



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

2021 Annual Report



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**CELEBRATING
25 YEARS OF
PROTECTING THE
PUBLIC INTEREST**

“For the first time in the College’s 25-year history, there is an equal number of licensed educators and members of the public on Council and on statutory and regulatory committees.”

Diana Miles, Chair of Council

Chair's Message



Diana Miles

A modernized governance structure

2021 was a year of transition as the College implemented changes to its governance structure based on recommendations made by Council in 2019. Significant changes to the College legislation, made in both 2019 and 2020, better protect students and improve how the teaching profession is governed in Ontario.

The changes parallel what is happening around the world in board governance and support the College in achieving a more diverse, efficient and effective governance structure. Most importantly, it allows a greater level of member and public engagement in the critical role we play in student safety and well-being.

What's changed and what it means for the profession

- a competency-based selection process for all Council, committee and roster members;
- committee and roster membership distinct from Council membership; and,
- reduced overall size and composition of Council, with equal representation of College members and members of the public.

Paul Boniferro was appointed by the provincial government in February 2021 as the College's Transition Supervisory Officer to act in place of Council and to oversee the transition to the new Council and committees.

Extensive and diligent recruitment was a key activity of the College as we searched for and appointed transitional roster members who carried out the regulatory work of the College until the implementation of the new governance structure in 2022.

The College was pleased with the positive and enthusiastic response as hundreds of members of the profession and the public applied to join the governing Council and the College's seven committees, including: Accreditation, Discipline, Fitness to Practise, Accreditation Appeal, Investigation, Registration Appeals, and Standards of Practice and Education, along with their respective rosters.

All individuals began their term on January 1, 2022, followed by a series of orientation and training sessions.

Total College membership in 2021

230,931

College membership growth since 1997

↑40%

For the first time in the College's 25-year history, there is an equal number of licensed educators and members of the public on Council and on statutory and regulatory committees.

Council and committee members are now appointed based on specified selection and eligibility criteria suited to their governance and adjudicative roles, while reflecting the diverse geographic, linguistic, and Indigenous perspectives of Ontario.

The new governance structure also strengthened conflict of interest, oath of office and disqualification requirements.

Evolving demands of public protection

The evolution of the Ontario College of Teachers is groundbreaking. The College is differentiated from older regulatory models because it is balanced and inclusive of the public and members of the profession.

I am confident that the College will serve as a model for self-regulation as it continues to meet the evolving demands of public protection.

I'd like to thank Paul Boniferro for his leadership during the transition period, and I extend my sincere thanks to College staff for their continuous dedication and contributions in supporting the organization's mandate of promoting student well-being in Ontario.

Diana Miles
Chair of Council

Interim Registrar & CEO's Message



Chantal Bélisle, OCT

I am delighted to be writing this message as Interim Registrar & CEO of a newly modernized Ontario College of Teachers following our successful transition to a more efficient governance structure.

For the first time in its history, the College's governing Council is equally balanced between members of the public and members of the profession. I have appreciated working with Diana Miles in her new capacity as Chair, as well as every individual who stepped forward to govern the profession as a member of Council, committees, or rosters.

The College's 2021 story is about much more than a restructuring. It was also a year of considerable growth, and our activities as Ontario's teaching regulator kept us busier than ever.

Protecting the public interest

Safeguarding the interests and well-being of every student in Ontario is the College's top priority. That ongoing commitment is illustrated by two major initiatives.

The first of those is the mandatory online Sexual Abuse Prevention Program. Our preparatory work with the Canadian Centre for Child Protection (C3P) throughout 2021 enabled the College to launch the program on January 3, 2022. C3P is a national leader in advocating for and developing initiatives that promote child safety and the program we launched with them is a compassionate guide to a very sensitive issue. As a member of the profession, I completed this worthwhile program and I encourage all Ontario Certified Teachers (OCTs) to do the same.

November 2021 saw the launch of the College's *Professional Advisory on Anti-Black Racism*. The product of more than a year's work of consultation and collaboration with academics, education experts, key stakeholders, and community leaders, the advisory provides OCTs with an updated understanding of the historical context and current consequences of systemic anti-Black racism and discrimination.

Recognizing teacher professionalism

The passage of Bill 13 in December 2021 entrenched the designation Ontario Certified Teacher (OCT) into provincial law. Like engineers (P.Eng) and accountants (CPA), OCTs are highly educated and specially trained professionals. The legislation ensures that only those who continuously meet the standards of the profession and maintain their license in good standing can use the designation and teach in Ontario's publicly funded school system.

The legislation also introduced a second designation, OCT – Inactive/Non-Practising. It replaces the terms “retired” and “suspended for non-payment of fees” and acknowledges the expertise and skills acquired by individuals who have decided to step away from teaching and are no longer certified to teach in Ontario.

Tackling teacher shortages

The College's 2021 *Transition to Teaching* report confirmed that Ontario's ongoing teacher shortage was worsened by the pandemic. The College took action to extend and expand the Temporary Certificate program, which was first

introduced in 2019. As of June 2022, more than 2,500 eligible teacher candidates from Ontario's teacher education programs are temporarily certified to teach in Ontario schools. The expiry dates of those initial certificates have been extended to December 31, 2022, with the potential for an additional six-month extension by request.

