



Ontario  
College of  
Teachers

Ordre des enseignantes  
et des enseignants  
de l'Ontario

# 2024 Annual Report





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**“As a member of Council and as Acting Chair, I see the synergy between operations and governance as further evidence of the College’s success as a modern regulator.”**

Tammy Webster, OCT, Acting Chair of Council

# Acting Chair's Message



Tammy Webster, OCT

Throughout my tenure as a member of the Ontario College of Teachers' Council, which began in February 2022, I've been consistently impressed by the College's unwavering commitment to supporting student well-being.

The Council's governance role is essential in providing oversight of the College's fiduciary responsibility and strategic direction. The Council governs the College to effectively regulate the teaching profession in the interest of student safety.

As a key part of this oversight function, we receive regular strategic and data-driven updates from the Registrar and CEO.

I'm always proud to receive these updates, as it's during these moments that the organization's commitment to its public interest mandate is clearly and passionately articulated.

## **A new Professional Advisory for Ontario's teachers**

The College's Strategic Plan, approved by Council in 2023, plainly states our purpose: we serve the public interest by regulating the teaching profession to protect students.

Professional advisories are just one example of how we serve that purpose.

The latest advisory, *Professional Advisory Addressing Hate and Discrimination*, was published in June 2025, but its development began well before then. Work began with a jurisdictional scan of advice to members issued from other regulators, an analysis of incidences of hate and discrimination in elementary and high schools and existing responses developed by school boards. From the beginning, it was clear that everyone involved kept the public interest at the forefront of their minds and approached this meaningful issue with care and respect.

That approach was marked by wide-ranging and thoughtful consultation with educators, scholars, subject matter experts, students and community leaders. Their contributions were immensely valuable, and their experiences form the foundation of the advisory that was approved by the Standards of Practice and Education Committee and distributed to all Ontario Certified Teachers (OCTs) this past summer.

## **Encouraging full compliance with professional requirements**

In October 2024, Council approved the process required to establish an administrative suspension mechanism for OCTs who are not compliant with the Sexual Abuse Prevention Program requirement.

While administrative suspensions are common among regulators, this was a significant step forward in achieving full compliance with legislated requirements to teach in Ontario.

Once again, this was handled with care. The College was determined to meet its objective of encouraging compliance, rather than suspending teachers.

Pursuit of this objective took the form of regular reminders to non-compliant OCTs, and working closely with the program facilitator, the Canadian Centre for Child Protection, to connect OCTs to reasonable accommodations when needed.

## **Regulatory amendments for more efficient investigations**

Incidents of professional misconduct among OCTs are rare. However, when a concern about an OCT is reported to the College, our mandate requires that it be handled with fairness and transparency.

During our final meeting of 2024, Council approved several proposed legislative amendments related to the College's investigations and professional conduct processes, which are intended to enhance public protection and operational efficiencies. These changes are designed to make the College's processes more responsive, ensuring timely action in cases that impact public trust and student safety.

## **A modern model for self-regulation**

Collectively, these ongoing improvements underscore the effectiveness of the College's self-regulation model in earning public trust. As a member of Council and as Acting Chair, I see the synergy between operations and governance as further evidence of the College's success as a modern regulator.

As an OCT, I have witnessed the societal benefits of safe, supportive learning environments that enable all students to reach their full potential. I consider it a privilege to continue fostering these spaces as Acting Chair of College Council.

**Tammy Webster, OCT  
Acting Chair of Council**

# Registrar & CEO's Message



Linda Lacroix, OCT/EAO

In the first year guided by our 2024-2028 Strategic Plan, the College continued to fulfill our public interest mandate by regulating the teaching profession to protect students.

Our focus remained on building the strong foundations necessary to achieve our strategic goals. We initiated planning and collaboration on important, multi-year priority projects that will serve the public interest by promoting professionalism and impact the safety and well-being of Ontario students.

I want to thank our Chair and all of Council for providing steady leadership to the College throughout another busy year. I also want to recognize our staff who contributed in innumerable ways to the successes highlighted in this year's annual report.

You will note that many of our 2024 accomplishments were made possible largely because of the thoughtful contributions of our key partners. The College's unique role in the education system allows us the opportunity to work alongside many important collaborators.

Thank you to every Ontario Certified Teacher, system leader, scholar, student, parent and guardian and member of the public who engaged with the College in 2024 towards achieving our collective goal of protecting Ontario students.

## Streamlining processes and access to information

In 2024, we advanced our commitment to accountable and agile certification processes by upgrading systems and expanding support to members and applicants. New self-serve tools and portal enhancements, such as digital criminal record check requests, make the application process easier and more accessible.

By implementing policy changes, process efficiencies and increasing staffing, we further reduced barriers for internationally educated teachers to become certified to teach in Ontario. Additionally, we initiated a project to revamp our online application to create a more streamlined experience for all applicants. The new application is expected to launch at the end of 2025.

However, we're not done yet. Our commitment to ongoing improvement means that we will continue

to look at streamlining our application processes and reducing timelines.

### Reviewing the standards that guide daily practice

Together, the *Ethical Standards and the Standards of Practice for the Teaching Profession* form the professional standards. The professional standards guide the daily practice of OCTs in and out of the classroom. They articulate the goals and aspirations of the profession and promote public trust and confidence in Ontario teachers.

Recognizing their foundational role, we also acknowledged that, after more than 20 years, the standards needed to be refreshed to reflect the current realities and evolving context of the profession. Work to update the standards began in 2022 with a literature review, a jurisdictional scan and a best-practice analysis of professional standards of other regulators.

Then, in 2024, we continued the process of reviewing the *Ethical Standards and the Standards of Practice for the Teaching Profession* with a provincial survey and consultations with OCTs. Focus groups were also held with system partners, members of the public and students from across the province.

The feedback we gathered led us to identify several key themes that shaped the foundational principles of the review, including that the standards need to be more practical for the day-to-day realities of OCTs, and adaptable based on shifts in society and the education system.

We look forward to sharing the outcomes of this important work in 2026.

### Surveying OCTs to inform decision-making

The second *Focus on Teaching* survey was launched in 2024, informed by consultations with OCTs and other key education system leaders

following the inaugural survey in 2023.

Together with our partners, Forum Research Inc. and TCI Management Consultants, we ensured that the voices of OCTs were reflected in the survey updates, resulting in a set of questions that authentically represent Ontario's teaching profession and elicited meaningful responses. We also worked with Amorell & Co. Inc. and D&D Inclusion Consulting to review the survey through an equity, diversity and inclusion lens.

