activities.

The Executive Committee is composed of the Chair and Vice-Chair of Council, the chairs of the Fitness to Practise, Discipline, Registration Appeals, Investigation, Standards of Practice and Education, Finance, and Accreditation committees, with a minimum of two publicly appointed members of Council. Committee members bring many years of experience in education and other fields to their decision-making.

In 2007, the Executive Committee provided support to various College initiatives. Two of these – a review of our registration practices and the development of a protocol on the availability of discipline decisions – help ensure that our members and the public continue to see self-regulation of the teaching profession as being both transparent and fair.

The Executive Committee also reviewed items coming before Council and made recommendations where appropriate. In 2007, the committee examined proposed amendments to the Teachers' Qualifications Regulation. Following Council's review and approval, the provincial government has enacted a number of changes that will have a direct effect on the additional qualification courses

teachers take throughout their careers.

The committee made several appointments to fill statutory, standing, regulatory and special committee vacancies when they occurred.

The Executive Committee has the authority to make an interim order directing the Registrar to suspend a Certificate of Qualification if it finds that the actions or conduct of the member exposes or is likely to expose students to harm or injury. During 2007, the Executive Committee referred two cases to the Fitness to Practise Committee.

During the year, the Chair of Council and the Registrar continued to work with education stakeholders as part of the Ontario Minister of Education's Education Partnership Table. The College is represented at each of the four working tables, addressing the issues of Special Education, literacy and numeracy, learning to 18 and student success, and teacher development.

Editorial Board

The College's quarterly award-winning magazine, *Professionally Speaking*, is one of many sources our members rely on for information that will help them continue to grow as lifelong learners.

The magazine provides a forum for discussion of issues relevant to the future of teaching and learning. It delivers inspiring stories from teachers across the province, useful articles and resources, and need-to-know news about changes to education policy.

The Editorial Board is responsible for setting editorial and advertising policy for the magazine, which is one of the



Hali Tsui

Hali Tsui joined the College in 2003 and is now a part-time teacher for the Grand Erie and Hamilton-Wentworth District School Boards. She teaches children from Kindergarten to Grade 8.

Editorial Board

Annilee Jarvis
(Chair)

Dean Favero
(Vice-Chair)

Gabrielle Blais

Michael Lesperance

Henry Tyndorf

largest-circulation education publications 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 diverse membership.

Each issue of the magazine includes reviews of new resources, guides to web sites helpful to teachers and students, and conference listings to provide quick information to help busy educators find professional learning resources quickly.

Providers of professional development promote their offerings through advertising, and members can inform themselves of new developments in education and the teaching profession through feature articles written by staff, freelance contributors and College members.

Each issue highlights the achievements of teachers whose exemplary practice has earned them provincial or national acclaim and provides these award winners with an opportunity to share their teaching philosophies and tips with their colleagues.

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

In 2007, *Professionally Speaking* won three prestigious Tabbie Awards in the US-based international competition for trade, association and business publications.

There were more than 700 entries from around the world in 19 categories.

Professionally Speaking, which entered the contest for the first time in 2007, won two honourable mentions for Courage in Afghanistan, a story by award-winning journalist Sally Armstrong about the death threats facing teachers in the war-torn country. The story, which appeared in the December 2006 edition, won in both the Feature Article and Opening Spread categories.

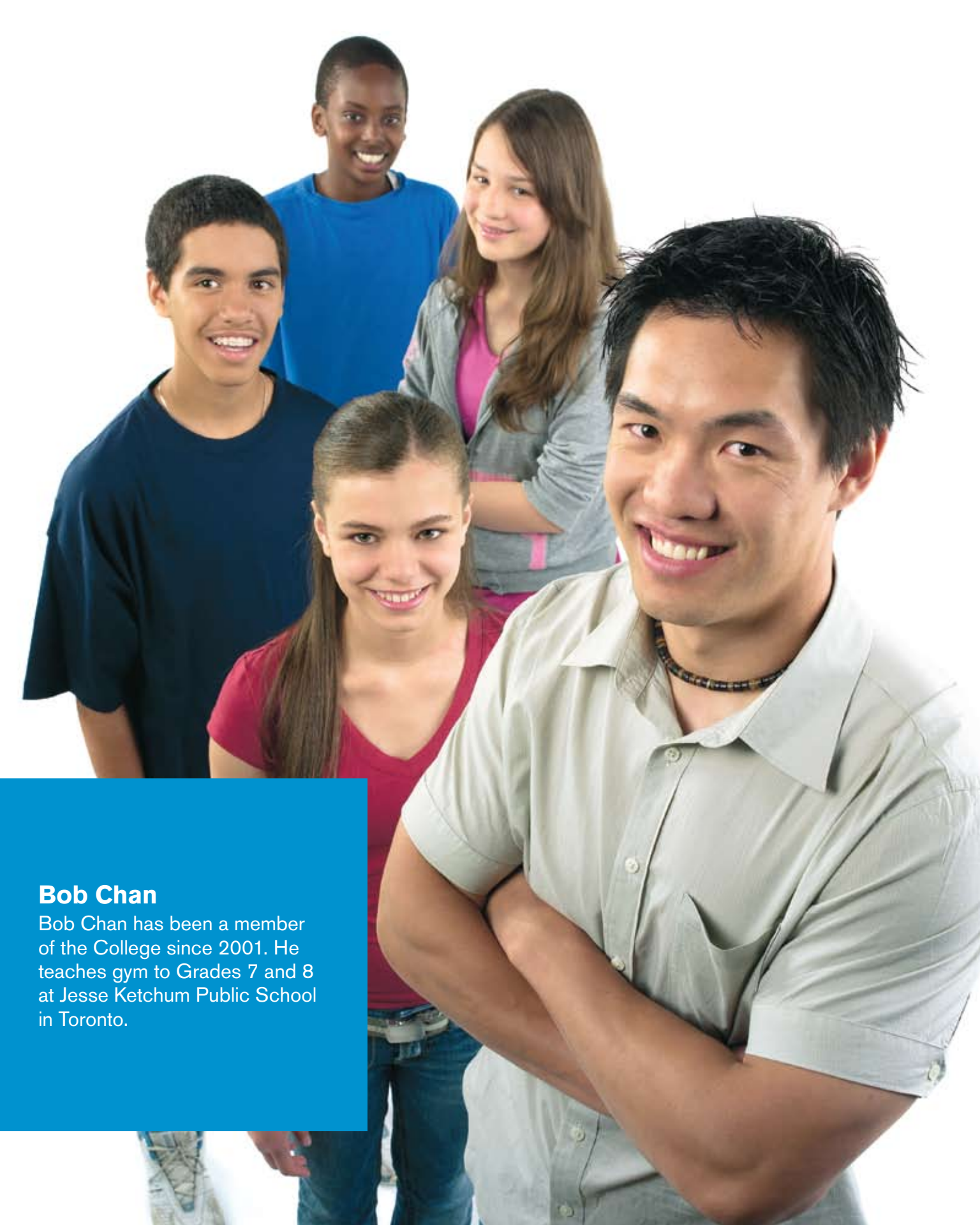
The 2006 special issue on the College's Council elections won an honourable mention for its cover image promoting e-voting.

