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COLLEGE SHARES VALUABLE AND RELEVANT INFORMATION THAT HELPS YOU

EDUCATORS ARE LEARNERS FIRST. The work you do to prepare to teach, to stay current and to perform your school leadership role is impressive. That is why at the Ontario College of Teachers we are striving to help our members enhance their professional practice by sharing with you relevant, valuable information on trends and innovation in education in Ontario and other jurisdictions. We share this information through our magazine *Professionally Speaking*, our website and other forms of communication.

As the body that regulates the teaching profession, we believe it is important to disseminate valuable information to the entire spectrum of the teaching profession, from classroom teachers to principals.

Access to relevant information contributes to the ability of school leaders and teachers to provide meaningful learning experiences for students. I strongly believe that theory and practice go hand-in-hand. Each fuels the other.

As educators, we always talk about the interplay between theory and practice. We know that theories influence the way that we teach and the way that we practise. Alternatively, we also know that theories about teaching and learning sometimes emerge from a teacher's practice. The College regularly features research-focused articles in our award-winning quarterly magazine *Professionally Speaking*.

For several years, our *Transition to Teaching* survey has provided rich information about new teachers as it examines their job entry and teaching experiences. The survey focuses on their employment opportunities but also delves into the challenges they face and the rewards they reap.

The College also conducts an annual survey of members to explore some of the important issues facing the teaching profession. We share the key findings of the member surveys in the College magazine every year and the entire surveys are posted online.

The College's annual report provides a wealth of statistical information about the Ontario teaching profession. A wide variety of policy makers, academics and members look to the College for key information about Ontario certified teachers. All of these research-rich documents are available on the College website.

We plan to enrich the College's electronic newsletter *Your College and You* with articles of interest to the Ontario teaching profession.

Our education partners in other countries, such as the General Teaching Council (GTC) for England, also value the sharing of information and research. The GTC website states:

Research is crucial to the development of teaching and the quality of learning: both education policy and educational practice should be informed by the best available evidence. Research includes scholarship and theory as well as empirical evidence.

Research not only informs professional practice, it drives decisions. That is another way the College uses valuable information to assist the profession and it has been a principle of many consultations with our education partners.

For example, we collected a vast amount of data from consultations with educators across the province about the challenges facing the teaching profession in the 21st century during the College's extensive teachers' qualifications review. We used that information to launch the necessary changes to additional qualification courses and teacher certification to help prepare educators for the classrooms of tomorrow. The process continues.

Principals often use data in decision-making in their schools, factoring EQAO results and surveys in parent communities or school councils into planning. You make decisions about school policies and goals based on data you collect either provincially or locally. Principals are constantly checking in with their school communities, asking questions formally or informally.

Making valuable information and empirical data accessible to the profession is important to benefit you and your students.

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