The survey collected insights from 37,991 OCTs about their professional experiences, career mobility and demographic representation. This 17 per cent response rate demonstrates the commitment OCTs have to shaping the future of our profession and to data-driven decision making.

This data will help us to map long-term trends in the teacher workforce and support decision-makers to make informed choices that impact the profession.

### Continuing to build momentum

These are just some of the College initiatives undertaken in 2024 to improve College operations, support the teaching profession and protect the public interest and well-being of Ontario students.

This year was defined by thoughtful planning and deep, meaningful collaboration that laid the groundwork for significant milestones in 2025.

While foundational and operational efforts may not always be the most visible, they are essential to strengthening our capacity to fulfill the College's mandate: protecting Ontario students through the regulation of the teaching profession.

**Linda Lacroix, OCT/EAO  
Registrar & CEO**

**“Thank you to every Ontario Certified Teacher, system leader, scholar, student, parent and guardian and member of the public who engaged with the College in 2024 towards achieving our collective goal of protecting Ontario students.”**

Linda Lacroix, OCT/EAO

# 2024 Facts and Stats

Additional Qualifications (AQ) earned\*



**30,127**

**8,139**



new members certified

Members in good standing



**228,951**

**9,688**



applications received

**37,991**

OCTs completed the *Focus on Teaching* survey



**175**



applications denied

**18,987**

members with Principal's Qualifications



**1,272**



concerns received

**4,669**

Transitional and Multi-Session Transitional Certificates granted



\*including AQ equivalencies



# Who We Are and What We Do

The Ontario College of Teachers serves the public interest by regulating the teaching profession to protect students.

Professional regulation recognizes the maturity of a profession. It means the government has delegated its regulatory authority to those with the specialized knowledge required to do the job.

A self-regulating profession protects the public interest by setting standards of competency and conduct. It has the right and responsibility to license and discipline its professionals, including suspending and revoking those licences.

In short, we exist to safeguard Ontario's more than two million students.

# Our Mandate

As the regulator for the province's teaching profession, the Ontario College of Teachers protects the public interest by safeguarding students and supporting student well-being. All educators working in Ontario's publicly funded elementary and secondary school systems are required to be members of the College. Our role and authority are set out in the *Ontario College of Teachers Act, 1996* (OCTA).

Simply put, we are responsible for regulating Ontario's teaching profession through:

- Membership
- Program Standards & Accreditation
- Professional Regulation

Our legislated objects (provisions from OCTA that outline the underlying purposes of the legislation) all fall into these categories.

Legislated objects	Membership	Program Standards & Accreditation	Professional Regulation
1. To regulate the profession of teaching and to govern its members.			✓
2. Develop, establish and maintain qualifications for membership in the College.	✓	✓	
3. Accredit professional teacher education programs offered by post-secondary educational institutions.		✓	✓
4. Accredit ongoing education programs for teachers offered by post-secondary educational institutions and other bodies.		✓	✓
5. Issue, renew, amend, suspend, cancel, revoke and reinstate certificates of qualification and registration.	✓		✓
6. Provide for the ongoing education of members of the College.		✓	
7. Establish and enforce professional and ethical standards applicable to members of the College.		✓	✓
8. Receive and investigate complaints against members of the College and to deal with discipline and fitness to practise issues.			✓
9. 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.		✓	✓
10. Communicate with the public on behalf of the members of the College.			✓
11. Perform such additional functions as are prescribed by the regulations.			✓

## Public accountability, professionalism and transparency

Infused into every area of our work is accountability, professionalism and transparency.

**Accountability** to the public means the College operates in an open and accountable manner, always with the public interest in mind. We communicate with the public regularly about what we do and how we support public education in Ontario via our e-newsletter, *The Standard*, social media and news releases. We prioritize accountability in everything we do.

**Transparency** is being open about the work we do. It is about making our work available and accessible to the public. Moreover, it is about communicating simply and plainly with our interestholders and making it easier for them to engage with us.

**Professionalism** is ensuring OCTs are qualified, licensed, and have earned the privilege of teaching in Ontario's publicly funded elementary and secondary schools. It is continuing to do good work, while making improvements before they are needed.

Collaboration is key to supporting Ontario's education system. The breadth and depth of the expertise contributed by individuals and organizations combine to support student learning and well-being.

Parent groups, trustees and government agencies work with teachers and administrators, faculties of education, teachers' federations and professional associations to identify issues and develop solutions. Whether developing revised professional standards for OCTs or a response to government policy initiatives, we engage with education interestholders as an integral part of addressing issues and opportunities facing the teaching profession.

Proactive, ongoing learning is an opportunity for OCTs to stay up to date on their professional knowledge and practice, and the College provides for continuing education to teachers in the field.

### Our public register: Find a Teacher

In the interest of transparency, the public can view a register of all Ontario Certified Teachers on our website, which includes their qualifications, credentials, criminal charges and convictions relevant to their ability to teach, and most recently, whether or not a member has completed the Sexual Abuse Prevention Program.

Notations for every revocation, cancellation and suspension, and the terms, conditions and limitations imposed on a member's Certificate of Qualification and Registration are also listed.

### Professional Obligations and Student Safety

In October 2024, College Council approved a request to the Minister of Education to amend regulations to establish an administrative suspension process for OCTs who did not complete the Sexual Abuse Prevention Program.

### Publicly available: Discipline hearings and decisions

Our disciplinary hearings are open to the public. A summary of each hearing and its outcome is published in the College's official publication *Your College and You*, on our website, and through *Quicklaw* and *CanLII*.

## **Key Initiatives from 2024 include:**

### **Developing a professional advisory to address hate and discrimination**

In 2024, the College advanced the development of a new professional advisory focused on addressing hate and discrimination. Designed to provide OCTs with practical guidance, advisories offer plain-language summaries of relevant policies and legislation that inform professional practice.

Throughout 2024, the draft advisory was shared with expert readers and key organizations for feedback. Analysis of this input informed subsequent revisions and strengthened the advisory's relevance and clarity.

While the bulk of development occurred in 2024, final steps — including committee review, Council presentation, and public launch — took place in early 2025. The advisory is now available at [oct.ca](http://oct.ca)

### **Greater student protection: completing the Sexual Abuse Prevention Program**

The College ran a comprehensive outreach campaign to OCTs reminding them of their professional obligations to complete the Sexual Abuse Prevention Program. All OCTs had to have completed the program by July 2, 2025, or risk having their teaching certificate administratively suspended. As a result of this campaign, more than 99 per cent of OCTs completed the requirement.