In 2007, the Editorial Board reviewed and approved two surveys: the State of the Teaching Profession and the *Professionally Speaking/Pour parler profession* reader survey.

The College's fifth annual State of the Teaching Profession survey of 1,000 College members, conducted by phone in July, revealed that the vast majority of Ontario's teachers have been exposed to cyberbullying.

The reader survey, which was conducted online in November, provided valuable insight into the kind of content that our members find most helpful in *Professionally Speaking/Pour parler profession*. The survey showed that 84.4 per cent of English and 79.1 per cent of French respondents were satisfied or very satisfied with the magazine's editorial content.

Professionally Speaking/Pour parler profession is an efficient means of reaching our members and has become even more cost-effective. In 2007, the per member annual cost for four issues – including postage – was about \$2.16.



Bob Chan

Bob Chan has been a member of the College since 2001. He teaches gym to Grades 7 and 8 at Jesse Ketchum Public School in Toronto.

Governance

Election Committee, Nomination Committee and Quality Assurance Committee

The Election Committee oversees Council elections. The Nomination Committee prepares a slate of candidates for committee membership and the Quality Assurance Committee evaluates the College and its initiatives.

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

These three committees monitor how the College carries out its objects in a transparent and accountable manner. It particularly ensures that members of Council know that their guiding duty is to serve and protect the public interest and to make sure the College is vigilant in developing policies and procedures that maintain public confidence.

Election Committee

In 2007, the Election Committee initiated the planning process for the 2009 Council election. Based on the recommendations of the committee, Council approved April 14, 2009 as the final day for the 2009 election period. Council also approved online voting for the 2009 election based on its

24-hour-a-day availability and the cost savings for members.

In response to the lower-than-expected voter turnout for the 2006 election, two research initiatives were undertaken in 2007 at the request of the committee. The College held focus group sessions with randomly selected members of the College to explore reasons for the low voter turnout and how member participation might be increased in future elections. Eight sessions were held in total, in both official languages, in various centres across Ontario.

In addition, a comparative institutional analysis was completed in 2007 to ascertain drivers of voter participation and turnout rates in comparable self-regulatory bodies. Provincial, national and international organizations that participated in the survey shared best practices and strategies for increasing voter participation rates.

The findings of these research initiatives, as well as the findings and recommendations from the Deloitte & Touche audit of the 2006 election, will be incorporated into the planning for the next election by the committee.

Election Committee

Tanya Roberts
(Chair)

Heather Nagy
(Vice-Chair)

Gord Hough

Mel Greif
(from October 29)

Garry Humphreys
(to October 29)

Bill Kirkwood
(from July 24)

Cyril Ménard
(from April 12
to May 28)

Pauline Smart
(to June 13)



Janine Lespérance

A member of the College since 2006, Janine teaches Grade 6 at École élémentaire catholique Frère André in Barrie.

Nomination Committee

Laura Featherstone
(Chair)

Danny Anckle
(Vice-Chair)

Bill Matheson

Jacques Tremblay

Hanno Weinberger

Quality Assurance Committee

Sharon Young Kipp
(Chair)

Jacques Pavesi
(Vice-Chair)

Gord Hough

Michael Lesperance
(to March 2)

Bill Matheson
(to April 12)

Ijaz Rauf
(from April 12)

Sue Robertson
(from March 13)

Nomination Committee

The Nomination Committee is a special committee of Council that reviews and makes recommendations regarding committee membership and committee vacancies and fills elected-member Council vacancies.

In 2007, the committee recommended the appointment of Cynthia Farrar of Sudbury, Ontario to fill the Northeast Ontario full-time position left vacant by the resignation of Roberta Mary McEwen.

Quality Assurance Committee

The Quality Assurance Committee is a special committee of Council mandated

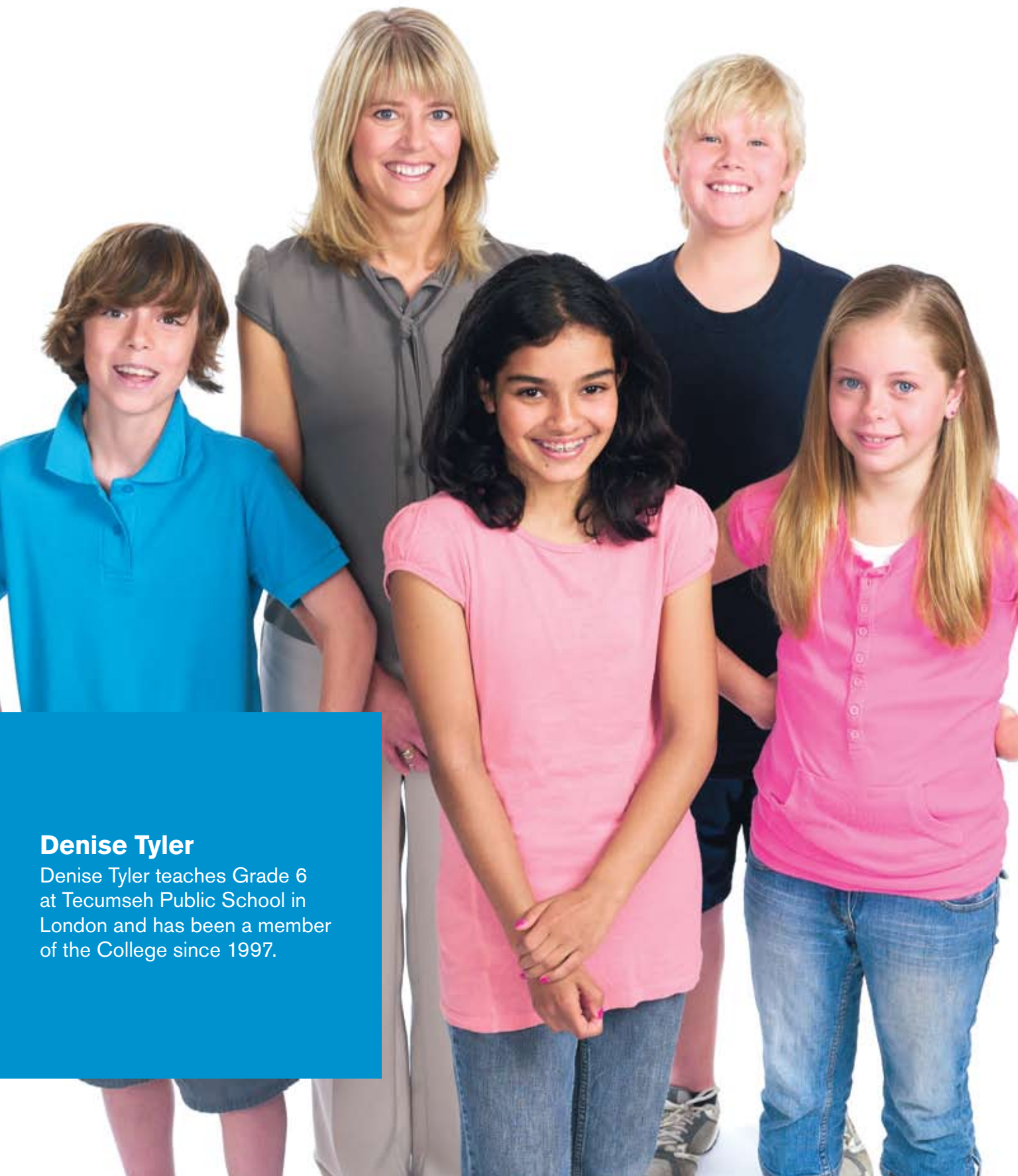
to assess the performance of the College relative to the 11 objects, or purposes, defined in the *Ontario College of Teachers Act*.

