



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

2025 Annual Report



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"There is much to be proud of as we look back on 2025, and yet even more to look forward to in 2026 and beyond."

Joseph Fiorino, Chair of Council

Chair's Message



Joseph Fiorino

College Council governs the Ontario College of Teachers (the College) by setting strategic priorities and providing fiduciary oversight. In 2025, we achieved this by approving Council, committee and roster appointments, budgets, and proposed regulatory amendments while staying updated on College priorities through regular reports from the Registrar and CEO, Linda Lacroix, OCT/EAO.

The year also marked several significant milestones for the College, Council and its committees, some of which I've expanded on below. Others you will read about in the report that follows, including the launch of the *Professional Advisory Addressing Hate and Discrimination* and its accompanying case studies, the implementation of the Sexual Abuse Prevention Program (SAPP) administrative suspension for those who fail to complete the program, and the ongoing work to refresh the *Professional Standards*.

These initiatives, though distinct from one another, are aligned in their purpose: to protect Ontario students by regulating

the teaching profession. I know I speak for my fellow Council members when I say how pleased we are to contribute to advancing the College's mandate through our commitment to regulatory governance excellence.

Expanded leadership opportunities for Ontario Certified Teachers (OCTs)

At a special meeting on November 20, 2025, Council approved amendments to the Teachers' Qualifications Regulation with the goal of expanding the pool of qualified teachers to take on leadership roles in Ontario's education system.

Previously, technological education teachers, Indigenous languages teachers, and teachers who are of Indigenous ancestry and do not hold an acceptable postsecondary degree were ineligible to enroll in Part 1 of the Principal's Qualification Program (PQP) and therefore unable to pursue leadership positions. This new pathway removes the degree requirement for these teachers and outlines alternative prerequisites so they

can enroll in Part 1 of the PQP and, upon completion, Part 2.

The new pathway was developed through engagement with many interest holders from across the province, including, among others, Indigenous teachers, technological education teachers, principal associations, and the Ministry of Education.

This initiative reflects the College's commitment to reducing barriers and addressing inequities for teachers across Ontario. Greater diversity in leadership roles and positions of authority can also inspire students and strengthen their sense of belonging. As a Council, we were proud to approve these changes.

Governance best practices

In 2022, the College implemented a new governance model that builds public confidence and reflects principles of transparency, accountability and responsiveness.

Recognizing that continuous improvement is necessary to succeed, in 2025 the College launched a multi-year Governance Enhancement Plan (GEP) to strengthen governance principles in alignment with emerging best practices. The GEP will consider our model's strengths and opportunities, evolving sector standards, as well as feedback from Council, committee members and College staff.

Council's focus in 2025 was on identifying governance initiatives or enhancements that could be explored as part of the GEP and then undertaking a prioritization exercise to determine what will be actioned in 2026.

I am confident that this plan will build on past successes and further strengthen our position as a leader in regulatory governance.

Gratitude and looking forward

I thank everyone within our governance structure, including Council, committee and roster members, for their contributions this past year. I especially recognize the hard work and dedication of my predecessors, Maria Vasanelli, OCT and Tammy Webster, OCT. Through much of 2025, as Acting Chair, Tammy led Council with heart and humour, and a focus on truth and reconciliation as Council's first-ever Indigenous Chair.

I also congratulate Linda Lacroix, OCT/EAO, on another successful year leading College operations and thank the entire senior leadership team and their staff for their meaningful contributions to supporting student well-being.

There is much to be proud of as we look back on 2025, and yet even more to look forward to in 2026 and beyond.

Joseph Fiorino
Chair of Council

Registrar and CEO's Message



Linda Lacroix, OCT/EAO

In 2025, the College focused on advancing our strategic priorities while continuing to deliver high quality client service, improve certification processing times and protect students through effective regulation.

Collaboration continues to be central to our success. Throughout the year, the College benefited from the expertise of OCTs, applicants, parents and guardians, faculties and other education system partners who informed our work.

The *2025 Focus on Teaching* survey, the *Professional Standards* review and the new *Professional Advisory Addressing Hate and Discrimination* are just three of many initiatives shaped by meaningful engagement. I am grateful to everyone who contributed their time, perspectives and experiences in 2025.

I am also grateful for the thoughtful leadership of our Chair and Council, the invaluable contributions of committee and roster members, and the dedication of College staff. In particular, I acknowledge Maria Vasanelli, OCT, Chair of Council

in the first half of 2025, and Tammy Webster, OCT, Acting Chair of Council in the second half of 2025 and the College's first Indigenous Chair, for their strong and steady leadership.

Enhanced online services and experiences

Throughout 2025, we initiated and completed several projects to improve interactions with the College.

In November, we launched a fully digitized and updated online application. The new application prioritizes accessibility, ease of use and an enhanced experience, allowing applicants to more effectively track their progress and exchange information with the College.

To create an even better user experience, we are developing additional features to help members and applicants monitor document status and certification requirements. We are also integrating automation and client satisfaction tools to further streamline application and certification processes.

Significant work in 2025 led to the launch of our new public website in early 2026. As our most visited digital touchpoint, our website connects hundreds of thousands of people each year to essential information about applying to the College, professional learning opportunities and our public interest mandate. The redesigned site strengthens our role as Ontario's teaching regulator, making key information easier to find, navigate and understand.

Finally, to improve our concern intake process, we launched a live calls environment in the fall. Now, anyone calling with a concern about an OCT can speak directly with a College staff member. This new process aligns with trauma-informed principles, best practices and the College's commitment to responsive service for all interest holders.

Changes for effective registration and regulation

The College works with the provincial government to implement regulatory changes designed to ensure that every Ontario classroom is led by a qualified, certified teacher. In 2025, several changes came into effect that required timely execution and clear communication to members and applicants.

In February, we implemented the Math Proficiency Test (MPT) after it became a certification requirement. Although the test itself is scheduled, facilitated and evaluated by the Education Quality and Accountability Office (EQAO), the College is responsible for informing teacher candidates of their obligation to complete the MPT and enforcing the requirement.

The SAPP has been a requirement for all OCTs, applicants and reapplicants since 2022. However, on July 1, 2025, the College enforced an administrative certificate suspension for non-compliance. I am very pleased that, following a comprehensive communications campaign, we achieved a 99% compliance rate.

Finally, updates to the *Ontario Labour Mobility Act, 2009* required the College to modify our processes for teachers certified in other Canadian jurisdictions. Effective January 1, 2026, these teachers can apply "As of Right" for deemed certification. This change necessitated a thorough review of College procedures to manage these applications.

Nearly 30 years of self-regulation

As we approach the College's 30th anniversary, I reflect on our growth as a regulator since opening our doors in 1997. We have introduced ongoing technical advancements, modernized our governance structure, released 10 professional advisories, adapted to countless legislative and regulatory changes, and much more.

Through it all, the College's commitment to protecting the public interest has never wavered. We remain focused on maintaining public confidence in the teaching profession and helping to safeguard Ontario students through strong regulation, continuous improvement and cooperation with our partners.