## **Our commitment**

The College has an ongoing and long-standing commitment to anti-oppression, equity, diversity and inclusion. We recognize there is always more work to be done and are committed to doing more, including continuing to develop our own awareness; leading where appropriate; and, consulting or following as needed to support anti-oppressive and anti-racist practices, policies and processes.



# Resources available year-round



We offer OCTs and the public a wide range of resources about teaching professionalism and education on our website, through the Margaret Wilson Library and in our newsletters *Your College and You* and *The Standard*. Our *Focus on Teaching* reports also provide information about the teaching profession overall. Government agencies, consulates, international organizations and advocacy groups, as well as other Canadian provinces, increasingly draw on College expertise about teacher certification, international credentials and assessment, program accreditation and the status of teacher education.

**2024 Focus on Teaching Survey:** In 2024, the College developed and conducted its second *Focus on Teaching* survey. The bulk of analysis and the distribution of results took place in 2025.

The survey results were shared publicly via our website, which supports the College's legislated obligation to communicate with the public on behalf of the teaching profession.

The survey results also provided insight into teacher supply. This supported a request from the Ontario Fairness Commissioner to the College to help create conditions to increase the number of available teachers for Ontario's classrooms.



# OUR GOVERNING COUNCIL

**12**

Council  
members

**40**

Committee  
members



Competency-based  
selection process



**85**

Panellists  
on rosters

The College's Council of 12 individuals is comprised of six Ontario Certified Teachers and six members of the public appointed by the government. Council is responsible for governing the College and setting the strategic objectives of the College to achieve its statutory mandate.

Also in place are our statutory committees, regulatory committees and rosters of panellists, all established through a competency-based selection process.

Members of Council are dedicated to only serving on Council, while more than 100 individuals serve on committees and rosters, which provides a diversity of perspectives and helps meet quorum requirements.

## Year-round application process

Applications to Council, committees and rosters are accepted year-round and held for review until the annual selection process, which occurs at the end of each calendar year.

OCTs and members of the public can apply to the Selection and Nominating Subcommittee for future Council, committee and roster vacancies on an ongoing basis. Individuals appointed to fill a future vacancy will be appointed for a two-year term.

## College Council

Council Chair:

Diana Miles (term ended Dec. 31, 2024)

## Members of the teaching profession

Natacha Akineza, OCT

Valerie Fontenelle, OCT

Douglas Gosse, OCT (resigned Dec. 2, 2024)

Imran Syed, OCT

Maria Vasanelli, OCT

Tammy Webster, OCT

## Members of the public

Diana Miles

(term ended Dec. 31, 2024)

Abena Buahene

(term ended Dec. 31, 2024)

Jonathan Davey

(term ended Dec. 31, 2024)

Mark Baxter

Elaine Lajeunesse (term ended Dec. 31, 2024, was reappointed for an additional 2-year term)

Jonathan Rose

(term ended Dec. 31, 2024)

## Subcommittees of Council

Council members also serve on one or more of the following subcommittees:

- Audit and Finance
- Human Resources
- Selection and Nominating

## Committees

The mandate of each committee is set out in legislation or regulation, depending on its role in the governance structure.

All statutory and regulatory committees are comprised of an equal number of members of the College in good standing and members of the public who must not be, nor ever have been, a member of the teaching profession. Statutory committee chairs and vice-chairs also serve on the Adjudicative Body of Chairs.

## Regulatory committees

- Accreditation
- Accreditation Appeal
- Standards of Practice and Education

## Rosters of Panellists

Individuals serving on rosters are appointed to panels to decide matters on behalf of a committee.

Find out more about our committees at [oct-oeeo.ca/committees](http://oct-oeeo.ca/committees)

## Statutory committees

- Adjudicative Body of Chairs
- Discipline
- Fitness to Practise
- Investigation
- Registration Appeals

# Membership and Applications

## Ontario Certified Teachers

Who are Ontario Certified Teachers? Teachers, vice-principals, principals and supervisory officers must all be licensed by the College to work in Ontario's publicly funded schools and school systems.

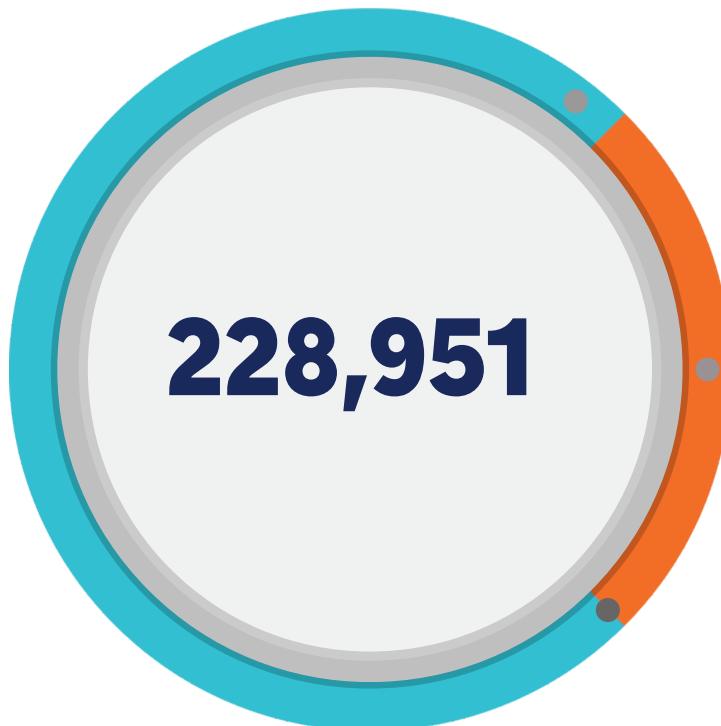
Our members work in K-12 schools, faculties of education at universities, the Ministry of Education, teachers' federations, independent schools and at the College itself. They also work in many other institutions that provide educational opportunities for teachers and their students in Ontario, other parts of Canada and around the world.

## Finding more efficiencies

In 2024, the College made the application process more efficient via automation, including document intelligence and streamlining digital document receipt.