During Council's three-year term, the committee will review each of the 11 objects and, in addition to reporting to Council after each meeting, will prepare an overall report to Council on how well the College carries out its mandated objects and protects the public interest.

In 2007, the committee began its three-year review with in-depth discussions on the objects relating to governance, communicating with the public, membership in the College and the accreditation of education programs.

These three committees monitor how the College carries out its objects in a transparent and accountable manner.





Denise Tyler

Denise Tyler teaches Grade 6 at Tecumseh Public School in London and has been a member of the College since 1997.

Serving the Public Interest

Public Interest Committee

In July 2007, the Minister of Education appointed former Council member Gail Lilley, Mississauga resident Zubeda Vahed and Newmarket's Anne Secord-Houston to the College's Public Interest Committee (PIC). During their one-year terms, they will advise Council regarding its duty to serve and protect the public interest in carrying out the College's objects.

The government amended the *Ontario College of Teachers Act* in 2006 to create the PIC as a new College committee. The Act determines the committee's composition, membership and designation of a chair by Ministerial appointment.

The legislation requires the PIC to develop a work plan that identifies priorities, projects and activities through to the next election of Council in April 2009. This work plan was presented to Council in December of 2007 and includes three priorities:

1. Defining the public interest – The committee will explore the definition of “the public interest” in a self-regulatory context and report to Council on this research.

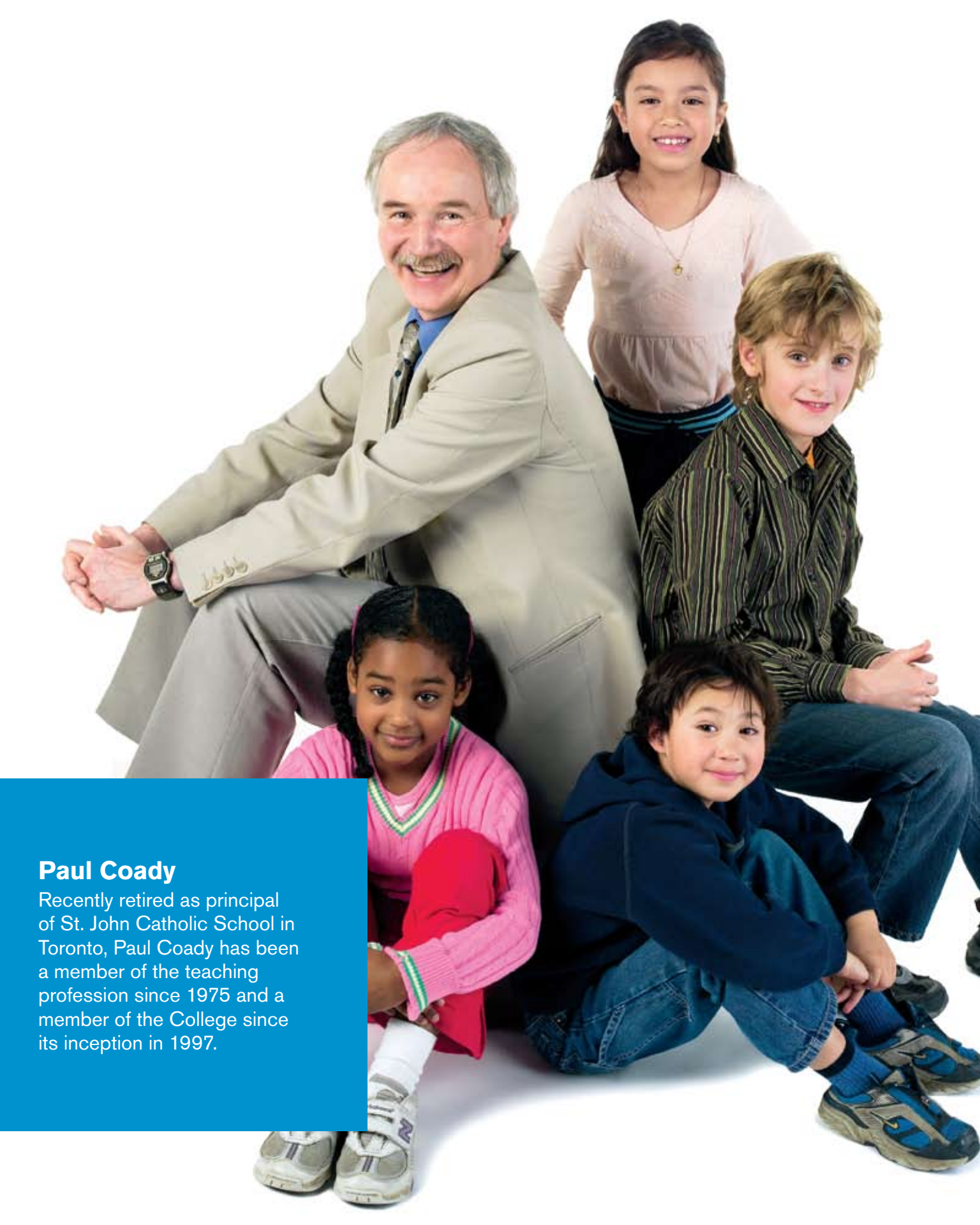
2. Reviewing public policy in the area of disclosure – The committee will review recent government legislation requiring Ontario self-regulating professions to establish mechanisms for better reporting to the public.

3. Communicating with the public on behalf of the profession – The Committee will look at opportunities used by other regulatory bodies to communicate with the public and develop a framework to assist the College in this area.

PIC can ask for information from Council to help develop, modify and implement the work plan or to provide advice to Council. The College's budget, approved by Council, will support the work of the committee.

The PIC will meet at least four times a year and as requested by the Chair, by Council, or by Council's Executive Committee.

The committee is expected to report annually to Council prior to the College's annual meeting of members.



Paul Coady

Recently retired as principal of St. John Catholic School in Toronto, Paul Coady has been a member of the teaching profession since 1975 and a member of the College since its inception in 1997.

Standards of Effective Teaching

Standards of Practice and Education Committee

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* establish the core ethics of teaching and guide teachers' professional practices.

Standards describe in a transparent way for the members of the profession and the public the foundational values and effective practices of the teaching profession.

Standards Education and Research

In order to fulfill the College's mandate "to establish and enforce professional standards and ethical standards" and "to provide for the ongoing education of members," the Standards of Practice and Education Committee has been involved in developing and disseminating teacher education curriculum and pedagogical resources to support the integration of the standards.