We look forward to the work ahead.

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

"We remain focused on maintaining public confidence in the teaching profession and helping to safeguard Ontario students through strong regulation, continuous improvement and cooperation with our partners."

Linda Lacroix, OCT/EAO

2025 Facts and Stats at a Glance

8,532



new members
certified

231,399



members in good
standing

19,277



members with
Principal's Qualifications

4,717



Transitional and
Multi-Session
Transitional
Certificates granted

31,918



Additional
Qualifications earned
(including AQ
equivalencies)

36,749



OCTs participated in
the *Focus on Teaching*
survey

9,923



applications received

189



applications denied

1,478



concerns received



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.

Our Mandate

As the regulator of Ontario's teaching profession, the Ontario College of Teachers protects the public interest by setting professional standards, certifying teachers, accrediting teacher education programs, and addressing concerns about member conduct and competence. Through these functions, the College helps safeguard students and maintain public confidence in the teaching profession. All educators working in Ontario's publicly funded elementary and secondary school systems are required to be members of the College. Our role, authority and responsibilities, in the form of legislated objects, are set out in the *Ontario College of Teachers Act, 1996 (OCTA)*.



Legislated objects

1. To regulate the profession of teaching and to govern its members.
2. Develop, establish and maintain qualifications for membership in the College.
3. Accredite professional teacher education programs offered by postsecondary educational institutions.
4. Accredite ongoing education programs for teachers offered by postsecondary 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.

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



Registration



Accreditation



Regulation

Our Values

Accountability, professionalism and transparency are infused into every area of the College's work, along with our commitments to equity, diversity, inclusion and access, and Truth and Reconciliation. As part of the education system, we believe in continuous learning and improvement, and meaningful cooperation.

Accountability to the public means the College operates in a forthcoming and politically neutral 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 newsletter, *The Standard*, social media and our website at oct.ca. We prioritize accountability in everything we do.

Transparency is being open about the work we do by making it available and accessible to the public. Moreover, it is about communicating simply and plainly with our interest holders 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 about clear processes, attention to detail and producing high-quality products and resources, as well as a commitment to supportive, responsive client services that meet the needs of all interest holders. It is continuing to do good work, while making proactive improvements.

Knowledge sharing is demonstrated by the wide range of resources about teaching and education that the College offers from 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, assessment of international credentials, program accreditation and the status of teacher education.

Cooperation is key to supporting Ontario's education system. The breadth and depth of the expertise contributed by individuals and organizations helps strengthen the teaching profession, safeguard the public interest, and support positive outcomes for students.

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 responding to government policy initiatives, we consult with education interest holders to address issues and opportunities facing the teaching profession.

Our Commitment to Truth and Reconciliation

The Ontario College of Teachers acknowledges the role education has played in the harms experienced by First Nations, Inuit and Métis Peoples, including those arising from the residential school system and colonial policies, and recognizes that many of these injustices continue today. Reconciliation is a responsibility we carry with intention.

Within our mandate as Ontario's teaching regulator, we are committed to advancing the Truth and Reconciliation Commission's Calls to Action for the education sector. Working with First Nations, Inuit and Métis partners, we lead where we can and follow when we should.

The College's *Professional Standards* now explicitly recognize upholding a commitment to Truth and Reconciliation, affirming its importance within professional practice.

Through listening, learning and sustained action, we will continue to reflect the principles of Truth and Reconciliation in our regulatory work, accreditation reviews, advice to members and professional expectations. In doing so, we contribute to learning environments shaped by respect, inclusion and Indigenous perspectives so that all students benefit.

Our Commitment to Anti-Oppression, Equity, Diversity, Inclusion and Access

The College has a long-standing commitment to anti-oppression, equity, diversity, inclusion and access. 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-racist practices, policies and processes.



Our Governing Structure

12

Council members

40

Committee members



Competency-based selection process



Diverse geographic, linguistic and Indigenous perspectives

87

Panellists on rosters

College Council

College Council is comprised of six OCTs and six members of the public appointed by the government. Council is responsible for governing the College and setting strategic objectives to achieve our statutory mandate.

Council Chairs

Maria Vasanelli, OCT
(January 1 to May 16, 2025)

Tammy Webster, OCT
(Acting Chair, May 17 to December 31, 2025)

Members of the teaching profession

- Natacha Akineza, OCT
- Valerie Fontenelle, OCT
- Charles Kouassi, OCT (as of April 29, 2025)
- Stephen Sliwa, OCT (as of October 7, 2025)
- Imran Syed, OCT
- Maria Vasanelli, OCT (resigned May 16, 2025)
- Tammy Webster, OCT

Members of the public

- Mark Baxter
- Joseph Fiorino (as of January 1, 2025)
- Elaine Lajeunesse (resigned July 31, 2025)
- Karen Restoule (as of October 16, 2025)
- Jeff Rutledge (as of October 16, 2025)
- Robert Waxman (as of January 28, 2025)

Subcommittees of Council

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

- Audit and Finance
- Human Resources
- Selection and Nominating

Committees and Rosters of Panellists

While College Council is responsible for corporate governance, also in place are statutory committees, regulatory committees and rosters of panellists, all established through a competency-based selection process.

OCTs have a range of opportunities to participate in the College's regulatory governance by serving on a committee or roster. The College regularly promotes these opportunities to encourage qualified and dedicated OCTs, reflecting Ontario's linguistic, geographic, and demographic diversity, to help govern the teaching profession in the public interest.

Last year, more than 100 individuals served on committees and rosters, bringing diverse perspectives and expertise to support well-balanced panels.

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 now 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.

Statutory Committees

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

Regulatory Committees

- Accreditation
- Accreditation Appeal
- Standards of Practice and Education

Individuals serving on rosters for statutory committees are appointed to panels to decide matters on behalf of the committee. Individuals serving on rosters for regulatory committees are appointed to panels to make recommendations to the committee.

Application process

OCTs and members of the public can apply to Council, committees and rosters at any time. Applications are accepted year-round and are used to fill vacancies throughout the year and as part of the annual selection process. This process occurs in the second half of each calendar year and is conducted by the Selection and Nominating Subcommittee (SNS).

The SNS reviews eligible applications and recommends OCTs for appointment to Council, as well as members of the public and OCTs for appointment to committees and rosters. Recommendations for appointments of members of the public to Council are shared with the Lieutenant Governor in Council. Individuals appointed to fill a vacancy are appointed for a one- or two-year term.