Total Number of Members in Good Standing



Female **172,233**



English 161,892  
French 10,341

Male **56,425**



English 52,463  
French 3,962

**293**



English 286  
French 7

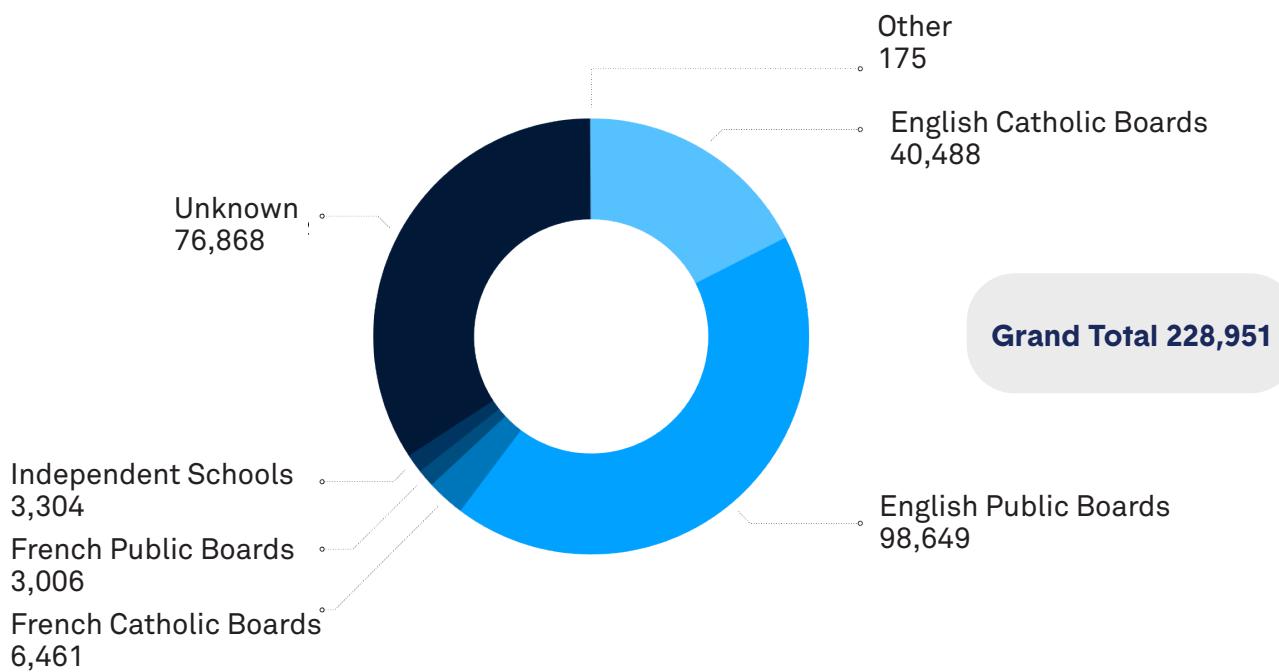


## Average Age of Members

**45.2** yrs



## Where Members are Employed

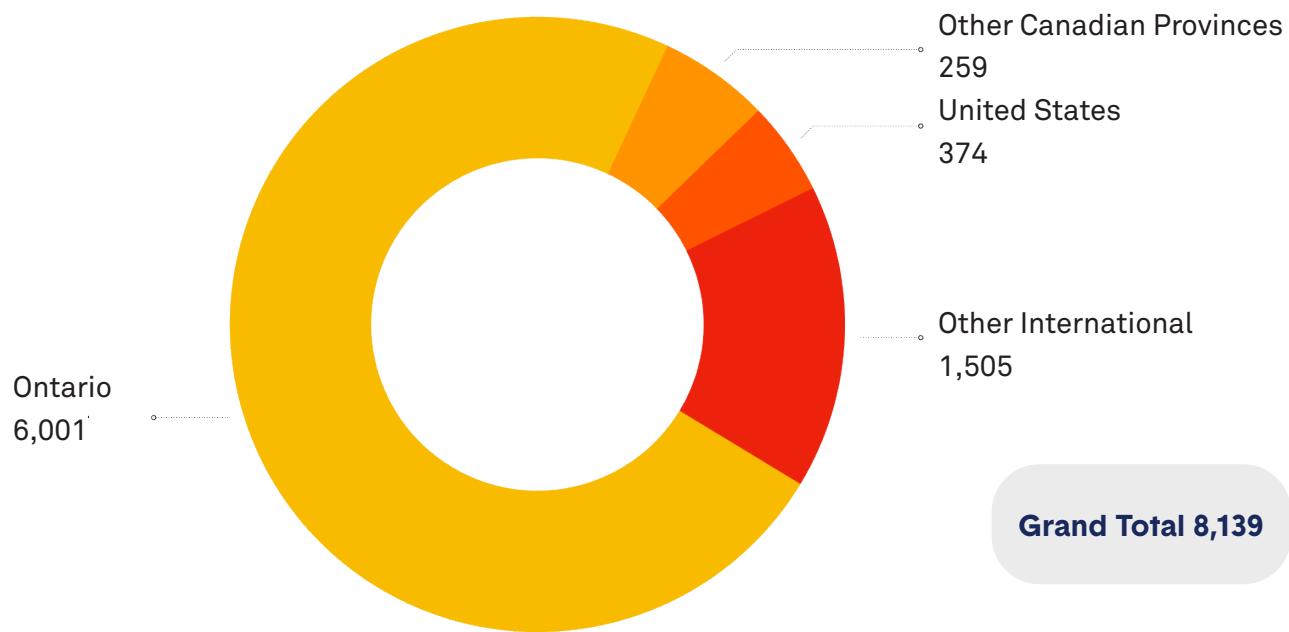


## Applications

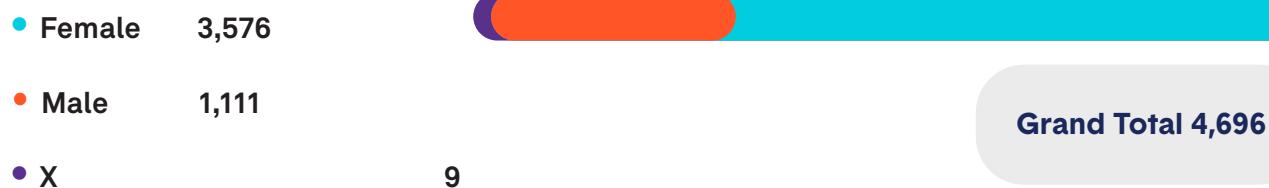
The College receives applications for certification from both domestic and international applicants. To be certified, teachers must have:

- completed a minimum three-year postsecondary degree from an acceptable postsecondary institution
- successfully completed a four-semester teacher education program
- applied to the College for certification and paid the annual membership and registration fees
- successfully completed the Sexual Abuse Prevention Program.