In 2007, the College continued to inform new teachers, teacher educators, teacher leaders and internationally educated teachers about the ethical standards and standards of practice through presentations, institutes, case discussion and reflective writing. Partnerships with school boards, faculties and provincial organizations have been effective approaches to integrating the

standards into teacher education and professional practice.

Over 2,000 members attended educative sessions on the standards during 2007. These forums were held as part of Additional Qualification Courses, principal qualification programs, and school board and leadership programs.

The College's scholarly articles and papers on the standards, such as *Illuminating and Facilitating Professional Knowledge Through Case Work and Becoming a Reflective Community of Practice*, have received high praise at many teacher education research conferences.

Teacher Education

The College has worked in partnership with initial teacher education programs to model the use of the standards-based resources with teacher candidates. A joint research project with Brock University and six district school boards, resulted in the development of pedagogical and curriculum resources to support beginning teachers.

In 2007, the College began revising and developing Additional Qualification guidelines that support the enhancement of professional knowledge and practice.



Tina Tse

Tina Tse has been a member of the College since 1997. She teaches Core French to students in Grades 4 and 5 at Pape Avenue Public School in Toronto.

Ethical Leadership Book

The College, in partnership with the Catholic Principals' Council of Ontario, has been developing a leadership casebook entitled *Cases for Leadership Development*.

The casebook will include 14 dilemma-based cases written by school principals from across Ontario. The cases illuminate the complex ethical dilemmas encountered by education leaders in contemporary school communities.

Cases will be accompanied by a series of commentaries by education scholars to foster deeper ethical knowledge and action.

Supporting the Teaching Profession Internationally

The College's initiatives capture the attention of educators outside Ontario, influencing the evolution of teacher education in other parts of Canada and other English-language and French-language jurisdictions. For example, teacher education programs in Alberta, New Brunswick, Nova Scotia and Newfoundland and in China, France, Israel, England and the United States are using the resource kits the College has developed to deepen understanding of the ethical standards and standards of practice.

The College's standards reflect universal values of the teaching profession and the work we do has significant applicability and relevance for teacher education and professional practice.

Partnerships with school boards, faculties and provincial organizations have been effective approaches to integrating the standards within teacher education and professional practice.





Mike Oster

Mike Oster has been teaching since 1978. He teaches Rotary Science to Grade 8 students at Bishop E.Q. Jennings Senior Elementary School in Thunder Bay.

A Strong Foundation for an Evolving Teaching Profession

Accreditation Committee

Accreditation Committee

Gord Hough
(Chair)

Ruth Ann Penny
(Vice-Chair)

Danny Anckle
(to March 13)

Laura Featherstone

Mel Greif
(from July 24)

Peter Joong

Bill Kirkwood
(from July 24)

Anne Marie Levesque

Jacques Pavesi

Amin Saab
(to June 13)

Pauline Smart
(from March 13
to June 13)

Don Watson

Ontario's teacher education programs reflect the values, professional knowledge and skills that are the foundation of a strong and effective teaching profession.

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* – which guide teachers in their daily practice – are a central component of Ontario's teacher education programs and Additional Qualification courses and programs.

The College's Accreditation Committee helps to maintain and enhance the quality of teacher education programs and Additional Qualification courses and programs in Ontario through the regular review and accreditation of these programs. The College Registrar determines if Additional Qualification programs satisfy the requirements for accreditation.

The accreditation process assures the profession and the public that teacher education programs are based on solid research and that they integrate theory and practice so that graduates are prepared and qualified for today's classrooms.

The committee's commitment to transparency and fairness is reflected

in the emphasis that the accreditation process places on gathering input from College members and the public.

The College accredits new initial teacher education programs before their graduates can be recommended for a teaching licence. We review existing programs every five years to assess continuous improvement and confirm that the program continues to meet regulatory requirements.

An accreditation panel – which has a minimum of six members, including one person nominated by the institution administering the program under review – spends several weeks reviewing each pre-service teacher education program.

Institutions that prepare future teachers provide information on course content and practicum requirements, how the program integrates theory and practice, and the learning materials, content and resources that form the basis of the program's teaching and learning. After examining all documents submitted by the faculty and submissions developed by members of the public, panel members normally visit the campus before developing their report. The panel then forwards its recommendation to the College's Accreditation Committee.



Mitch Tyler

Mitch Tyler teaches Instrumental Music (strings and classical guitar) to Grades 9 through 12 at Saunders Secondary School in London. He started teaching in 1993 and has been a member of the College since its inception.

Programs Accredited and Renewed in 2007

In 2007, the Accreditation Committee accredited three new programs with conditions. These included a new four-year Bachelor of Education degree offered at Brock University that integrates a Primary/Junior teacher education program with a focus on Aboriginal education. We also accredited with conditions a new Primary/Junior program at Wilfrid Laurier University and programs at Tyndale University College with areas of concentration in the Primary, Junior and Intermediate divisions. A part-time Primary/Junior program at the State University of New York College at Potsdam was also accredited.

The College also renewed accreditation for programs offered at two universities. General accreditation was granted for a period of five years to the consecutive programs with a Primary and Junior focus offered in English at Charles Sturt University and in French at Laurentian University. We also considered the addition of a Junior/Intermediate area of concentration to the French-language

program at Laurentian University and granted accreditation.

At the direction of Council, the Accreditation Committee supported the review of the accreditation regulation. The committee determined options for regulatory change based on information from a variety of sources, including consultations with providers of teacher education programs and Additional Qualification programs. This may affect elements of the delivery of these programs.

Additional Qualification Programs

Ongoing professional learning is highly valued by Ontario teachers. In 2007, the College reviewed over 285 Additional Qualification courses submitted by 25 providers.

In 2007, the College also reviewed applications from four new providers seeking the accreditation of Additional Qualification courses and programs. New Additional Qualification providers in 2007 include Wilfrid Laurier University, York Region DSB, Algonquin and Lakeshore Catholic DSB and Upper Canada DSB.

The committee's commitment to transparency and fairness is reflected in the emphasis that the accreditation process places on gathering input from College members and the public.



Appealing College Decisions

Registration Appeals Committee and Accreditation Appeal Committee

The College licenses more than 12,000 new teachers every year, but not everyone who applies is able to meet the requirements of the Teachers' Qualification Regulation and provincial legislation.

To ensure fairness and maintain public confidence in the decisions the Registrar makes on behalf of the teaching profession, unsuccessful applicants may appeal the Registrar's decision not to grant them an Ontario teaching certificate, or any conditions placed on their initial certificate.

Through its accreditation process, the College can deny or remove accredited status for teacher education programs at Ontario faculties of education, or for Additional Qualifications providers, or impose conditions on them. An institution that is denied College accreditation for its teacher education program or Additional Qualification courses has recourse to an appeal, which would be heard by the Accreditation Appeal Committee.

Registration Appeals Committee

The Registration Appeals Committee hears appeals from applicants who have not been granted membership in the College or who have had restrictions placed on their teaching licence. The committee heard 45 appeals in 2007.

In addition to its ongoing review of appeals, the committee closely followed the progress of the College's Fair Registration Practices Review in 2007, and received presentations over the year regarding the review. Committee members have also provided feedback on the review and its implications for their work. The review identifies ways the College operates so that our procedures, information and guidelines are as clear and transparent as possible.