Registration



Ontario Certified Teachers

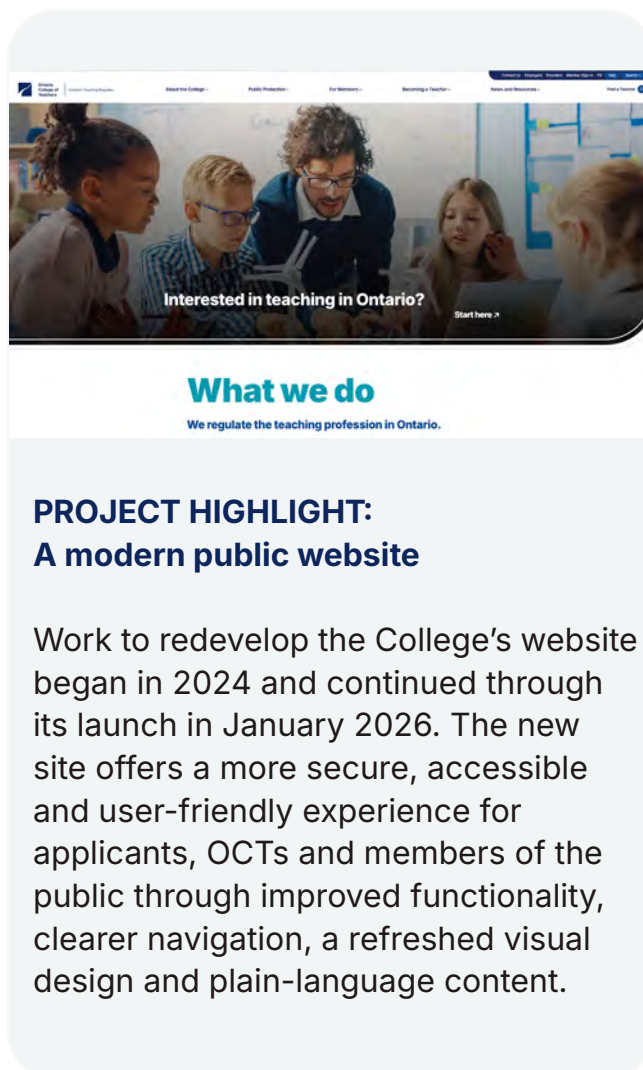
Who are OCTs? Teachers, consultants, vice-principals, principals and supervisory officers must all be licensed by the College to work in Ontario's publicly funded schools and school systems.

OCTs also work in non-school board positions, 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 students in Ontario, across Canada and around the world.

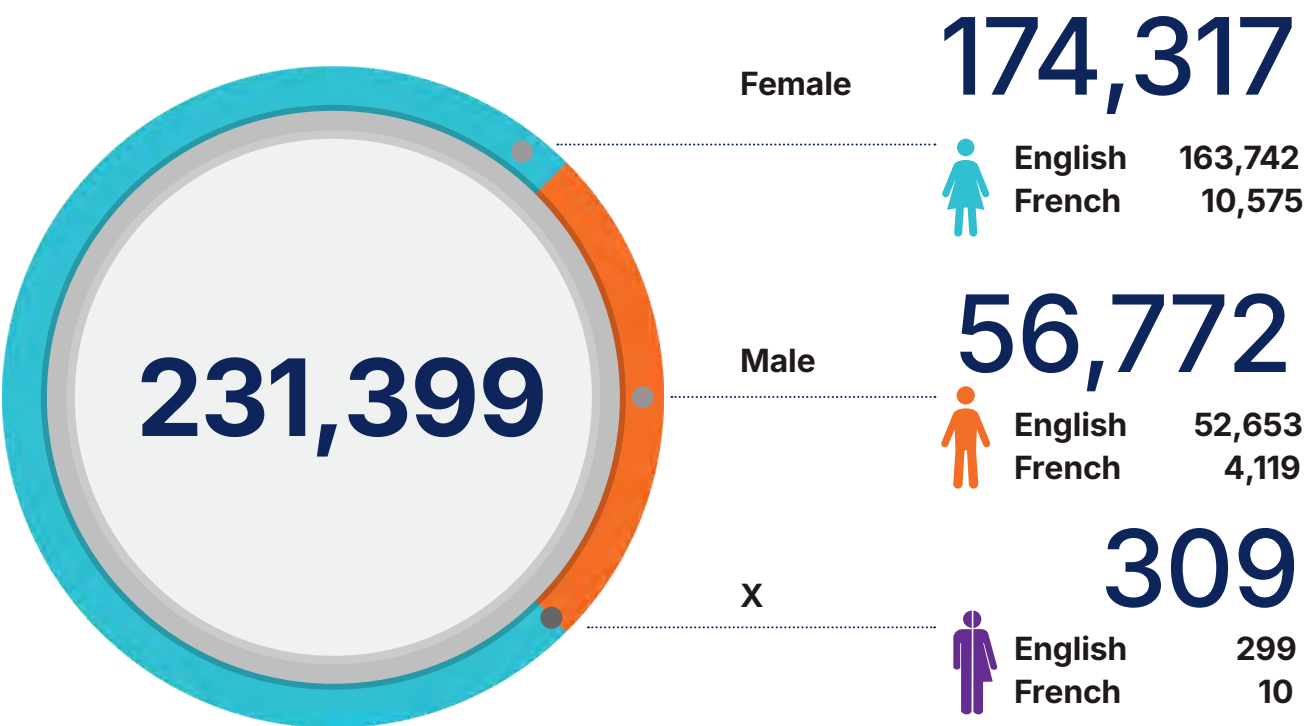
Our public register: Find a Teacher

In the interest of transparency, anyone can search a register of all OCTs on our website. The register includes their qualifications, credentials, criminal charges and convictions relevant to their ability to teach, and 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 an OCT's Certificate of Qualification and Registration are also listed.