### Total Number of Applicants Certified by Jurisdiction in 2024



### Total Number of New Teacher Induction Program Completions in 2024



### Total Number of Registration Appeals in 2024

31

**Decisions  
Rendered**

38

**Appeals  
Received**

Not all applicants who apply to the College become certified. Those who are denied have the right to appeal the decision within 60 days.

# Teacher Education

## Accreditation

The College is responsible for accrediting Ontario's initial (pre-service) and ongoing (in-service) teacher education programs in the province, including more than 50 full- and part-time programs of professional education at 17 faculties of education.

## Total Number of New Members by Province of Initial Certification



## Ontario Graduates: Total Number of New Members by Ontario Faculty of Education

Faculty of Education	Quantity
College of Education, Niagara University	118
Faculté d'éducation, Université Laurentienne	78
Faculté d'éducation, Université d'Ottawa	322
Faculty of Education, Brock University	502
Faculty of Education, Lakehead University	591
Schulich School of Education, Nipissing University	427
Faculty of Education, Queen's University	554
Faculty of Education, Western University (formerly The University of Western Ontario)	474
Faculty of Education, University of Ottawa	378
Faculty of Education, University of Windsor	426
Faculty of Education, Wilfrid Laurier University	282
Faculty of Education, York University	630
Ontario Institute for Studies in Education of the University of Toronto	544
Redeemer University College	50
School of Education, Laurentian University	94
Trent University	185
Tyndale University	93
Ontario Tech University (formerly University of Ontario Institute of Technology)	43

## Top 20 Countries Where Members Were Initially Certified (Excluding U.S. & Canada)

Country	Certified
Australia	4,690
India	4,544
England	1,067
Scotland	1,037
New Zealand	777
Jamaica	726
Philippines	433
Pakistan	375
Cameroon	343
Wales	338
Hong Kong	289
Unknown	249
Nigeria	243
Poland	223
South Africa	165
Lebanon	150
Ukraine	142
Romania	140
Egypt	124
Albania	123

## Qualifications of College Members

### Additional Qualification Courses

The College sets guidelines for and accredits Additional Qualification (AQ) courses. These courses help teachers stay current in their practice, expand their skills and meet the challenges of today's classrooms.



**Total AQs Awarded 30,127**

## Top 20 English Additional Qualifications Awarded in 2024, by Subject

Top Additional Qualifications - English	Quantity
Special Education, Part 1	3,142
Mathematics, Primary and Junior, Part 1	1,838
Teaching English Language Learners, Part 1	1,758
Reading, Part 1	1,597
Special Education, Part 2	1,534
Religious Education in Catholic Schools, Part 1	1,460
Special Education, Specialist	1,197
Guidance and Career Education, Part 1	996
Kindergarten, Part 1	811
Mathematics, Primary and Junior, Part 2	808
Principal's Qualification, Part 1	780
Principal's Qualification, Part 2	742
Honour Specialist **	775
Mathematics, Primary and Junior, Specialist	657
French as a Second Language, Part 1	581
Teacher Librarian, Part 1	571
Reading, Part 2	529
Co-operative Education, Part 1	478
First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures, Pt Part 1	397
Teaching English Language Learners, Part 2	345

<b>**Honour Specialist</b>	<b>2024 breakdown</b>
Biology	47
Business Studies	35
Chemistry	22
Computer Studies	5
Dramatic Arts	18
English	126
Family Studies	8
French as a Second Language	31
Geography	24
Health and Physical Education	99
History	69
Mathematics	79
Music	41
Physics	19
Religious Education in Catholic Schools	2
Science	57
Social Sciences	63
Visual Arts	30

## Top 20 French Additional Qualifications Awarded in 2024, by Subject

Top Additional Qualifications - French	Quantity
Éducation spécialisée, partie 1	229
Éducation spécialisée, partie 2	147
Éducation spécialisée, spécialiste	130
Éducation religieuse en milieu scolaire catholique, partie 1	109
Mathématiques (cycles primaire et moyen), partie 1	67
Qualifications à la direction d'école, partie 2	67
Qualifications à la direction d'école, partie 1	58
Premières Nations, Métis et Inuits - Comprendre les enseignements traditionnels, l'histoire, les enjeux actuels et les cultures, partie 1	39
Mathématiques - 7 <sup>e</sup> et 8 <sup>e</sup> année	38
Mathématiques (cycles primaire et moyen), partie 2	36
Enseignement aux élèves ayant des besoins particuliers en communication (troubles du spectre autistique)	34
Mathématiques (cycles primaire et moyen), spécialiste	33
Éducation physique et santé (cycles primaire et moyen), partie 1	31
First Nations, Métis and Inuit Studies, Part 2	31
Intégration de la techno de l'info et de la com. dans l'ens., partie 1	23
Intégration de la techno de l'info et de la com. dans l'ens., partie 2	21
Éducation religieuse en milieu scolaire catholique, partie 2	20
Intégration de la techno de l'info et de la com. dans l'ens., spécialiste	20
Éducation physique et santé (cycles primaire et moyen), partie 2	18
Éducation spécialisée pour les administrateurs	18

### Members with Principal's Qualifications (by Gender)

The Principal's Qualifications program is designed to assist future administrators to lead and manage efficiently in contexts characterized by change and complexity.

● Female 12,735



● Male 6,240

● X 12

**Grand Total 18,987**

### Members with Supervisory Officer's Qualifications (by Gender)

The Supervisory Officer's Qualifications program is designed to help educators become leaders at the board or system level.

● Female 1,025



● Male 736

● X 1

**Grand Total 1,762**

# Professional Regulation

The College investigates complaints about its members to enhance public confidence in the teaching profession and promote learning environments that are safe for students.

Some complaints can be addressed at an early stage through complaint resolution. Generally, the Investigation Committee reviews investigation reports and, if conduct, competence or capacity concerns are identified, it may address the alleged conduct through an appropriate outcome at the level of the Investigation Committee, or it may refer the matter to the Discipline or Fitness to Practise

Committee for a formal hearing, in the most serious cases. There are two types of hearings:

- Discipline hearings related to allegations of professional misconduct or incompetence, and their decisions, are public.
- Fitness to Practise hearings related to allegations of a member's incapacity to practise are not public.