In 2007, the committee developed and approved rules of procedure for registration appeals hearings, and administrative guidelines for in-person presentations to the committee. These new rules will provide clear guidance for appellants who wish to have a hearing or presentation in support of their appeal and provide procedural clarification for the committee.

Registration Appeals Committee

Dean Favero
(Chair)

Bill Matheson
(Vice-Chair)

Helen Fox
Rollande Lavictoire
(from July 24)

Jacques Pavesi

Pauline Smart
(to June 13)

To ensure fairness and maintain public confidence in the decisions the Registrar makes on behalf of the teaching profession, unsuccessful applicants may appeal the Registrar's decision not to grant them an Ontario teaching certificate, or any conditions placed on their initial certificate.

Accreditation Appeal Committee

Brian Doubleday
(Chair)

John Tucker
(Vice-Chair)

Danny Anckle
(from March 13
to April 12)

Helen Fox

Ijaz Rauf
(from April 12)

Tanya Roberts
Pauline Smart
(to June 13)

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 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 a decision reviewed. There were no appeals in 2007.

Decisions Appealed to the Registration Appeals Committee	
Reason	Total
Program did not represent full year of pedagogical course work dealing exclusively with teacher education	13
Teacher education completed by distance education	6
Teacher education completed as school-based or employment-based program	3
Degree not acceptable to College under the Teachers' Qualifications Regulation	8
Degree and teacher education program not acceptable to College under the Teachers' Qualifications Regulation	5
Did not satisfy language proficiency requirement	1
Appeal of condition on certificate	1
Past conduct of applicant unacceptable	1
Withdrawn	1
Other	6
Total	45
In addition to the primary reasons for rejection listed above, 17 of the 45 also failed to satisfy language proficiency requirements	
Appeal Outcomes	
Original decision upheld	22
Original decision overturned	11
Original decision modified	11
Other	1
Total	45

Receiving and Investigating Complaints

Investigation Committee, Discipline Committee, Fitness to Practise Committee

Three College committees deal with complaints against members of the teaching profession.

Investigation Committee

The Investigation Committee conducts a document 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.

Panels composed of at least three members make decisions by considering the information and/or evidence related to a complaint. The panels are made up of a combination of elected and appointed Council members.

The College is contacted about 1,500 times a year by members of the public and the profession, who raise issues concerning College members.

About 75 per cent of the concerns expressed are resolved at the appropriate local level.

For more serious issues that lead to a formal complaint related to the alleged professional misconduct, incompetence or incapacity of a member, the

Investigations Unit generally undertakes an investigation, subject to the direction of the Investigation Committee. College staff presents the information gathered during the investigation of a complaint to the Investigation Committee.

The Investigation Committee may:

- conclude that the complaint does not relate to professional misconduct, incompetence or incapacity
- conclude that the complaint is frivolous, vexatious or an abuse of process
- not refer the complaint to a hearing
- caution or admonish the member
- ratify a memorandum of agreement reached through 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.

If a panel of the Discipline Committee finds a 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

Investigation Committee

Paul Brazeau
(Chair)

Henry Tyndorf
(Vice-Chair)

Brian Doubleday

Nick Forte

Garry Humphreys

Heather Nagy

Michael Lesperance
(to March 2)

Anne Marie Levesque
(to March 13)

Susan Robertson
(from March 13)

Sharon Young Kipp

Discipline Committee

Jacques Tremblay
(Chair)

Tianna Travaglini-Babic
(Vice-Chair)

Danny Anckle

Gabrielle Blais

Don Cattani

Dean Favero

Rosemary Fontaine

Mel Greif
(from July 24)

Brent Hamelin

Annilee Jarvis

Rollande Lavictoire

Lynne Mastin
(to June 13)

Jacques Pavesi
(in October only)

Amin Saab
(to June 13)

John Tucker

John Wells

- 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
- direct that the imposition of a penalty be postponed for a specific period and not imposed if specific terms are met within that period.

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

- require the member to be reprimanded, admonished or counselled by the committee
- impose a fine of up to \$5,000
- 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.

Discipline Committee Initiatives

The committee proposed a bylaw amendment that was approved by Council to ensure that Discipline Committee panels approve the publication of their decisions in detail or in summary. Decisions that include dissenting opinions must be approved by the panel member responsible for the dissent.

The committee also sought an opinion

from the independent legal counsel of the College to clarify the Discipline Committee's power of publication under the *Ontario College of Teachers Act*.

The committee presented a motion to College Council to recommend to the Minister of Education the amendment of *Regulation 437/97, Professional Misconduct* to list in four separate clauses the forms of abuse that are currently listed together in the regulation. This change offers transparency to the public as well as clarity to members. It will help to end confusion about the number of members who face sexual misconduct allegations.

The committee also passed a motion amending its rules of procedure regarding access to hearing records and adding a rule that changed the procedure for the withdrawal of a notice of hearing.

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.



If a panel of the Fitness to Practise Committee finds the member to be incapacitated, 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
- direct that the imposition of a penalty be postponed for a specific period and not imposed if specified terms are met within that period.

Dispute Resolution

If deemed suitable and the parties agree, the College uses voluntary dispute resolution to promote the resolution of complaints. The Dispute Resolution Program is available at all stages of the complaint process and may be an alternative to a full investigation or contested hearing.

Availability of Discipline Decisions

The College conducted a review in 2007 of its procedures for providing public access to Discipline Committee

panel decisions. The review led to the development of a more effective procedural framework for complying with our obligation to give public access to Discipline Committee panel decisions following public disciplinary hearings.

The College provides public access both to full Discipline Committee decisions, as well as to summaries of those decisions, through a variety of avenues and in several formats.

Consultation

In 2007, the College continued its efforts to work with our education partners to improve the transparency of our discipline process and increase awareness and understanding of the work of the Investigations and Hearings Department.

College representatives continue to meet with principals' organizations, teacher federations and other stakeholder organizations to exchange information that assists in helping members of the College understand appropriate teacher-student boundaries. Sessions include discussions about emerging issues, professional conduct and strategies for the appropriate resolution of complaints.