Total Number of Members in Good Standing*

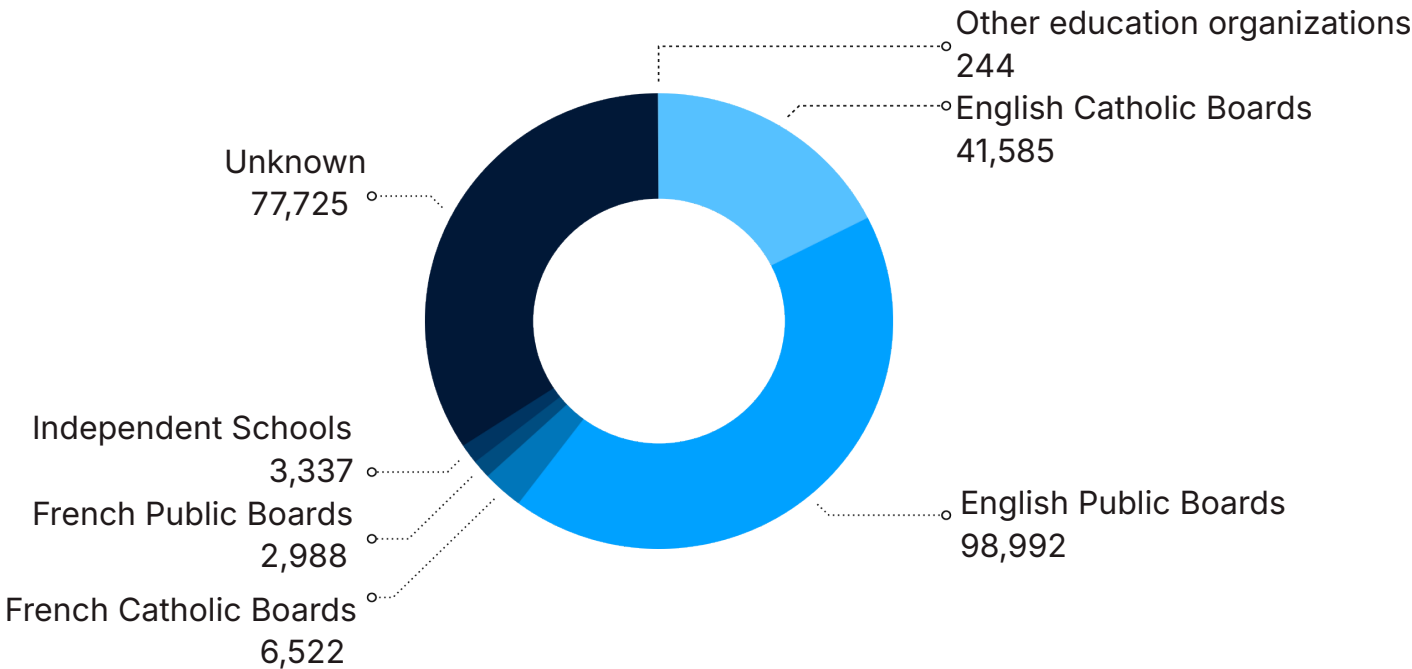


Average Age of Members

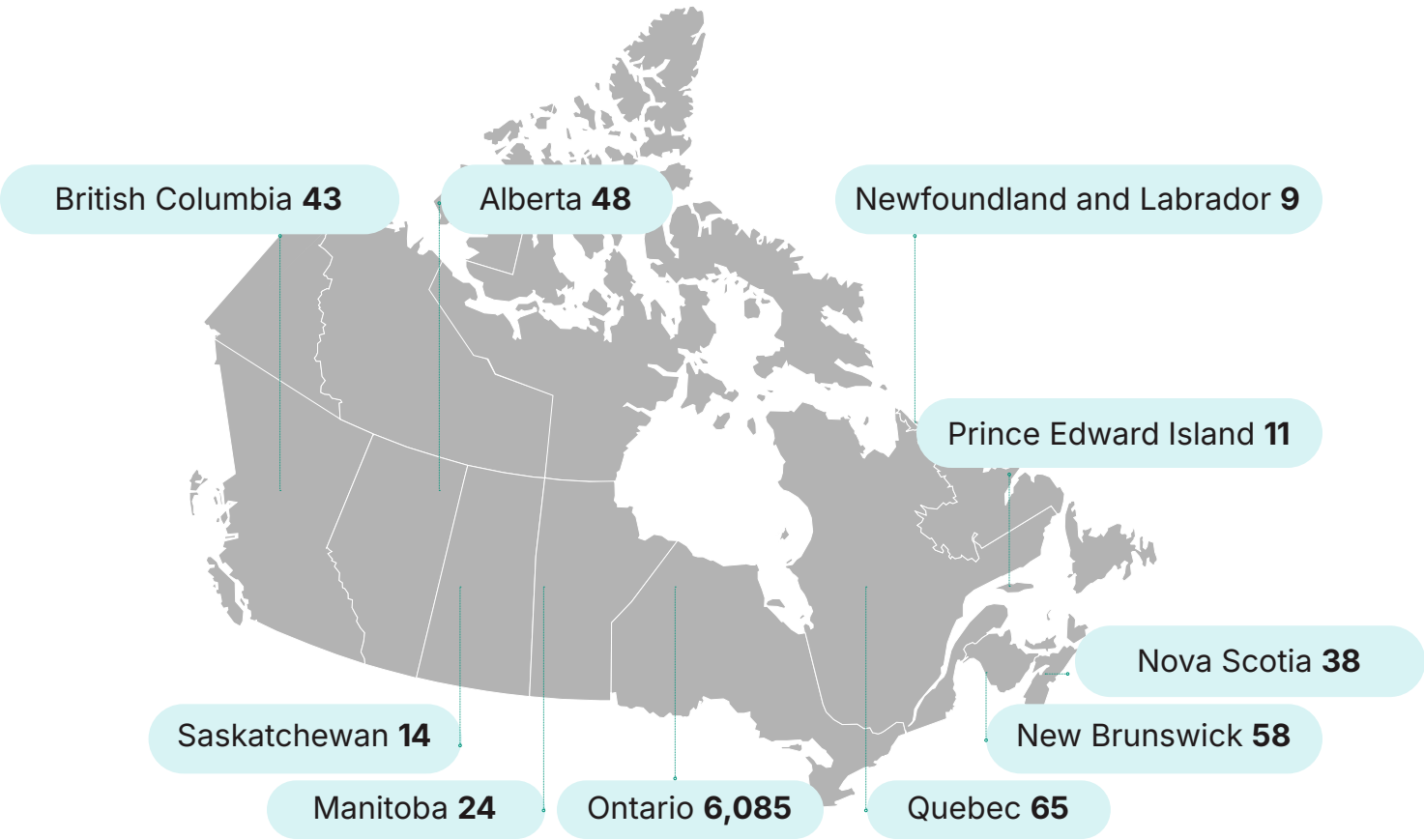


* The total includes an additional "Unspecified" record not reflected in the gender totals.

Where Members are Employed



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
Brock University	738
Lakehead University	546
Laurentian University	80
Niagara University (Ontario)	179
Nipissing University	474
Ontario Institute for Studies in Education of the University of Toronto	451
Ontario Tech University (formerly University of Ontario Institute of Technology)	243
Queen's University	561
Redeemer University (formerly Redeemer University College)	43
Trent University	154
Tyndale University	62
Université d'Ottawa	371
Université de l'Ontario français	85
Université Laurentienne	80
University of Ottawa	321
University of Windsor	362
Western University (formerly The University of Western Ontario)	491
Wilfrid Laurier University	200
York University	644

Top 20 Countries Where Members Were Initially Certified (Excluding Canada)

Country	Certified
United States	21,222
India	5,044
Australia	4,651
England	1,054
Scotland	1,033
New Zealand	848
Jamaica	742
Cameroon	647
Philippines	487
Pakistan	386
Wales	386
Hong Kong	312
Nigeria	298
Poland	218
South Africa	164
Lebanon	161
Ukraine	154
Romania	141
Egypt	132
Albania	125