## Origin of Complaints

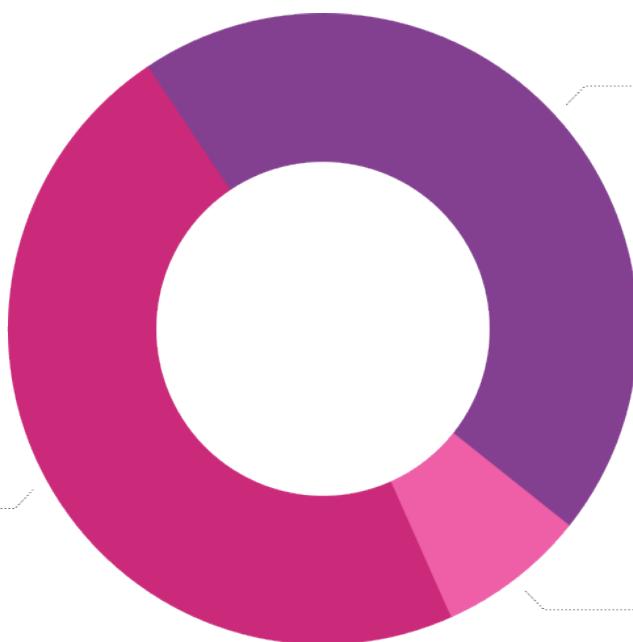
The College receives complaints from three sources.

**Grand Total 1,272**

Registrar's complaints including school board notifications  
45%

Members of public  
49%

Members of College  
6%



**Complaint Resolution:** The voluntary, without-prejudice process through which suitable complaints are resolved by agreement, without a full investigation or hearing. Outcomes protect the public interest and mirror Investigation Committee decisions reached after investigations of matters of a similar nature.

**Investigation:** Screens all complaints regarding members of the College and determines the appropriate outcome for complaints. The panel may decide to:

- refuse to further investigate
- not refer a complaint and take no further action
- issue a written reminder, advice, caution or admonishment
- issue an oral caution or admonishment
- adopt an agreement reached through the complaint resolution process
- adopt an undertaking reached with respect to Teacher Performance Appraisals or an undertaking to resign and never to re-apply
- conduct medical inquiries regarding a member's fitness to practise
- require members to complete remedial training or education
- refer the matter to another committee, including Discipline or Fitness to Practise.

**Discipline:** Conducts legal proceedings that are generally open to the public and rules on allegations of professional misconduct or incompetence made against members of the teaching profession. A three-person panel receives evidence and submissions before reaching a decision that is supported by written reasons. If a panel finds that a member engaged in professional misconduct or is incompetent, it may make orders that include reprimands, the imposition of terms, conditions or limitations on a member's teaching certificate, suspensions or revocations.

**Fitness to Practise:** Conducts closed hearings and rules on allegations related to a member of the teaching profession's physical or mental capacity to carry out their professional responsibilities. A three-person panel receives evidence and submissions before reaching a decision that is supported by written reasons. If a panel finds that a member is incapacitated, it may make orders that include the imposition of terms, conditions or limitations on a member's teaching certificate, suspensions or revocations.

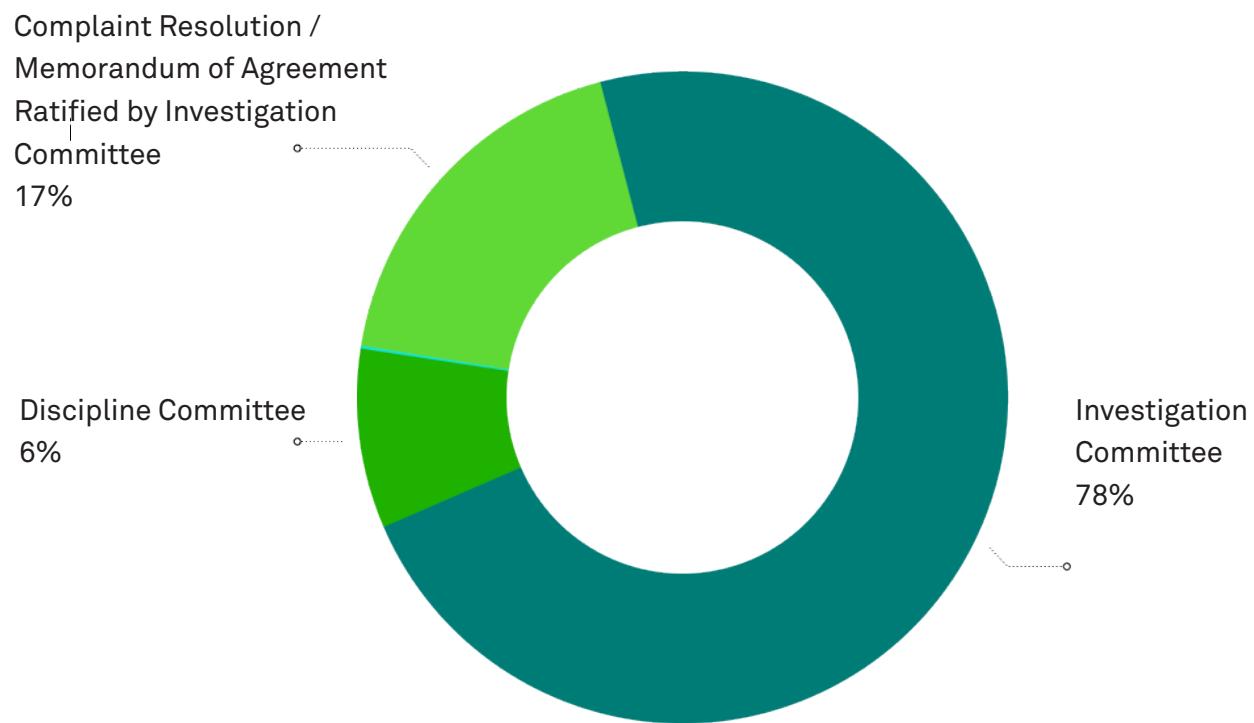
**Adjudicative Body of Chairs:** The chairs and vice-chairs of the Discipline, Fitness to Practise, Investigation and Registration Appeals committees also serve on the Adjudicative Body of Chairs (ABC). The ABC may:

- direct the Discipline or Fitness to Practise committees to hold a hearing to determine allegations of member misconduct, incompetence or incapacity
- make interim orders directing the Registrar to suspend a member's teaching certificate or impose terms, conditions or limitations on a member's certificate
- make an order to direct the Registrar to issue a certificate to a member or to remove the suspension of a member's certificate (reinstatement)
- approve the Registrar's appointment of an investigator, and
- hold a hearing for complaints made against a Council, committee or roster member for reasons relating to conflict of interest or for contravention, breach of the oath/affirmation, or acting in a manner incompatible with their position or inconsistent with the College's duty to serve and protect the public interest.