Fitness to Practise Committee

Rosemary Fontaine
(Chair)

Hanno Weinberger
(Vice-Chair)

Gabrielle Blais

Bill Kirkwood
(from July 24)

Rollande Lavictoire
(from July 24)

Lynne Mastin
(to June 13)

Cyril Ménard
(from April 12 to May 28)

Tanya Roberts

Jacques Tremblay

John Tucker
(to April 1)

Origin of Complaints in 2007

	Number
Registrar's complaints including school board notifications	114
Members of College	42
Members of public	81
Total	237

Nature of Complaint in 2007¹

Professional Misconduct

	Number
Abuse of a student – physical, sexual, verbal, psychological or emotional	95
Conduct unbecoming a member	72
Act or omission regarded as disgraceful, dishonourable or unprofessional	61
Contravention of law – suitability to hold certificate	20
Failure to maintain standards of profession	18
Failure to supervise adequately	12
Signing or issuing false/misleading documents	6
Failure to comply with the Child and Family Services Act	5
Inappropriate release of student information	4
Failure to comply with the Education Act	2
Failure to comply with the Ontario College of Teachers Act, regulations or bylaws	2
Falsification of records	2
Failure to abide by written undertaking	1
Failure to keep required records	1
False information/documents re member's qualifications	1
Finding in a different jurisdiction	1
Practise under the influence	1
Incompetence	18

Incapacity

Mental condition/disorder	2
Physical condition/disorder	1
Total	325

Investigation Committee

Disposition of Complaints	Number
Outside jurisdiction/frivolous, vexatious or abuse of process	29
Referred to Discipline Committee	64
Referred to Fitness to Practise Committee	9
Not referred	25
Caution/admonishment in person	0
Written caution/admonishment	13
Resolved through dispute resolution	30
Withdrawn/abandoned	19
Total	189

Discipline Committee

Disposition of Complaints	Number
Revocation	16
Suspension	6
Reprimand	13
Admonishment	3
Counselled	1
Resigned/cancelled	0
Terms, conditions or limitations	1
Withdrawal of Notice of Hearing ²	29
Not guilty	0
Reinstatement denied	0
Total	69

Executive Committee

Disposition of Complaints	Number
Referred to Discipline Committee by Executive Committee ³	0
Referred to Fitness to Practise Committee by Executive Committee ⁴	2
Total	2

Fitness to Practise Committee

Disposition of Complaints	Number
Terms, conditions or limitations	2
Suspension	1
Withdrawal of Notice of Hearing	0
Total	3

Dispute Resolution

Memoranda of Agreement Ratified by Investigation Committee

Disposition of Complaints	Number
Resignation/cancellation ⁵	8
Admonishment	3
Caution	12
Retirement and undertaking (never to re-apply)	0
Terms, conditions or limitations	5
Other (apology)	2
Total	30

Memoranda of Agreement Ratified by Discipline Committee

Disposition of Complaints	Number
Revocation	2
Suspension	0
Reprimand	2
Admonishment	1
Terms, conditions or limitations	0
Withdrawal of Notice of Hearing	4
Total	9

1 A complaint may contain more than one allegation.

2 With or without resignation, cancellation, terms or conditions.

3 Matters referred to the Discipline Committee or Fitness to Practise Committee by the Executive Committee are not considered by the Investigation Committee.

4 Original Notice of Withdrawal at Discipline Committee. Matters referred to the Discipline Committee or Fitness to Practise Committee by the Executive Committee are not considered by the Investigation Committee.

5 Cancellation and revocation have the same effect of prohibiting a member from engaging in employment where an Ontario Certificate of Qualification and Certificate of Registration are required.

Financial Reporting Responsibilities

Finance Committee

John Tucker
(Chair)

John Wells
(Vice-Chair)

Cynthia Farrar
(from March 13)

Brent Hamelin

Garry Humphreys
(from October 1)

Andrew Kane
(Chair to September 10)

Heather Nagy
(to March 13)

The accompanying consolidated 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 consolidated 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 consolidated 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 consolidated 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 consolidated financial statements. Its report follows.

Auditors' Report

March 27, 2008

To the Members of Ontario College of Teachers

We have audited the consolidated balance sheet of the **Ontario College of Teachers** as at December 31, 2007 and the consolidated 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 consolidated financial statements present fairly, in all material respects, the financial position of the College as at December 31, 2007 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

**Chartered Accountants,
Licensed Public Accountants**

Consolidated Financial Statements

Consolidated Balance Sheet as at December 31, 2007

(in thousands of dollars)

	2007 \$	2006 \$
ASSETS		
Current assets		
Cash	717	761
Short-term investments – at market, including accrued interest	16,834	17,888
Accounts receivable	647	553
Prepaid expenses	106	45
	18,304	19,247
Deferred election costs	169	282
Property and equipment (note 3)	3,929	4,416
	22,402	23,945
LIABILITIES		
Current liabilities		
Accounts payable and accrued liabilities	3,004	3,173
Deferred revenue	719	1,051
	3,723	4,224
Deferred capital contribution	879	1,105
Deferred lease inducements (note 6(a))	974	1,172
	5,576	6,501
MEMBERS' EQUITY (NOTE 4)		
Invested in property and equipment (note 5)	2,076	2,139
Internally restricted		
Reserve for working capital	5,446	5,383
Reserve for fee stabilization	2,804	3,422
Reserve for stabilization of facility costs	6,000	6,000
Unappropriated balance	500	500
	16,826	17,444
	22,402	23,945

Consolidated Statement of Operations for the year ended December 31, 2007

(in thousands of dollars)

	2007 \$	2006 \$
COMMITMENTS (NOTE 6)		
Revenue		
Annual membership fees	22,204	21,565
Other fees	2,846	2,951
Advertising	1,108	1,001
Amortization of deferred capital contribution	226	226
Special projects	103	106
Teach in Ontario Project (note 7)	1,305	778
Interest and other	1,185	996
	28,977	27,623
Expenses		
Employee compensation	15,400	13,999
Council and committees	792	669
Services to members and applicants	2,955	2,770
Professional practice	452	427
Investigations and hearings	2,285	2,071
Operating support	5,099	4,531
Teach in Ontario Project (note 7)	1,305	778
Amortization	1,307	1,523
	29,595	26,768
Excess (deficiency) of revenue over expenses for the year	(618)	855

On Behalf of the Council

Don Cattani

Don Cattani
Council Chair

Brian P. McGowan

Brian P. McGowan
Registrar and Chief Executive Officer

Consolidated Financial Statements

Consolidated Statement of Members' Equity for the year ended December 31, 2007

(in thousands of dollars)

						2007	2006
	Invested in	Internally restricted funds			Unappropriated	Total	Total
	property and	Reserve	Reserve	Reserve			
	equipment	for working	for fee	for			
		capital	stabilization	stabilization			
				of facility			
				costs			
	\$	\$	\$	\$	\$	\$	\$
	(note 5)						
Balance -							
Beginning of year	2,139	5,383	3,422	6,000	500	17,444	16,589
Excess (deficiency)							
of revenue over							
expenses for the year	-	-	-	-	(618)	(618)	855
Investment in property							
and equipment							
- net of amortization	(63)	-	-	-	63	-	-
Interfund transfers	-	63	(618)	-	555	-	-
Balance - End of year	2,076	5,446	2,804	6,000	500	16,826	17,444

Consolidated Statement of Cash Flows for the year ended December 31, 2007

(in thousands of dollars)

	2007	2006
	\$	\$
Cash provided by (used in)		
Operating activities		
Excess (deficiency) of revenue over expenses for the year	(618)	855
Add (deduct): Non-cash items reflected in operations		
Amortization of property and equipment	1,194	1,482
Amortization of deferred election costs	113	41
Amortization of deferred lease inducements	(198)	(203)
Amortization of deferred capital contribution	(226)	(226)
Changes in non-cash working capital items		
Accounts receivable	(94)	(155)
Prepaid expenses	(61)	(45)
Accounts payable and accrued liabilities	(169)	273
Deferred revenue	(332)	214
	(391)	2,236
Investing activities		
Net purchases of short-term investments	1,054	(1,635)
Purchase of property and equipment	(707)	(726)
Election costs incurred	-	(301)
	347	(2,662)
Decrease in cash during the year	(44)	(426)
Cash - Beginning of year	761	1,187
Cash - End of year	717	761

Notes to Consolidated Financial Statements

(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 37 members, of whom 23 are elected by the membership and 14 are appointed by the Lieutenant-Governor-in-Council.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

New accounting pronouncements

As required by the Canadian Institute of Chartered Accountants (CICA) on January 1, 2007, the College adopted CICA Handbook Section 3855, Financial Instruments – Recognition and Measurement; Section 3861, Financial Instruments – Disclosure and Presentation and Section 3865, Hedges. The new standards were applied retroactively without restatement that resulted in changes in the accounting and presentation for financial instruments. The impact to the consolidated balance sheet as at January 1, 2007 was \$nil.