Applications

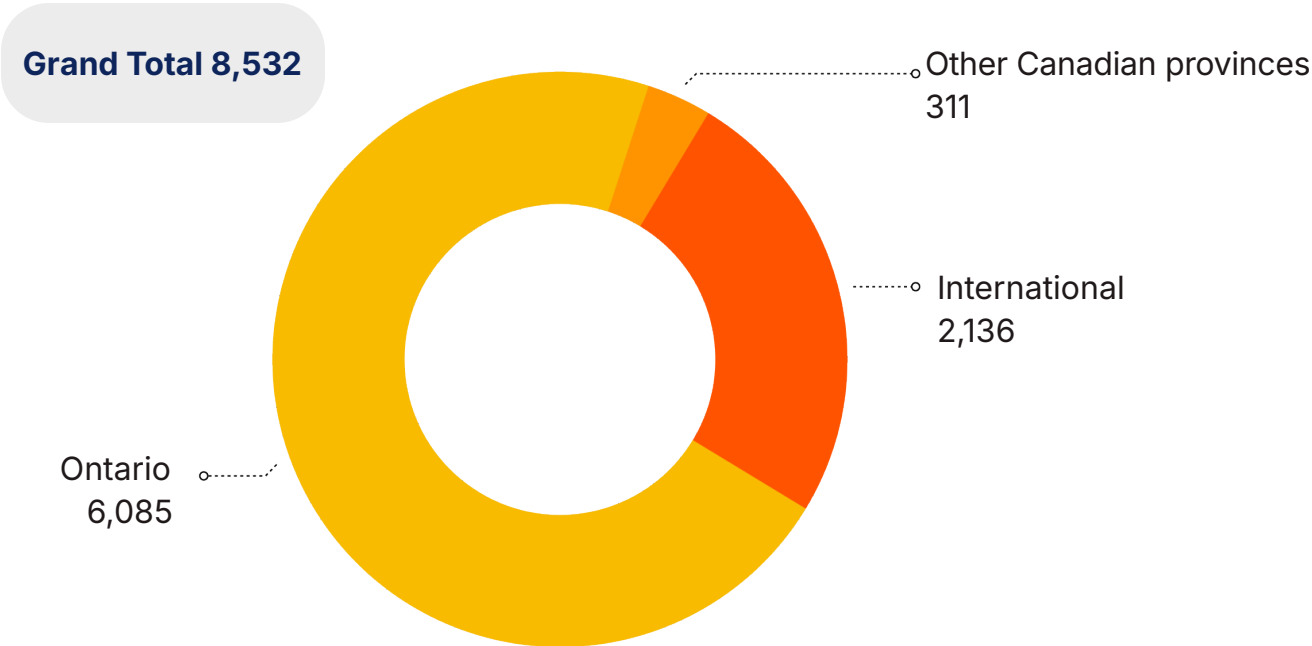
The College receives applications for certification from domestic and international applicants. To be certified in 2025, teachers must have:

- 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
- met any other applicable requirements, such as completion of the Sexual Abuse Prevention Program or Math Proficiency Test

PROJECT HIGHLIGHT: New online application

In 2025, the College developed and launched a fully digitized and updated online application. The new application is accessible, easy to use and offers applicants more effective ways to stay informed about their application status and exchange information with the College. Additional features and enhancements are planned to further improve and streamline the certification process.

Total Number of Applicants Certified by Jurisdiction



Total Number of New Teacher Induction Program Completions



Total Number of Registration Appeals Rendered

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

39 **Decisions
Rendered**

30 **Appeals
Received**

The number of registration appeals decisions rendered in 2025 is higher than the number received, as some decisions rendered were for appeals received in previous years.

PROJECT HIGHLIGHT: *Focus on Teaching survey*

The College released the 2024 *Focus on Teaching* report in April 2025, with important findings related to teacher supply and demand, type of employment, demographics, career progression and labour mobility.

Then, in August, the third *Focus on Teaching* survey was distributed following extensive consultation with OCTs and education system partners. The survey questions were refined to respond to the needs of the profession and Ontario's publicly funded school

system, as well as to reflect equity and inclusivity principles.

The survey was distributed to 229,836 OCTs and a total of 36,749 individuals participated, representing 16 percent of members in good standing. The findings were released in early summer and are available on oct.ca.

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.

PROJECT HIGHLIGHT: ***Professional Standards review***

The College's *Ethical Standards and the Standards of Practice for the Teaching Profession* guide the daily practice of OCTs inside and outside of the classroom. They articulate the goals and aspirations of the profession, and they provide a foundation for the College's primary functions, including informing initial teacher education accreditation and what constitutes professional misconduct.

After more than 20 years, the College recognized a need to revise the standards so they better reflect the realities and values of teaching today. Although this work began before 2025,

significant progress was made this year towards the development of refreshed standards.

In August, 24 OCTs representing Ontario's demographic, geographic and linguistic diversity gathered in Toronto to contribute their expertise and help craft proposed language for the refreshed professional standards. This project milestone reflects the College's commitment to ensuring the voices of OCTs are at the core of the refreshed standards. An awareness and engagement campaign for the revised standards will begin following their approval by the Standards of Practice and Education Committee and receipt by College Council in the second quarter of 2026.

Additional Qualification Courses

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

Total AQs Awarded 31,918

PROJECT HIGHLIGHT:
Expanded leadership opportunities for OCTs

A longstanding barrier to leadership positions for teachers was eliminated in 2025 as a result of amendments to the Teachers' Qualifications Regulation, approved by Council on November 20, 2025. This change allows technological education teachers, Indigenous languages teachers, and teachers who are of Indigenous ancestry who do not hold an acceptable postsecondary degree to enroll in Part 1 of the Principal's Qualification Program (PQP). Previously, these OCTs were ineligible to pursue leadership positions because they did not meet the degree requirement for admission to the PQP.

The College worked with partners including the Ontario Principals' Council (OPC), the Catholic Principals' Council of Ontario (CPCO), the Association des directions et des directions adjointes des écoles franco-ontariennes (ADFO), First Nations, Métis, and Inuit educators, technology education teachers and the Ontario Council for Technology Education (OCTE) to develop the new leadership pathway that will increase the number of qualified leaders available to Ontario's publicly funded schools.



Total Number of Additional Qualifications Awarded

Additional Qualifications	Additional Qualification Equivalents	Total
31,344	574	31,918

Top 20 English Additional Qualifications Awarded in 2025, by Subject

Top Additional Qualifications - English	2025
Special Education, Part 1	3,550
Religious Education in Catholic Schools, Part 1	1,937
Teaching English Language Learners, Part 1	1,872
Mathematics, Primary and Junior, Part 1	1,793
Reading, Part 1	1,566
Special Education, Part 2	1,523
Special Education, Specialist	1,179
Guidance and Career Education, Part 1	1,171
Principal's Qualification, Part 1	1,044
Principal's Qualification, Part 2	830
Mathematics, Primary and Junior, Part 2	813
Kindergarten, Part 1	768
Honour Specialist**	734
French as a Second Language, Part 1	628
Teacher Librarian, Part 1	576
Mathematics, Primary and Junior, Specialist	556
Co-operative Education, Part 1	492
Reading, Part 2	485
Teaching English Language Learners, Part 2	369
Guidance and Career Education, Part 2	360

**Honour Specialist	2025 Breakdown
Biology	64
Business Studies	29
Chemistry	18
Computer Studies	5
Dance	3
Dramatic Arts	10
English	80
Family Studies	5
French as a Second Language	29
Geography	26
Health and Physical Education	99
History	61
Mathematics	102
Music	42
Physics	12
Religious Education in Catholic Schools	2
Science	51
Social Sciences	63
Visual Arts	37