## In 2024:

- Ten of the 15 revocations were for sexual abuse.
- The ABC directed the Registrar to suspend, on an interim basis, the Certificate of Qualification and Registration of seven College members and the ABC approved the appointment of investigators in nine matters.
- The College concluded 39 Discipline Committee hearings and five Fitness to Practise Committee hearings.
- All discipline decisions can be found on our website at [oct.ca](http://oct.ca).

## Disposition of Complaints\*



\*Chart updated in December 2025 as part of a routine data validation exercise. The chart percentages exceed 100% due to rounding.

# HISTORICAL STATISTICS

Available online at [oct-oeeo.ca/historical\\_stats](http://oct-oeeo.ca/historical_stats).



Financial Statements of

**ONTARIO COLLEGE OF  
TEACHERS**

Year ended December 31, 2024

# ONTARIO COLLEGE OF TEACHERS

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**KPMG LLP**

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## **INDEPENDENT AUDITOR'S REPORT**

To the Members of Ontario College of Teachers

***Opinion***

We have audited the financial statements of Ontario College of Teachers (the Entity), which comprise:

- the balance sheet as at December 31, 2024
- the statement of operations and changes in members' equity for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies (Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Entity as at December 31, 2024, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

***Basis for Opinion***

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the ***"Auditor's Responsibilities for the Audit of the Financial Statements"*** section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

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

## ***Responsibilities of Management and Those Charged with Governance for the Financial Statements***

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

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

## ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

*KPMG LLP*

Chartered Professional Accountants, Licensed Public Accountants

Vaughan, Canada

March 20, 2025

# ONTARIO COLLEGE OF TEACHERS

Balance Sheet  
(In thousands of dollars)

December 31, 2024, with comparative information for 2023

	2024	2023
--	------	------

## Assets

### Current assets:

Cash	\$ 19,477	\$ 14,467
Investments (note 2)	10,517	9,465
Accounts receivable	179	222
Deposits and prepaid expenses	214	129
	<hr/> 30,387	<hr/> 24,283

Capital assets (note 3)	19,162	21,676
	<hr/> \$ 49,549	<hr/> \$ 45,959

## Liabilities and Members' Equity

### Current liabilities:

Accounts payable and accrued liabilities (note 4)	\$ 4,224	\$ 5,080
Deferred revenue	736	1,532
Deferred salaries	–	20
Mortgage payable (note 5)	5,875	549
	<hr/> 10,835	<hr/> 7,181

Mortgage payable (note 5)	5,364	11,241
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### Members' equity:

Unrestricted	7,412	9,374
Internally restricted (note 9)	25,938	18,163
	<hr/> 33,350	<hr/> 27,537

Commitments and contingencies (notes 7 and 8)	\$ 49,549	\$ 45,959
---	-----------	-----------

See accompanying notes to financial statements.

On behalf of the Board:

Council Chair, Maria Vasanelli

Registrar & CEO, Linda Lacroix

# ONTARIO COLLEGE OF TEACHERS

Statement of Operations and Changes in Members' Equity  
(In thousands of dollars)

Year ended December 31, 2024, with comparative information for 2023

	2024	2023
<b>Revenue:</b>		
Annual membership fees	\$ 45,903	\$ 45,929
Other fees	2,742	2,302
Advertising	261	283
Interest and other (note 11)	2,322	1,925
	<b>51,228</b>	<b>50,439</b>
<b>Expenditures:</b>		
Employee salaries	22,295	20,647
Employee benefits (note 10)	6,339	5,481
Council and committees	159	260
Services to members and applicants	534	381
Professional practice	410	262
Investigations and hearings	3,251	4,200
Operating support	8,723	7,328
Mortgage interest	377	397
Amortization	3,327	4,211
	<b>45,415</b>	<b>43,167</b>
Excess of revenue over expenditures	5,813	7,272
Members' equity, beginning of year	27,537	20,265
<b>Members' equity, end of year</b>	<b>\$ 33,350</b>	<b>\$ 27,537</b>
<b>Members' equity, comprised of:</b>		
Unrestricted	\$ 7,412	\$ 9,374
Internally restricted (note 9)	25,938	18,163

See accompanying notes to financial statements.

# ONTARIO COLLEGE OF TEACHERS

## Statement of Cash Flows (In thousands of dollars)

Year ended December 31, 2024, with comparative information for 2023

	2024	2023
<b>Cash provided by (used in):</b>		
Operating activities:		
Excess of revenue over expenditures	\$ 5,813	\$ 7,272
Items not involving cash:		
Amortization	3,327	4,211
Interest accrued	(52)	(291)
Change in non-cash operating working capital:		
Accounts receivable	43	(115)
Deposits and prepaid expenses	(85)	28
Accounts payable and accrued liabilities	(856)	1,332
Deferred revenue	(796)	(72)
Deferred salaries	(20)	(175)
	7,374	12,190
Financing activities:		
Repayment of mortgage principal	(551)	(530)
Investing activities:		
Purchases of investments, net	(1,000)	–
Purchase of capital assets	(813)	(2,192)
	(1,813)	(2,192)
Increase in cash	5,010	9,468
Cash, beginning of year	14,467	4,999
<b>Cash, end of year</b>	<b>\$ 19,477</b>	<b>\$ 14,467</b>

See accompanying notes to financial statements.

# ONTARIO COLLEGE OF TEACHERS

Notes to Financial Statements  
(In thousands of dollars)

Year ended December 31, 2024

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

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

The College is governed by a Council comprised of 12 members, half of whom are Ontario Certified Teachers and half who are members of the public appointed by the Government of Ontario.

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

## **1. Significant accounting policies:**

The financial statements of the College have been prepared by management in accordance with Canadian accounting standards for not-for-profit organizations. The significant accounting policies followed by the College are outlined below:

### **(a) Revenue recognition:**

The College follows the deferral method of accounting for revenue.

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

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

Interest revenue is recorded as earned.