On January 1, 2007, the College adopted Section 1506, Accounting Changes, of the CICA Handbook, which prescribes the criteria for changing accounting policies, together with the accounting treatment and disclosure of changes in accounting policies, changes in accounting estimates and corrections of errors. This standard did not affect the College's financial position or results of operations.

During the year, the following Canadian accounting pronouncements were issued and not yet adopted by the College.

Recent Canadian accounting pronouncements issued and not yet adopted

- CICA Section 1535, Capital Disclosures, requires that an entity disclose information that enables users of its financial statements to evaluate an entity's objectives, policies and processes for managing capital, including disclosures of any

externally imposed capital requirements and the consequences of non-compliance. The new standard applies to the College effective with the fiscal year commencing January 1, 2008. This standard will impact the College's disclosures provided but will not affect the College's results or financial position.

- CICA Sections 3862 and 3863 replace CICA Handbook Section 3860, Financial Instruments – Disclosure and Presentation, revising and enhancing its disclosure requirements, and carrying forward unchanged its presentation requirements. These new sections place increased emphasis on disclosures about the nature and extent of risks arising from financial instruments and how the entity manages those risks. The new standards apply to the College effective with the fiscal year commencing January 1, 2008. These standards will impact the College's disclosures provided but will not affect the College's results or financial position.

Deferred election costs

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

Property and equipment

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

Computer equipment	33 $\frac{1}{3}$ % per annum
Furniture and office equipment	10% per annum
Leasehold improvements	over the remaining term of the lease

The College assesses all long-lived assets, including property and equipment, for impairment whenever events or changes in circumstances indicate that the net carrying amount of an asset exceeds the net recoverable amount.

Deferred capital contribution

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

Deferred lease inducements

The College amortizes lease inducements over the terms of the respective leases and nets the amortization against rent expense, which results in an average rental cost for premises over the terms of the lease agreements.

Financial instruments

The College utilizes various financial instruments. Unless otherwise noted, it is management's opinion that the College is not exposed to significant interest, currency or credits risks arising from these financial instruments and the carrying amounts approximate fair values.

The College classifies its financial instruments into one of the following categories based on the purpose for which the asset was acquired. The College's accounting policy for each category is as follows:

- **Held-for-trading**
This category is comprised of certain investments in equity and debt instruments. They are carried in the balance sheet at fair value with changes in fair value recognized in the consolidated statement of financial operations. Transaction costs related to instruments classified as held-for-trading are expensed as incurred.
- **Loans and receivables**
These assets are non-derivative financial assets resulting from the delivery of cash or other assets by a lender to a borrower in return for a promise to repay on a specified date or dates, or on demand. They arise principally through the provision of services to customers (accounts receivable), but also incorporate other types of contractual monetary assets. They are initially recognized at fair value and subsequently carried at amortized cost, using the effective interest rate method, less any provision for impairment. Transaction costs related to loans and receivables are expensed as incurred.
- **Other financial liabilities**
Other financial liabilities include all financial liabilities other than those classified as held-for-trading and comprises trade payables and other short-term monetary liabilities. These liabilities are initially recognized at fair value and subsequently carried at amortized cost using the effective interest rate method.

Income taxes

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

Use of estimates

The preparation of consolidated financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the reported amount of revenue and expenses during the reporting period. For all estimates, actual results could differ from those estimates.

3. PROPERTY AND EQUIPMENT

	2007		
	Cost	Accumulated amortization	Net
	\$	\$	\$
Furniture	4,013	2,839	1,174
Office equipment	746	459	287
Computer equipment	5,454	4,744	710
Leasehold improvements	6,227	4,469	1,758
	16,440	12,511	3,929

	2006		
	Cost	Accumulated amortization	Net
	\$	\$	\$
Furniture	3,843	2,594	1,249
Office equipment	673	413	260
Computer equipment	4,990	4,222	768
Leasehold improvements	6,227	4,088	2,139
	15,733	11,317	4,416

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

4. MEMBERS' EQUITY

The members' equity of the College is comprised of five components. Invested in property and equipment relates to the property and equipment of the College that is not funded by deferred lease contributions or by deferred capital contributions. The reserve for working capital has been established by the College in recognition of the need to provide working capital for continuing operations. The College also maintains a reserve for fee stabilization to help moderate the potential for fee increases in the future. A reserve for stabilization of facility costs was established in 2004 to accumulate funds that can be deployed when the College's main office facility lease expires in 2012. The unappropriated members' equity represents the undesignated funds of the College. At December 31, 2007, the College's Council decided to maintain the unappropriated balance at \$500,000, the reserve for fee stabilization at \$2,804,000, the reserve for working capital at \$5,446,000 and the reserve for stabilization of facility costs at \$6,000,000.

5. MEMBERS' EQUITY INVESTED IN PROPERTY AND EQUIPMENT

	2007	2006
	\$	\$
Property and equipment	3,929	4,416
Less		
Amount financed by		
deferred capital contribution	(879)	(1,105)
Amount financed by		
deferred lease inducements	(974)	(1,172)
	2,076	2,139

6. COMMITMENTS

a) Premises lease commitments

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

In 2000 and 2001, the College leased space on an additional floor. In 2005, an amendment to the September 1996 lease was signed, which consolidated the leased space on all four floors into one lease expiring November 30, 2012.

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

Year ending December 31	\$
2008	1,909
2009	1,909
2010	1,909
2011	1,909
2012	1,751
	9,387

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	\$
2008	117
2009	64
2010	14
	195

7. TEACH IN ONTARIO PROJECT

The Teach in Ontario Project began in 2004 as a project funded by the Ministry of Training, Colleges and Universities. The project was designed to assist

in the licensing and hiring of internationally trained teachers. In 2005, funding responsibility for the project was transferred to the Ministry of Citizenship and Immigration and the project has now been extended to March 31, 2010. Beginning in April 2007, the Ministry of Citizenship and Immigration (Canada) joined as a funding partner. The College is the lead recipient in the funding agreement and has formed a partnership with Skills for Change, Local Agencies Serving Immigrants (LASI) World Skills, the Ontario Teachers' Federation and Windsor Women Working With Immigrant Women with regard to various aspects of the project.