A new official publication

The final edition of *Professionally Speaking*, the College's quarterly magazine and official publication since 1997, was issued in December 2021. On behalf of the profession, I offer my sincere thank you to everyone who has contributed to its 24 years of inspiring personal stories, collegial advice, and essential information.

Following the magazine's discontinuation, our existing digital newsletter *Your College and You* became the College's official publication, which now includes the publication of discipline summaries as required by the *Ontario College of Teachers Act, 1996*.

“Safeguarding the interests and well-being of every student in Ontario is the College’s top priority.”

Chantal Bélisle, OCT

Strengthening member services

In late 2021, we received a report from a commissioned audit of the College’s Membership Services department conducted by Optimus SBR. The College leadership team began an immediate review of its recommendations and implemented actionable solutions as quickly as possible.

I’m pleased to confirm that these initial recommendations have enabled us to take great strides toward modernizing our service levels and identifying the resources required to respond to the most recent regulatory amendments to our Act and its supplementary regulations. And there is more work to be done.

Identifying and implementing solutions that will support this effort will continue to be a key priority for the College throughout 2022.

Looking forward

Speaking of the year to come, the College leadership team is inspired with the transition to an enhanced governance model in supporting our new Council and committees on their focus

to govern the profession in a way that continues to fulfil our mandate of safeguarding students. This includes the development of professional resources to guide the work of OCTs who interact with students daily.

I would like to close by once again expressing the College’s gratitude to all the OCTs who have continually shown inspiring resilience in the face of the many disruptions of another pandemic year. Through the opportunities I have to present and interact with members of the profession across the province, I am inspired by the dedication exhibited, the commitment expressed, and the enthusiasm shared for your work in the teaching profession.

Chantal Bélisle, OCT
Interim Registrar & CEO

2021 Facts and Stats

Additional Qualifications
awarded



32,990

5,749



New Members Certified

Members in
good standing



230,931

OCT
Ontario Certified
Teachers



OCT designation
entrenched in law

Developed and launched:



Mandatory Sexual Abuse
Prevention Program

*Professional Advisory on
Anti-Black Racism*



New Council appointed



Competency-based
selection process for all
Council, committee and
roster members



Criminal charges and
convictions added to
the public register





By the Numbers

71

**Interim panellists
appointed in 2021
to rosters during
governance
transition**

2,389

**Temporary
Certificates
issued in 2021
to help address
Ontario's teacher
shortages**

Who We are and What We do

The Ontario College of Teachers is the self-regulating body for Ontario's teaching profession.

Self-regulation recognizes the maturity of a profession and acknowledges its members are capable of governing themselves. 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, and disciplines members that fail to meet them. It has the right and responsibility to license and discipline members.

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

Our Mandate

As the regulator for Ontario's teaching profession, the Ontario College of Teachers exists to protect 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 in good standing. Our role, authority and powers are set out in the *Ontario College of Teachers Act, 1996*.

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

- Membership
- Accreditation
- Regulation

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



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. 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.

Membership

Accreditation & Standards

Regulation



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, via our newsletter *The Standard*, social media and news releases, about what we do and how we support public education in Ontario. We prioritize accountability in everything we do.
- **Transparency** is being open about the work that we do. It is about making our work available and accessible to the public. Moreover, it is about communicating simply and plainly with our stakeholders 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

Our public register: Find a Teacher

In the interest of transparency, the public can view a public register of all Ontario Certified Teachers (OCTs) on our website, which includes their qualifications, credentials and, most recently, criminal charges and convictions relevant to their ability to teach.

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

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*.

Strengthening student protection through education: Sexual Abuse Prevention Program

In 2021, in partnership with the Canadian Centre for Child Protection, the College launched the Program. Effective January 3, 2022, the legislated program became a certification requirement for teacher candidates and an ongoing education component for members of the College.

A notation was added to the public register listings of all Ontario Certified Teachers to indicate whether the program is "Completed" or "To Be Completed." After September 15, 2022, the "To Be Completed" notation will change to "Incomplete."

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 and the breadth and depth of the expertise contributed by individuals and organizations combine to support student 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 standards of practice for OCTs or a response to government policy initiatives, we consult with education stakeholders as an integral part of addressing issues and opportunities facing the teaching profession.

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

Highlights from 2021 include:

Professional Advisory on Anti-Black racism: It is essential for OCTs to develop a deeper understanding of what anti-Black racism looks like so they can raise their awareness of circumstances where anti-Black racism, bias and unconscious bias might factor into their approach to teaching, marking, discipline, and supporting Black students.

Self-reflection and lifelong learning are critical to growing and enhancing professional practice. Professional advisories apply to all members and provide educators with guidance and a model for self-reflection.

The Indigenous Ways of Knowing in Teacher Education Webinar Series: Held over two sessions, the first of the series featured the Honourable Murray Sinclair who delivered a keynote address on how to develop ethical ways of engaging with Indigenous cultures, histories, perspectives, and ways of knowing.

The second webinar featured staff from our Standards of Practice and Accreditation unit and built on insights from the first session to further respect Indigenous knowledge systems as culturally responsive practices in teacher education and teaching standards.