Top 20 French Additional Qualifications Awarded in 2025, by Subject

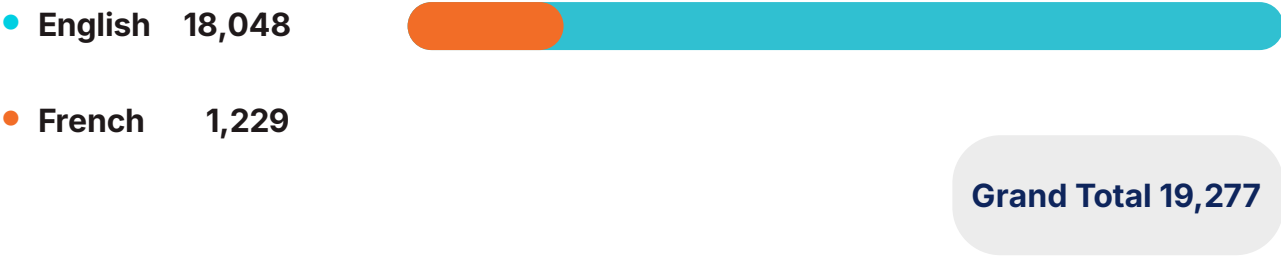
Top Additional Qualifications - French	2025
Éducation spécialisée, 1 ^{re} partie	270
Éducation religieuse en milieu scolaire catholique, 1 ^{re} partie	153
Éducation spécialisée, 2 ^e partie	146
Éducation spécialisée, spécialiste	122
Qualification de directrice ou de directeur d'école, 1 ^{re} partie	67
Qualification de directrice ou de directeur d'école, 2 ^e partie	66
Mathématiques (cycles primaire et moyen), 1 ^{re} partie	57
Mathématiques (cycles primaire et moyen), 2 ^e partie	46
Intégration de la technologie de l'information et de la communication dans l'enseignement, 1 ^{re} partie	39
Orientation et formation au cheminement de carrière, 1 ^{re} partie	39
Premières Nations, Métis et Inuits - Comprendre les enseignements traditionnels, l'histoire, les enjeux actuels et les cultures, 1 ^{re} partie	36
Jardin d'enfants, 1 ^{re} partie	31
Actualisation linguistique en français/Programme d'appui aux nouveaux arrivants, 1 ^{re} partie	30
Éducation religieuse en milieu scolaire catholique, 2 ^e partie	29
Éducation physique et santé (cycles primaire et moyen), 1 ^{re} partie	26
Éducation coopérative, 1 ^{re} partie	24
Lecture, 1 ^{re} partie	24
Éducation religieuse en milieu scolaire catholique, spécialiste	23
Premières Nations, Métis et Inuits - Comprendre les enseignements traditionnels, l'histoire, les enjeux actuels et les cultures, 2 ^e partie	23
Enseignement aux élèves ayant des besoins particuliers en communication (trouble d'apprentissage)	19

Members with Principal’s Qualifications (by Gender)

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



Members with Principal’s Qualifications (by Language)

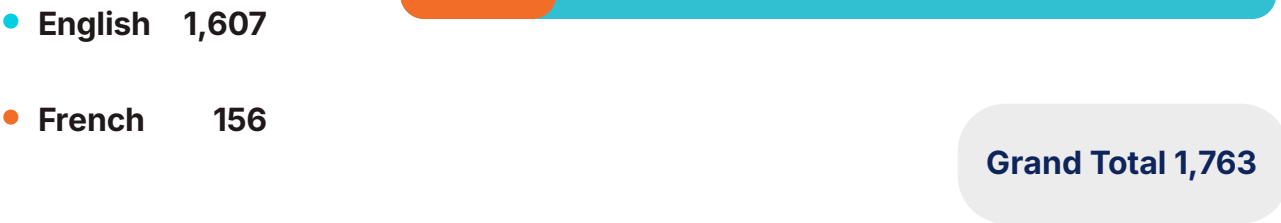


Members with Supervisory Officer’s Qualifications (by Gender)

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



Members with Supervisory Officer’s Qualifications (by Language)





The College investigates complaints about its members to protect the public interest, help safeguard students and maintain public confidence in the teaching profession.

Some complaints are addressed at the investigation stage through the College's Complaint Resolution Program. Others are resolved at an earlier stage through the College's Enhanced Screening Process, where lower-end complaints stemming from employer reports are handled in a streamlined way, based on risk, where the employer has already addressed the alleged conduct through their own investigation process. Otherwise, a panel of the Investigation Committee will review and evaluate an investigation report prepared by College staff and decide what

action should be taken, if any. If conduct, competence or capacity concerns are identified, the matter is referred to a hearing of either the Discipline or Fitness to Practise Committee, where a panel determines the outcome of the allegations.

Discipline Committee hearings are related to allegations of professional misconduct or incompetence and they, along with their decisions, are public. Fitness to Practise Committee hearings are related to allegations of a member's incapacity and they are generally closed to the public.

These two committees make up the College's Tribunal, which is impartial and independent from the investigations and prosecutions arms of the College.

PROJECT HIGHLIGHT:

Professional Advisory Addressing Hate and Discrimination

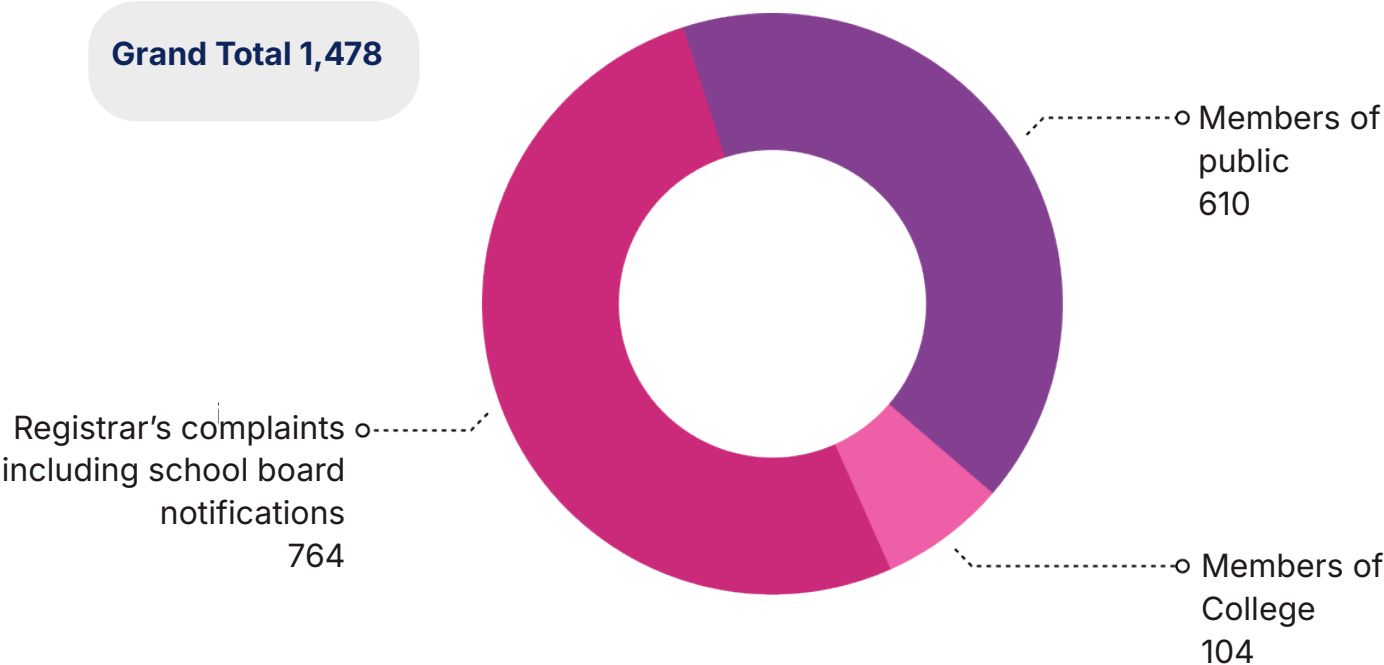
Professional advisories provide valuable direction and advice to OCTs about issues of importance to the teaching profession. After extensive consultation with community leaders, parents and guardians, and subject matter experts throughout 2024, the College issued its tenth advisory, the *Professional Advisory Addressing Hate and Discrimination*, to all OCTs in June 2025.