# ONTARIO COLLEGE OF TEACHERS

Notes to Financial Statements (continued)  
(In thousands of dollars)

Year ended December 31, 2024

## 1. Significant accounting policies (continued):

### (b) Capital assets:

Capital assets purchased are recorded at cost. Repairs and maintenance costs are charged to expenditures. Betterments which extend the estimated useful life of an asset are capitalized. When a capital asset no longer contributes to the College's ability to provide services, its carrying amount is written down to its residual value. Capital assets are amortized over their estimated useful lives on a straight-line basis, as follows:

Building	30 years
Building improvements	15 years
Furniture	10 years
Equipment	3 to 10 years
Computer equipment	4 years
Software	3 years

### (c) Financial instruments:

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

Financial assets are initially recognized at fair value plus any financing fees or transaction costs. Investments are recorded at amortized cost and include accrued interest.

Financial assets are assessed for impairment on an annual basis at the end of the fiscal year if there are indicators of impairment. If there is an indicator of impairment, the College determines if there is a significant adverse change in the expected amount or timing of future cash flows from the financial asset. If there is a significant adverse change in the expected cash flows, the carrying value of the financial asset is reduced to the highest of the present value of the expected cash flows, the amount that could be realized from selling the financial asset or the amount the College expects to realize by exercising its right to any collateral. If events and circumstances reverse in a future period, an impairment loss will be reversed to the extent of the improvement, not exceeding the initial carrying value. Impairments are recognized through the use of an allowance account, with a corresponding charge in the statement of operations and changes in members' equity.

# ONTARIO COLLEGE OF TEACHERS

Notes to Financial Statements (continued)  
(In thousands of dollars)

Year ended December 31, 2024

## 1. Significant accounting policies (continued):

### (d) Use of estimates:

The preparation of the financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenditures during the year. Actual results could differ from those estimates.

## 2. Investments:

	2024	2023
Bank of Montreal 5.55% GIC, maturing January 27, 2025	\$ 10,517	\$ 9,465

Included in the investment balance is \$517 (2023 - \$465) of accrued interest.

## 3. Capital assets:

	Cost	Accumulated amortization	2024 Net book value	2023 Net book value
Land	\$ 7,660	\$ —	\$ 7,660	\$ 7,660
Building	12,835	6,203	6,632	7,059
Building improvements	15,721	14,038	1,683	2,731
Furniture	6,585	6,133	452	552
Equipment	4,840	3,338	1,502	1,666
Computer equipment	1,660	1,036	624	689
Software	7,384	6,775	609	1,319
	<b>\$ 56,685</b>	<b>\$ 37,523</b>	<b>\$ 19,162</b>	<b>\$ 21,676</b>

Included in software is \$292 (2023 - nil) in assets related to website modernization project, and included in equipment is nil (2023 - \$1,073) in assets related to upgrading of the audio-visual systems) at the College. Amortization of these amounts will commence when these assets are put in use.

# ONTARIO COLLEGE OF TEACHERS

Notes to Financial Statements (continued)  
(In thousands of dollars)

Year ended December 31, 2024

## 4. Accounts payable and accrued liabilities:

Included in accounts payable and accrued liabilities at December 31, 2024 are government remittances owing of \$239 (2023 - \$145).

## 5. Mortgage payable:

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

On June 25, 2020, the College entered into a Letter of Agreement (the "Agreement") with a Canadian chartered bank to establish a renewed and amended credit facility (the "Facility"). Under the Facility, the College has established two separate loans with different interest rates and maturity dates as outlined below. Both mortgages are amortized over 20 years and are secured by the property. Held as collateral for the Facility are the property, a chattel mortgage and a general assignment of rents and leases.

Under the terms of the Agreement, the College is required to comply with certain financial and non-financial covenants. As at December 31, 2024, the College is in compliance with the covenants.

As at December 31, the balances outstanding are as follows:

	2024	2023
Bank of Montreal, 3.04% payable in monthly instalments of principal and interest of \$38, maturing June 30, 2025	\$ 5,595	\$ 5,875
Bank of Montreal, 3.54% payable in monthly instalments of principal and interest of \$40, maturing June 30, 2030	5,644	5,915
	11,239	11,790
Less current portion	5,875	549
	\$ 5,364	\$ 11,241

# ONTARIO COLLEGE OF TEACHERS

Notes to Financial Statements (continued)  
(In thousands of dollars)

Year ended December 31, 2024

## 5. Mortgage payable (continued):

Principal payments are due as follows:

2025	\$ 5,875
2026	290
2027	300
2028	311
2029	322
Thereafter	4,141
	\$ 11,239

## 6. Credit facility:

Under the Agreement as disclosed in note 5, the College has access to an operating demand loan with an overall limit of \$5,000, which bears interest at the bank prime rate plus 0.5%. As at December 31, 2024, no amounts (2023 - nil) had been drawn against this facility.

## 7. 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:

2025	\$ 39
2026	39
2027	32
	\$ 110

## 8. Contingencies:

The College is involved in claims that arise from time to time in the normal course of operations. Management is unaware of any matters that will have a material adverse effect on the financial position of the College or its results of operations.

# ONTARIO COLLEGE OF TEACHERS

Notes to Financial Statements (continued)  
(In thousands of dollars)

Year ended December 31, 2024

## **9. Members' equity:**

The College's Council has designated certain amounts of previously unrestricted members' equity to be internally restricted. The internally restricted funds are available only with the approval of the Council. The operating reserve fund goal includes setting aside up to three months of cash flow to maintain ongoing operations and programs, and to fund unplanned opportunities and liabilities. The College may need to infrequently set aside additional cash reserves for a specified financial or program objective with a measurable timeframe and outcome.

Based on council approval, \$7,775 (2023 - \$8,761) is transferred from the unrestricted fund to the restricted fund.

## **10. Pension plans:**

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

The College's total annual pension expense for the two plans was \$2,284 (2023 - \$2,008), which is included in the employee benefits expense in the statement of operations and changes in members' equity.

## **11. Financial risks:**

The College believes that it is not exposed to significant interest-rate, credit or cash flow risk arising from its financial instruments. Additionally, the College believes it is not exposed to significant liquidity risk as all investments are held in instruments that are highly liquid and can be disposed of to settle commitments.

# College News

Sign up to receive our public newsletter, *The Standard*, and learn more about us at [oct-oeeo.ca/The\\_Standard](http://oct-oeeo.ca/The_Standard).

## Discover the Data in Annual Reports

Our previous annual reports are filled with information and can provide statistical information about Ontario's certified teachers, and insight into the College's history and evolution. Visit [oct-oeeo.ca/annual\\_reports](http://oct-oeeo.ca/annual_reports) to learn more.

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Ontario  
College of  
Teachers

Ontario's Teaching Regulator

Cette publication est également disponible en français sous le titre  
*Rapport annuel 2024*

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