Resources available year-round



We offer OCTs and the public a wide range of resources about teaching and education on our website, through the Margaret Wilson Library and in our newsletters *Your College and You* and *The Standard*. 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, and the status of teacher education. Standard correspondence at the College reflects, wherever possible, gender-neutral language. Providing members with the ability to self-identify supports our ongoing commitment to inclusivity and respect when communicating with applicants, College members and the public within diverse communities.



A Modernized Governance Structure



Transition to New Governance

On February 1, 2021, the former Council and committees were dissolved, and, in their place, Paul Boniferro was appointed as the Transition Supervisory Officer (TSO) for the College. Authorized to act in place of Council and committees, the TSO was responsible for overseeing the College's transition to its new governance structure.

To carry on the work of the College, extensive outreach was done to recruit qualified and dedicated professionals, reflecting Ontario's diversity, to volunteer and help govern the teaching profession.

Members of the College and the public were invited to apply for and join a transitional roster of panellists to serve on the Accreditation, Accreditation Appeal, Discipline, Fitness to Practise, Investigation and Registration Appeals committees.

The transitional rosters ensured statutory and regulatory work continued until the recruitment and selection of new Council, committee and roster members.

The TSO retained this role until governing authority was officially transferred to the new Council on February 1, 2022.

Our Modernized Governance Structure

Our new governance structure consists of a 12-person Council, comprised of six Ontario Certified Teachers and six members of the public, that governs the College. Council is responsible for setting the strategic objectives of the College to achieve its statutory mandate.

Selected in 2021, our new Council, statutory committees, regulatory committees, and rosters of panellists were established through a competency-based selection process.

College Council

Members of the teaching profession

Douglas Gosse, OCT
Martine Lewis, OCT
Imran Syed, OCT
Maria Vasanelli, OCT
Tammy Webster, OCT
Valerie Williamson, OCT

Members of the public

Diana Miles, Council Chair
Abena Buahene
Jonathan Davey
Peter Dinsdale
Elaine Lajeunesse
Jonathan Rose

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 (OCTs) 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.

**Find out more about our
Committees at**
oct-ooeo.ca/committees

Statutory committees

Investigation
Discipline
Fitness to Practise
Registration Appeals
Adjudicative Body of Chairs

Regulatory committees

Accreditation
Accreditation Appeal
Standards of Practice and Education

Rosters of Panellists

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

Membership and Applications

Ontario Certified Teachers

Who are Ontario Certified Teachers (OCTs)? Teachers, consultants, vice-principals, principals, supervisory officers, and those working in non-school board positions.

All teachers in Ontario's publicly funded school system must be licensed by the College and in good standing.



Total Number of Members in Good Standing



Female **172,939**



English 162,532

French 10,407

Male **57,833**



English 53,861

French 3,972

X **159**



English 154

French 5

Average Age of Members

44.6 yrs

Age of Female Members	44.1
Age of Male Members	46.3
Age of X	35.9

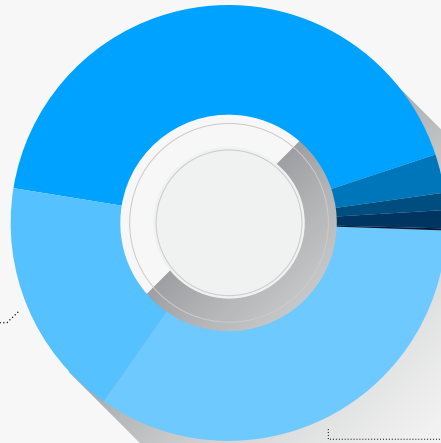


Where Members are Employed (Based on Fee Payment Information)