Developed in part because of an increase in reported concerns related to hate and discrimination in learning environments and online, the advisory was accompanied by an appendix of nine case studies offering OCTs practical guidance through real-world examples. The advisory and case studies are available on oct.ca.

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*.

The College receives complaints from three sources:



Complaint Resolution Program

This voluntary, without-prejudice process allows suitable complaints to be resolved by agreement, without a full investigation or hearing. Outcomes protect the public interest and mirror Investigation Committee panel decisions reached after investigations of matters of a similar nature.

Investigation Committee

The Investigation Committee reviews and screens all complaints made to the College about its members regarding professional misconduct, incapacity and incompetence. A panel of the Investigation Committee may decide to:

- refuse to investigate some or all the allegations in a complaint
- take no further action
- issue a written reminder or advice to the member
- require the member to complete remedial training or education
- caution or admonish the member in writing or in person
- refer the matter in whole or in part to the College's Discipline Committee for a hearing (either as a matter of incompetence or professional misconduct)
- refer the matter in whole or in part to the College's Fitness to Practise Committee for a hearing (if the information indicates there may be health-related issues affecting the member's capacity to teach)
- conduct medical inquiries where a member may be incapacitated.
- adopt an Undertaking to Resign and Never to Reapply

Discipline Committee

The Discipline Committee conducts legal proceedings that are generally open to the public and rules on allegations of professional misconduct or incompetence made against College members. 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, fines, suspensions or revocations.

In 2025, 21 of the 24 revocations were for sexual abuse.

All discipline decisions can be found on our website at oct.ca.

Fitness to Practise

The Fitness to Practise Committee conducts closed hearings and rules on allegations related to a College member'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

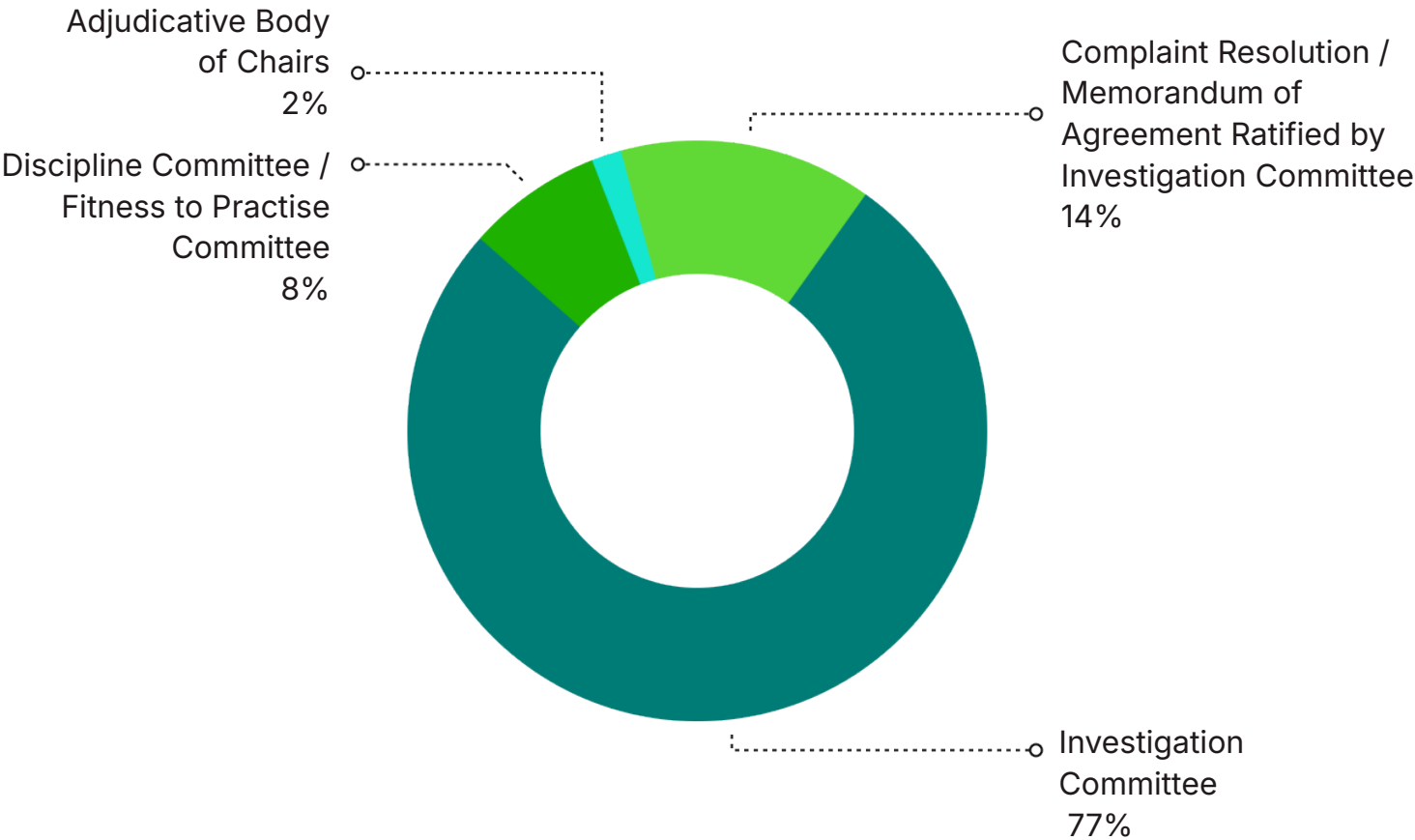
The chairs and vice-chairs of the Discipline, Fitness to Practise, Investigation and Registration Appeals

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
- hold a hearing for complaints made against a Council, committee or roster member for reasons of conflict of interest or for contravention of the oath

Disposition of Complaints



Historical Statistics

Available online at oct-oeo.ca/HistoricalStatistics.