8. PENSION PLAN

The College maintains a defined contribution pension plan for its eligible non-teacher employees. Teacher employees are eligible to participate in the Ontario Teachers' Pension Plan. The College matches the contributions made by the employees to their respective plans. The College's annual pension expense amounted to \$814,312 (2006 - \$741,206).

9. ONTARIO COLLEGE OF TEACHERS FOUNDATION

In February 2003, the College established a federal non-profit foundation with charitable status to recognize and support excellence in teacher education through the awarding of scholarships, bursaries and prizes to assist in the education of teachers or those wishing to become teachers. Financial awards, made possible through donations, are paid directly to individuals according to criteria established by the foundation.

The foundation has made an annual commitment to sponsoring enthusiastic, prospective teachers through the Joseph W. Atkinson Scholarship for Excellence in Teacher Education. The award, named for the second registrar of the College, contributes \$2,000 to a student enrolled in one of Ontario's faculties of education. In 2007, donations for the Joseph W. Atkinson Scholarship for Excellence in Teacher Education amounted to \$270 and the fifth scholarship of \$2,000 was awarded in December 2007.

The Board of Directors of the foundation is comprised of the Executive Committee and the registrar of the College and financial activity is consolidated in the annual financial statements of the College.

10. COMPARATIVE FIGURES

Certain comparative figures have been reclassified from those previously presented to conform with the presentation of the 2007 financial statements.

2007 Statistics

MEMBERSHIP IN THE COLLEGE

		2007		2006	
			%		%
Female	English	144,224	67.79	139,593	67.48
Female	French	9,287	4.37	9,052	4.38
		153,511	72.16	148,645	71.86
Male	English	55,412	26.05	54,516	26.35
Male	French	3,312	1.56	3,215	1.55
		58,724	27.60	57,731	27.91
Unreported	English	498	0.23	476	0.23
Unreported	French	6	<0.01	7	<0.01
		504	0.23	483	0.23
Total		212,739*		206,859	

*As at December 31, 2007

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

AGE DISTRIBUTION OF COLLEGE MEMBERS

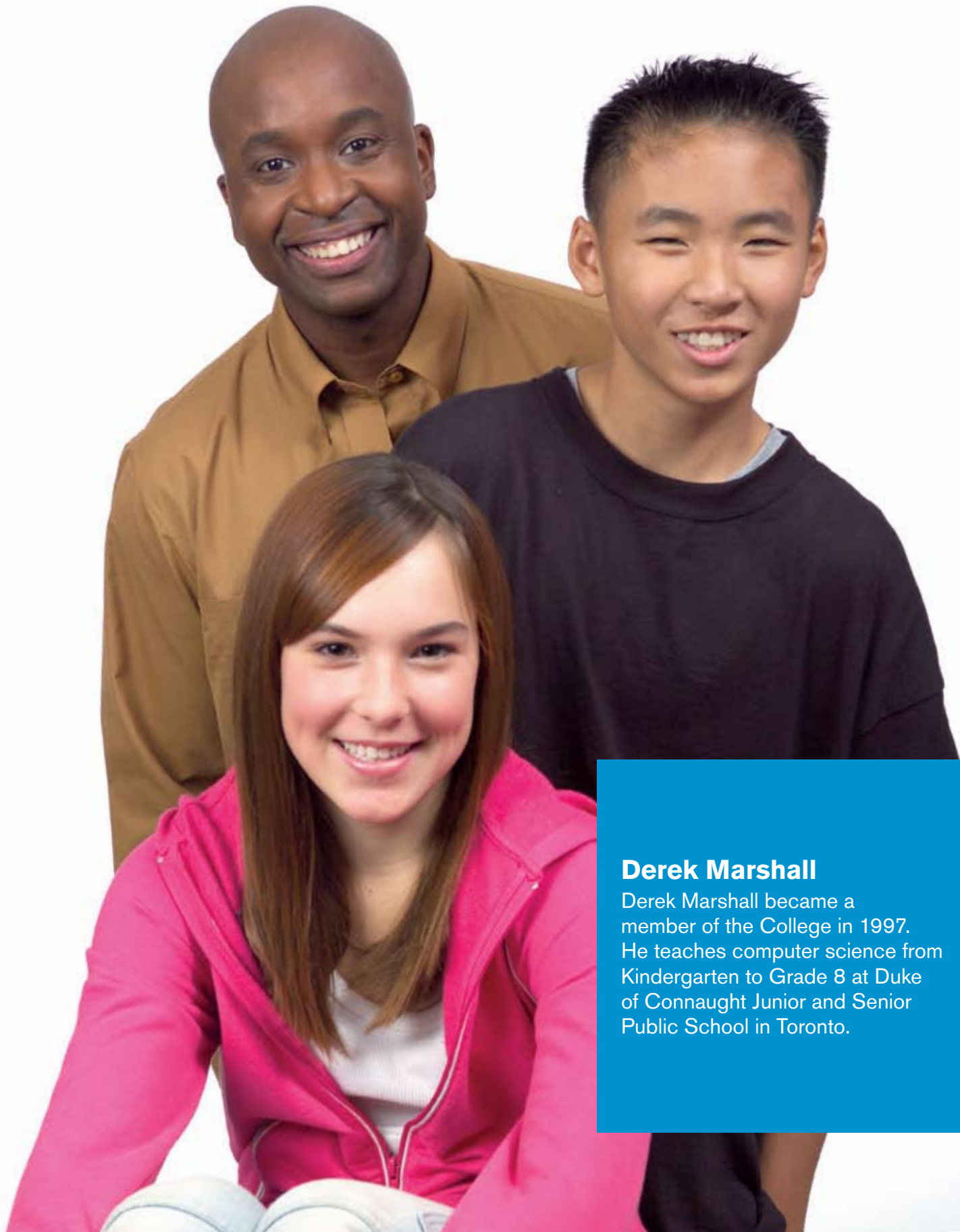
Age Range	Male				Female				Unreported	
	2007	%	2006	%	2007	%	2006	%	2007	2006
20–30	7,738	3.64	7,617	3.68	30,761	14.46	29,571	14.30	157	186
31–40	16,674	7.84	16,010	7.74	44,307	20.83	41,723	20.17	245	201
41–50	14,782	6.95	14,312	6.92	34,992	16.45	34,203	16.53	81	78
51–60	14,922	7.01	15,805	7.64	35,071	16.49	36,150	17.48	19	16
>60	4,608	2.17	3,987	1.93	8,380	3.94	6,998	3.38	2	2
Total	58,724	27.60	57,731	27.91	153,511	72.17	148,645	71.86	504	483

CERTIFICATION SUMMARY

	2007	2006
Ontario Graduates	8,773	8,566
Other Canadian	493	463
US	1,762	1,907
Other International	1,447	1,481
Total Certified	12,475	12,417

OTHER STATISTICS

Registration appeals	45	38
Temporary Letters of Approval issued	1,119	1,324
Additional Qualifications granted	33,283	36,077
Additional Qualifications Equivalents granted	313	296



Derek Marshall

Derek Marshall became a member of the College in 1997. He teaches computer science from Kindergarten to Grade 8 at Duke of Connaught Junior and Senior Public School in Toronto.

In carrying out its objects, the
College has a duty to serve and
protect the public interest.



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

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