English Public Boards
97,829

English Catholic Boards
41,179

Grand Total 230,931



French Catholic Boards
6,612

French Public Boards
2,936

Independent Schools 3,119

Other Education
Organizations
346

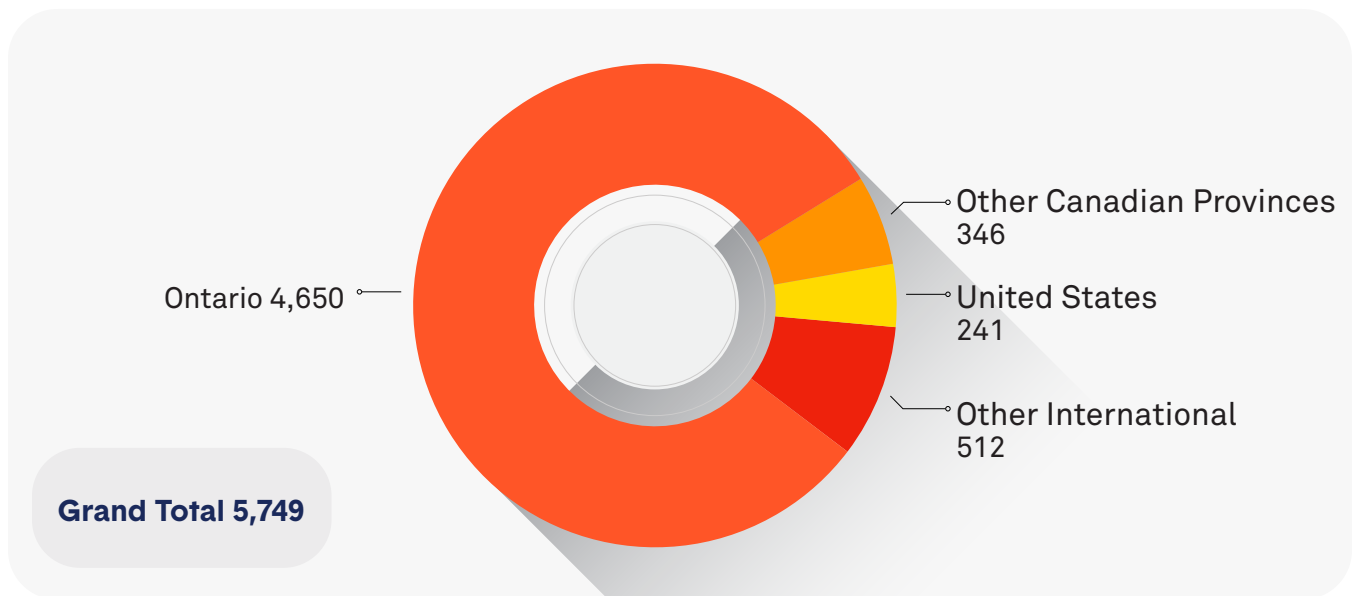
Member Paid for Self
78,910

Applications

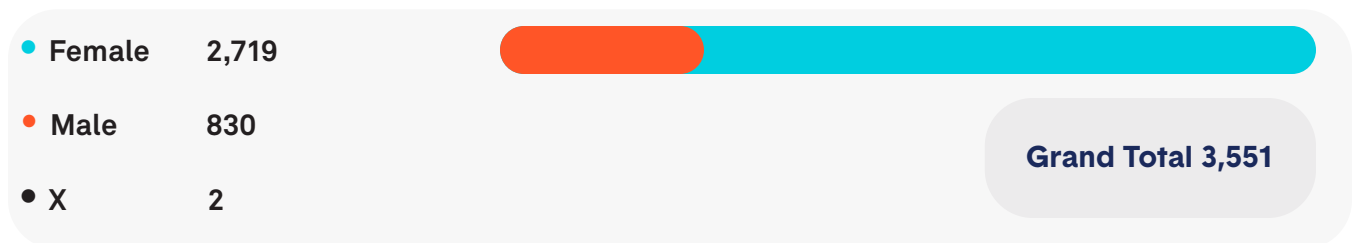
The College receives applications for certification from both domestic and international applicants. To be certified, teachers must have:

- 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 2021



Total Number of New Teacher Induction Program Completions in 2021



Total Number of Registration Appeals in 2021



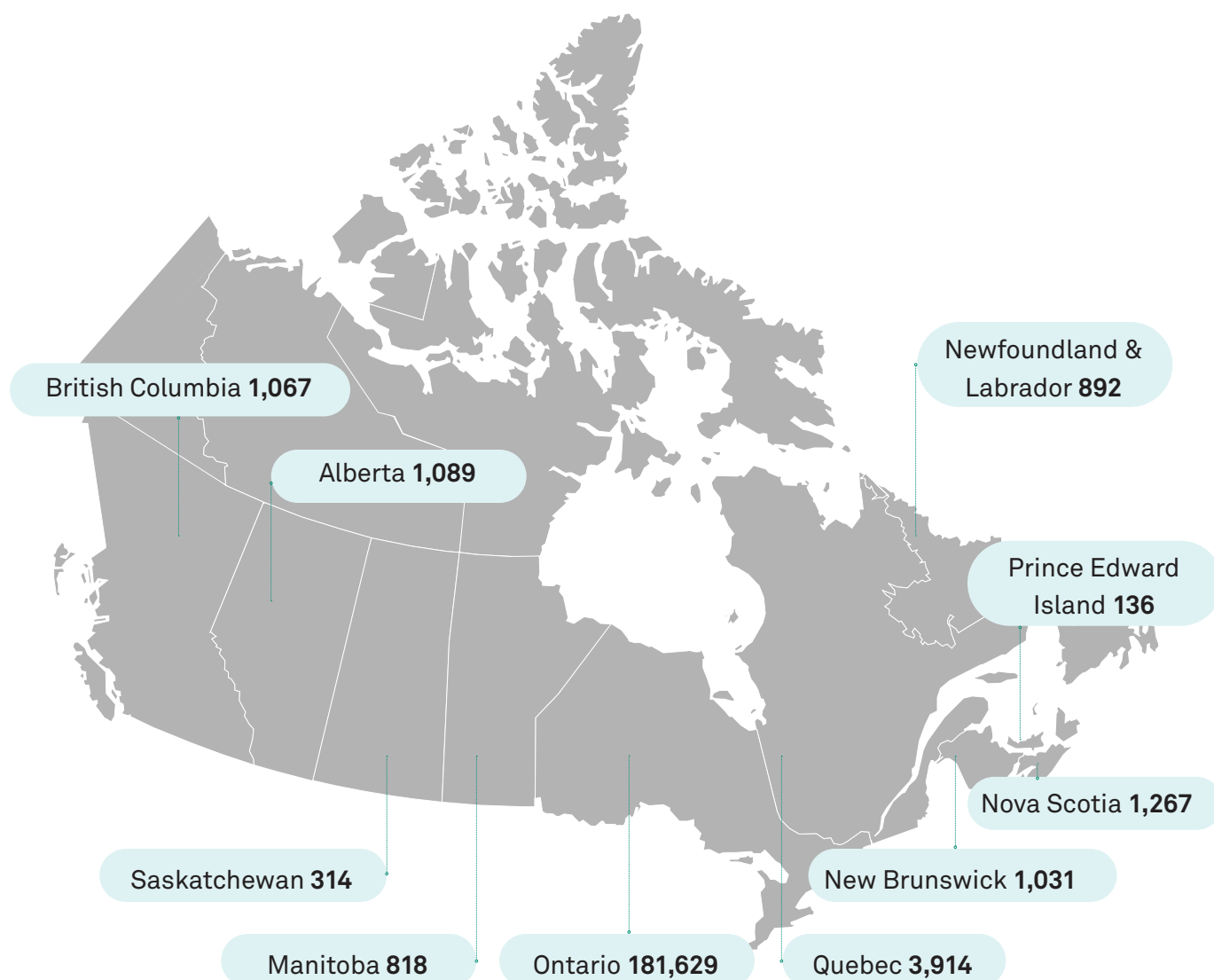
Not all applicants who apply to the College become certified. Those who are denied have the right to appeal the decision within 60 days of receiving their certification decision.