Financial Statements of

ONTARIO COLLEGE OF TEACHERS

Year ended December 31, 2025

ONTARIO COLLEGE OF TEACHERS

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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, 2025
- 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, 2025, 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 to 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.



Page 3

- 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.

A handwritten signature in black ink that reads 'KPMG LLP'. The signature is written in a cursive, stylized font. Below the signature is a single horizontal line that starts under the 'K' and ends under the 'P'.

Chartered Professional Accountants, Licensed Public Accountants

Vaughan, Canada

March 26, 2026

ONTARIO COLLEGE OF TEACHERS

Balance Sheet
(In thousands of dollars)

December 31, 2025, with comparative information for 2024

	2025	2024
Assets		
Current assets:		
Cash	\$ 16,432	\$ 19,477
Investments (note 2)	10,329	10,517
Accounts receivable	190	179
Deposits and prepaid expenses	1,405	214
	<u>28,356</u>	<u>30,387</u>
Capital assets (note 3)	18,348	19,162
	<u>\$ 46,704</u>	<u>\$ 49,549</u>

Liabilities and Members' Equity

Current liabilities:		
Accounts payable and accrued liabilities (note 4)	\$ 5,659	\$ 4,224
Deferred revenue	676	736
Mortgage payable (note 5)	290	5,875
	<u>6,625</u>	<u>10,835</u>
Mortgage payable (note 5)	5,074	5,364
Members' equity:		
Unrestricted	12,474	7,412
Internally restricted (note 9)	22,531	25,938
	<u>35,005</u>	<u>33,350</u>
Commitments and contingencies (notes 7 and 8)		
	<u>\$ 46,704</u>	<u>\$ 49,549</u>

See accompanying notes to financial statements.

On behalf of the Board:

Council Chair, Joseph Fiorino

Registrar & CEO, Linda Lacroix

ONTARIO COLLEGE OF TEACHERS

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

Year ended December 31, 2025, with comparative information for 2024

	2025	2024
Revenue:		
Annual membership fees	\$ 46,470	\$ 45,903
Other fees	2,719	2,742
Advertising	321	261
Interest and other	1,569	2,322
	<u>51,079</u>	<u>51,228</u>
Expenditures:		
Employee salaries	24,720	22,295
Operating support	9,417	8,723
Employee benefits (note 10)	7,079	6,339
Investigations and hearings	4,537	3,251
Amortization	2,289	3,327
Services to members and applicants	649	534
Professional practice	280	410
Mortgage interest	279	377
Council and committees	174	159
	<u>49,424</u>	<u>45,415</u>
Excess of revenue over expenditures	1,655	5,813
Members' equity, beginning of year	33,350	27,537
Members' equity, end of year	<u>\$ 35,005</u>	<u>\$ 33,350</u>
Members' equity comprises:		
Unrestricted	\$ 12,474	\$ 7,412
Internally restricted (note 9)	22,531	25,938

See accompanying notes to financial statements.

ONTARIO COLLEGE OF TEACHERS

Statement of Cash Flows (In thousands of dollars)

Year ended December 31, 2025, with comparative information for 2024

	2025	2024
Cash provided by (used in):		
Operating activities:		
Excess of revenue over expenditures	\$ 1,655	\$ 5,813
Amortization which does not involve cash	2,289	3,327
Change in non-cash operating working capital:		
Accounts receivable	(11)	43
Interest accrued	188	(52)
Deposits and prepaid expenses	(1,191)	(85)
Accounts payable and accrued liabilities	1,435	(856)
Deferred revenue	(60)	(796)
Deferred salaries	—	(20)
	4,305	7,374
Financing activities:		
Repayment of mortgage principal	(5,875)	(551)
Investing activities:		
Purchases of investments, net	—	(1,000)
Purchase of capital assets	(1,475)	(813)
	(1,475)	(1,813)
Increase (decrease) in cash	(3,045)	5,010
Cash, beginning of year	19,477	14,467
Cash, end of year	\$ 16,432	\$ 19,477

See accompanying notes to financial statements.

ONTARIO COLLEGE OF TEACHERS

Notes to Financial Statements
(In thousands of dollars)

Year ended December 31, 2025

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, 2025

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, 2025

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. Items subject to such estimates and assumptions include the carrying amount of capital assets and accounts payable and accrued liabilities. Actual results could differ from those estimates.

2. Investments:

	2025	2024
Bank of Montreal 3.56% GIC, maturing January 28, 2026	\$ 10,329	\$ 10,517

Included in the investment balance is \$329 (2024 - \$517) of accrued interest.

3. Capital assets:

			2025	2024
	Cost	Accumulated amortization	Net book value	Net book value
Land	\$ 7,660	\$ –	\$ 7,660	\$ 7,660
Building	12,835	6,632	6,203	6,632
Building improvements	15,721	14,813	908	1,683
Furniture	6,606	6,245	361	452
Equipment	5,106	3,644	1,462	1,502
Computer equipment	1,116	598	518	624
Software	8,392	7,156	1,236	609
	\$ 57,436	\$ 39,088	\$ 18,348	\$ 19,162

Included in equipment is \$76 (2024 - nil) in assets not yet in use. 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, 2025

4. Accounts payable and accrued liabilities:

Included in accounts payable and accrued liabilities at December 31, 2025 are government remittances owing of \$306 (2024 - \$239).

5. Mortgage payable:

In 2010, the College purchased a 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.

In 2020, the College entered into an 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. During the year, one of the two loans matured and was repaid in full.

Under the terms of the agreement, the College is required to comply with certain financial and non-financial covenants. As at December 31, 2025, the College is in compliance with the covenants.

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

	2025	2024
3.04% payable in monthly instalments of principal and interest of \$38, maturing June 30, 2025	\$ —	\$ 5,595
3.54% payable in monthly instalments of principal and interest of \$40, maturing June 30, 2030	5,364	5,644
	5,364	11,239
Less current portion	290	5,875
	\$ 5,074	\$ 5,364

ONTARIO COLLEGE OF TEACHERS

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

Year ended December 31, 2025

5. Mortgage payable (continued):

Principal payments are due as follows:

2026	\$ 290
2027	300
2028	311
2029	322
Thereafter	4,141
	\$ 5,364

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, 2025 and 2024, no amounts 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:

2026	\$ 39
2027	32
	\$ 71

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, 2025

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, the College retired a mortgage in the amount of \$5,457 from restricted funds. In addition, \$2,051 (2024 - \$7,775) 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 \$2,596 (2024 - \$2,284), 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

Learn more about the College by signing up to receive our public newsletter, *The Standard*, at oct.ca.



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**Ontario
College of
Teachers**

Ontario's Teaching Regulator

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