Teacher Education

Accreditation

The College is responsible for accrediting Ontario's initial (pre-service) and ongoing (in-service) teacher education programs in Ontario, including more than 50 full- and part-time programs at 18 faculties of education.

Total Number of Members by Province of Initial Certification



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

Country	Certified
United States	21,722
Australia	4,937
India	3,951
England	1,102
Scotland	1,058
New Zealand	693
Jamaica	675
Philippines	360
Pakistan	337
Poland	287
Wales	227
Nigeria	198
South Africa	175
Romania	173
Hong Kong	152
Ukraine	145
Albania	125
Guyana	121
Trinidad & Tobago	118
Egypt	116
Lebanon	112

Total Number of New Members by Ontario Faculty of Education

Faculty of Education	Quantity
Faculty of Education, Brock University, Ontario	551
Faculty of Education, York University, Toronto, Ontario	472
Ontario Institute for Studies in Education of the University of Toronto	455
Schulich School of Education, Nipissing University, Ontario	411
Faculty of Education, Queen's University, Ontario	359
Faculty of Education, The University of Western Ontario, Ontario	347
Faculty of Education, Lakehead University, Ontario	330
Faculty of Education, University of Ottawa, Ontario	328
Université d'Ottawa, Ontario	314
Faculty of Education, University of Windsor, Ontario	274
University of Ontario Institute of Technology, Ontario	183
Trent University, Ontario	163
College of Education, Niagara University, Ontario	130
School of Education, Laurentian University, Ontario	74
Tyndale University College & Seminary, Ontario, Canada	70
École des sciences de l'éducation, Université Laurentienne, Ontario	69
Faculty of Education, Wilfrid Laurier University, Ontario	66
Redeemer University College, Ontario	53

Qualifications of College Members

Additional Qualification Courses

The College reviews and approves hundreds of 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 32,990

Top 20 English Additional Qualifications awarded in 2021, by Subject

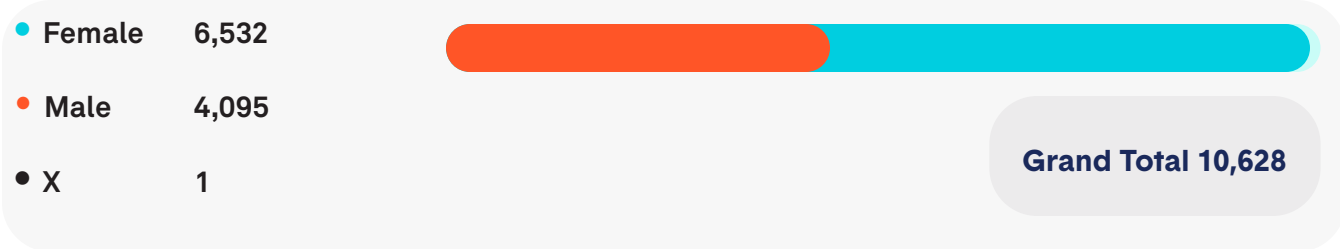
Top Additional Qualifications - English	Quantity
Special Education, Part 1	3,469
Mathematics, Primary and Junior, Part 1	2,470
Special Education, Part 2	1,557
Teaching English Language Learners, Part 1	1,492
Reading, Part 1	1,462
Religious Education in Catholic Schools, Part 1	1,349
Teaching Students with Communication Needs (Autism Spectrum Disorder)	1,308
Guidance and Career Education, Part 1	1,173
Special Education, Specialist	1,141
Mathematics, Primary and Junior, Part 2	954
Kindergarten, Part 1	928
Principal's Qualification, Part 1	908
Principal's Qualification, Part 2	908
Honour Specialist	710
First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures, Pt 1	626
Mathematics, Primary and Junior, Specialist	593
French as a Second Language, Part 1	590
French as a Second Language, Part 2	424
Teacher Librarian, Part 1	417
Guidance and Career Education, Part 2	399

Top 20 French Additional Qualifications awarded in 2021, by Subject

Top Additional Qualifications - French	Quantity
Éducation de l'enfance en difficulté, partie 1	241
Mathématiques (cycles primaire et moyen), partie 1	161
Éducation religieuse en milieu scolaire catholique, partie 1	153
Éducation de l'enfance en difficulté, partie 2	142
Mathématiques (cycles primaire et moyen), partie 2	134
Éducation de l'enfance en difficulté, spécialiste	98
Enseignement aux élèves ayant des besoins particuliers en communication (troubles du spectre autistique)	94
Mathématiques (cycles primaire et moyen), spécialiste	66
Qualifications à la direction d'école, Partie 1	57
Qualifications à la direction d'école, Partie 2	54
Intégration de la techno de l'info et de la com. dans l'ens., partie 1	51
Premières Nations, Métis et Inuits - Comprendre les enseignements traditionnels, l'histoire, les enjeux actue, partie 1	44
Lecture, partie 1	40
Orientation et formation au cheminement de carrière, partie 1	37
Jardin d'enfants, partie 1	35
Actualisation linguistique en français/Programme d'appui aux nouveaux arrivants, partie 1	34
Intégration de la techno de l'info et de la com. dans l'ens., partie 2	32
Éducation religieuse en milieu scolaire catholique, spécialiste	29
Éducation religieuse en milieu scolaire catholique, partie 2	29
Intégration de la techno de l'info et de la com. dans l'ens., spécialiste	25

Members with Principal's Qualifications (by Gender)

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

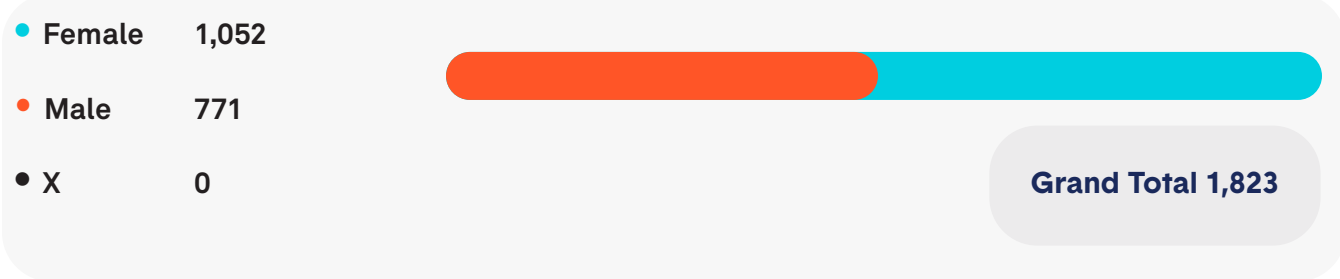


Members with Supervisory Officer's Qualifications (by Gender)

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

Supervisory officers have two prime responsibilities. They are responsible to:

- the Minister of Education for ensuring that ministry policies are carried out by school boards.
- school boards for carrying out the duties assigned to them.



Teacher Regulation

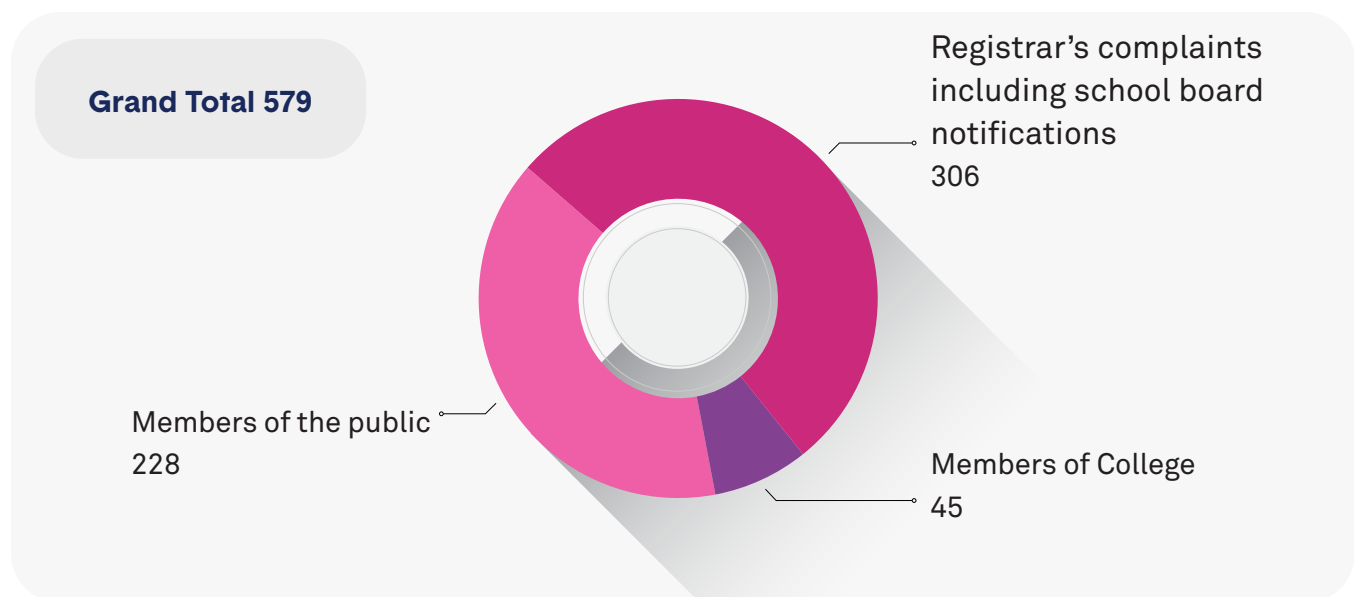
The College investigates complaints about its members to enhance public confidence in the teaching profession and promote learning environments that are safe for students.

Some complaints can be addressed at an early stage through complaint resolution. In most cases, a panel reviews investigation reports and, if conduct, competence or capacity concerns are identified, a separate Discipline or Fitness to Practise panel rules on the allegations. There are two types of hearings:

- Discipline hearings (and written decisions) involving allegations of professional misconduct and/or incompetence are generally public.
- Fitness to Practise hearings (and written decisions) involving allegations of incapacity on the part of a member are not public.

Origin of Complaints

The College receives complaints from three sources.



Complaint Resolution: The voluntary, without prejudice process through which suitable complaints are resolved by way of 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;
- or refer the matter to another committee, including Discipline or Fitness to Practise.

The role entails reviewing significant volumes of material.

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.

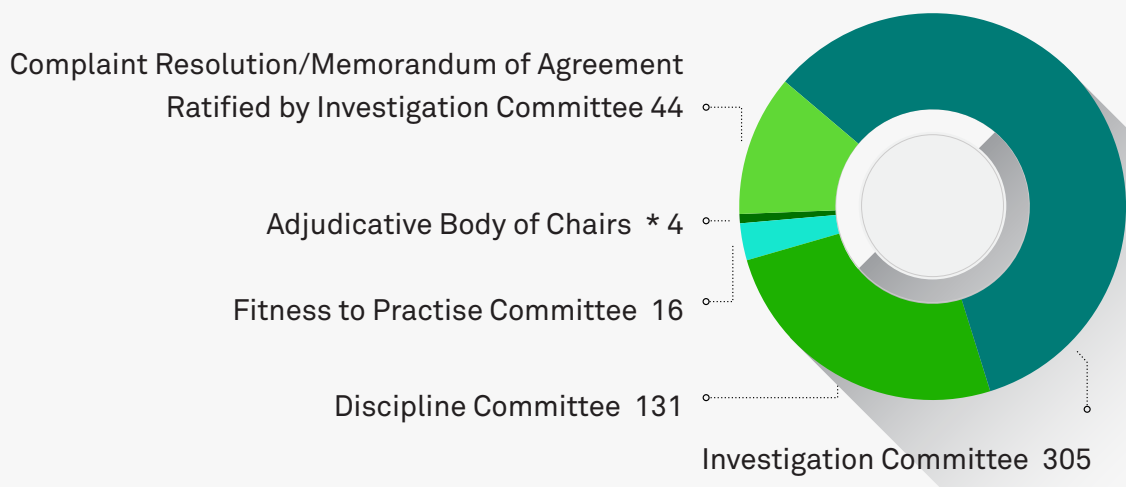
Adjudicative Body of Chairs: The chairs and vice-chairs of the Discipline, Fitness to Practise, Investigation and Registration Appeals committees also serve on the Adjudicative Body of Chairs (ABC). The ABC may:

- 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 of conflict of interest or for contravention of the oath of office.

In 2021:

- 29 of the 35 revocations ordered by the Discipline Committee were for sexual abuse.
- The College concluded 131 Discipline Committee hearings and 16 Fitness to Practise Committee hearings. All discipline decisions can be found on our website at oct.ca.
- Criminal charges and convictions that are relevant to an OCT's membership in the College were added to the public register.

Disposition of Complaints



* Referrals were previously handled by the Executive Committee

Financial Statements

INDEPENDENT AUDITORS' 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, 2021
- 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, 2021, 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 "**Auditors' Responsibilities for the Audit of the Financial Statements**" section of our auditors' 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.

Auditors' 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 auditors' 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 auditors' 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 auditors' 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.



Chartered Professional Accountants,
Licensed Public Accountants

Vaughan, Canada
June 16, 2022

ONTARIO COLLEGE OF TEACHERS

Balance Sheet

(In thousands of dollars)

December 31, 2021, with comparative information for 2020

	2021	2020
Assets		
Current assets:		
Cash	\$ 9,024	\$ 4,341
Investments (note 2)	–	5,019
Accounts receivable	278	242
Deposits and prepaid expenses	314	224
	9,616	9,826
Capital assets (note 3)	27,180	28,199
	\$ 36,796	\$ 38,025
Liabilities and Members' Equity		
Current liabilities:		
Accounts payable and accrued liabilities (note 4)	\$ 4,805	\$ 4,072
Deferred revenue	1,386	1,002
Deferred salaries	525	430
Mortgage payable (note 5)	515	498
	7,231	6,002
Mortgage payable (note 5)	12,320	12,835
Members' equity:		
Unrestricted	13,837	14,366
Internally restricted (note 9)	3,408	4,822
	17,245	19,188
Commitments and contingencies (notes 7 and 8)		
	\$ 36,796	\$ 38,025

See accompanying notes to financial statements.

On behalf of the Board:

Diana Miles,
Chair of Council

Chantal Bélisle, OCT,
Interim Registrar & CEO

Statement of Operations and Changes in Members' Equity

(In thousands of dollars)

Year ended December 31, 2021, with comparative information for 2020

	2021	2020
Revenue:		
Annual membership fees	\$ 39,064	\$ 39,468
Other fees	1,406	1,419
Advertising	587	636
Interest and other	227	321
	41,284	41,844
Expenditures:		
Employee salaries	20,379	19,397
Employee benefits (note 10)	5,072	4,651
Council and committees	570	633
Services to members and applicants	2,450	2,244
Professional practice	509	284
Investigations and hearings	5,403	5,740
Operating support	5,359	4,741
Mortgage interest	430	638
Amortization	3,050	2,097
Council elections	5	32
	43,227	40,457
Excess (deficiency) of revenue over expenditures	(1,943)	1,387
Members' equity, beginning of year	19,188	17,801
Members' equity, end of year	\$ 17,245	\$ 19,188
Members' equity, comprised of:		
Unrestricted	\$ 13,837	\$ 14,366
Internally restricted (note 9)	3,408	4,822

See accompanying notes to financial statements.

Statement of Cash Flows

(In thousands of dollars)

Year ended December 31, 2021, with comparative information for 2020

	2021	2020
Cash provided by (used in):		
Operating activities:		
Excess (deficiency) of revenue over expenditures	\$ (1,943)	\$ 1,387
Amortization which does not involve cash	3,050	2,097
Change in non-cash operating working capital:		
Accounts receivable	(36)	137
Deposits and prepaid expenses	(90)	19
Accounts payable and accrued liabilities	733	(629)
Deferred revenue	384	(442)
Deferred salaries	95	(189)
	2,193	2,380
Financing activities:		
Repayment of mortgage principal	(498)	(666)
Investing activities:		
Purchases of investments	—	(18,014)
Proceeds from redemption of investments	5,019	18,000
Purchase of capital assets	(2,031)	(2,010)
	2,988	(2,024)
Increase (decrease) in cash	4,683	(310)
Cash, beginning of year	4,341	4,651
Cash, end of year	\$ 9,024	\$ 4,341

See accompanying notes to financial statements.

Notes to Financial Statements

(In thousands of dollars)

Year ended December 31, 2021

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 affairs of the College were previously administered by a Council comprised of 37 members of whom 23 were elected by the membership and 14 were appointed by the Lieutenant-Governor-in-Council. The provincial government announced the appointment of Paul Boniferro as Transition Supervisory Officer (“TSO”) with the Ontario College of Teachers, effective February 1, 2021 for a one-year term. With this appointment, the College Council was dissolved, placing the College into a period of governance transition that resulted in a new governance model effective February 1, 2022.

The affairs of the College are administered by a Council comprising 12 members of whom half are Ontario certified teachers and the other half are a mix of professional backgrounds. All members were selected based on an application and interview process conducted by the TSO.

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.

(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.

(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:

In 2020, the College purchased a guaranteed investment certificate bearing interest at 1% that matured in August 2021.

3. Capital assets:

			2021	2020
	Cost	Accumulated amortization	Net book value	Net book value
Land	\$ 7,660	\$ –	\$ 7,660	\$ 7,660
Building	12,834	4,919	7,915	8,342
Building improvements	15,664	10,895	4,769	5,813
Furniture	6,451	5,686	765	954
Equipment	5,419	4,929	490	377
Computer equipment	2,770	2,299	471	441
Software	6,428	1,318	5,110	4,612
	\$ 57,226	\$ 30,046	\$ 27,180	\$ 28,199

In 2020, software included \$4,612 related to the CRM membership management system which was under development. The system went live in 2021 and amortization commenced.

4. Accounts payable and accrued liabilities:

Included in accounts payable and accrued liabilities at December 31, 2021 are government remittances owing of \$198 (2020 - \$112).

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, 2021, the College is in compliance with the covenants.

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

	2021	2020
Bank of Montreal, 3.04% payable in monthly instalments of principal and interest of \$38, maturing June 30, 2025	\$ 6,409	\$ 6,664
Bank of Montreal, 3.54% payable in monthly instalments of principal and interest of \$40, maturing June 30, 2030	6,426	6,669
	\$ 12,835	\$ 13,333
Less current portion	515	498
	\$ 12,320	\$ 12,835

Principal payments are due as follows:

2022	515
2023	532
2024	549
2025	5,875
2026	289
Thereafter	5,075
	\$ 12,835

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, 2021, no amounts (2020 - nil) had been drawn against this facility.

7. Commitments:

The College has entered into various operating lease commitments for office equipment ending in 2022. The estimated annual payment for these operating lease commitments is \$26.

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.

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 purpose of the internally restricted operating reserve is to maintain two months of cash flows for ongoing operations and programs, and to fund unplanned opportunities and liabilities.

Council approved the transfer of \$1,414 from internally restricted to fund operations (2020 - transfer from year-end cash surplus to restricted funds of \$812).

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 \$1,877 (2020 - \$1,823), 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.

HISTORICAL STATISTICS

Available online at oct-oeo.ca/historical_stats.



College News

[Sign up to receive our public newsletter, *The Standard*, and learn more about us.](#)

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.



**Ontario
College of
Teachers**

Ontario's Teaching Regulator

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