



Additional Qualification Course Guideline Holocaust Education and Countering Antisemitism, Part II

Schedule D – Teachers' Qualifications Regulation

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Preface

Additional Qualification (AQ) course guidelines are designed following extensive consultation and feedback from course providers, course writers and members of the teaching profession.

AQ course guidelines serve as the framework for providers and instructors to develop courses.

AQ course guidelines are organized in the following two sections:

Section A: Additional Qualification Course Foundations

This section outlines the fundamental contexts that are embedded in the content of the AQ course. Education in Ontario embodies these to support educator and learner well-being. These fundamental contexts are essential to foster safe, welcoming and inclusive learning environments for all learners and educators.

Section B: Additional Qualification Course Design

This section identifies the core concepts and related elements that are accreditation requirements for all AQ courses. This section also outlines specific content that allows educators to gain in-depth knowledge and skills related to the AQ course.

In this document, all references to candidates are to educators enrolled in the AQ course. References to learners indicate those enrolled in school programs.

Introduction

The Ontario College of Teachers (the College) is the self-regulating body for the teaching profession in Ontario and is responsible for:

- establishing and enforcing professional standards and ethical standards applicable to members of the College
- providing for the ongoing education of members of the College
- accrediting Additional Qualification (AQ) courses.

The College supports teaching excellence by preparing educators to work in varied and diverse educational contexts and geographical settings:

- English language public school
- French language public school
- English language Catholic school
- French language Catholic school
- First Nations school
- Provincial school
- Private school
- Independent school
- Urban setting
- Rural setting
- Remote setting.

This AQ course guideline provides a framework upon which to develop courses that meet accreditation requirements established in Regulation.

Section A: Additional Qualification Course Foundations

Placing each student's interests and well-being first is at the core of teaching in Ontario.

Professional Learning in Ontario

Professional learning is an integral part of the teaching profession. Educators participate in ongoing professional learning with the goal of improving outcomes for Ontario learners.

Educators complete a four-semester, pre-service teacher education program to become qualified to teach in Ontario. Throughout their career, they continue to engage in professional learning offered in various formats such as sessions offered by Ministry of Education, School Board or community partners, professional reading and Additional Qualification (AQ) courses.

The AQ Course *Holocaust Education and Countering Antisemitism, Part II* reflects **adult learning theories and processes** that foster critical reflection, dialogue and inquiry. Instructors provide candidates with professional learning experiences related to teaching, learning and assessment of learners.

AQ courses are designed by educators to inform and enhance professional practice. These courses allow educators to deepen their knowledge and skills in design and delivery of specific programs. They also support professional practice by preparing educators for specific roles within the educational community.

Professional Learning Framework for the Teaching Profession

The *Professional Learning Framework for the Teaching Profession* describes opportunities and processes that support ongoing professional learning for educators. AQ courses offer an opportunity for educators to inform and advance their professional knowledge, skills, practices and values.

Ethical Standards for the Teaching Profession



Standards of Practice for the Teaching Profession



Standards based resources can be found on the [College web site](#).

Ontario's Learning Context

Ontario educators recognize that learning is influenced by the individual student's strengths, needs, interests, lived experiences and identities. Education in Ontario is complex and dynamic. Ontario's schools are learning communities that reflect the province's diversity. The *Ontario Human Rights Code* and the *Education Act* serve as the foundation for equitable, inclusive and accessible education.

The teaching profession in Ontario continues to evolve in response to the current and everchanging diversity of learners. Thus, educators are called upon to follow foundational principles that inform instructional practice. Through ongoing professional learning, educators deepen their understanding of the principles outlined below. In so doing, Ontario educators enhance their professional practice to support each student's learning and well-being.

Anti-Oppression Foundation

An anti-oppression foundation is an approach that supports ensuring that equity and human rights are foundational to all Additional Qualification (AQ) courses and programs available to Ontario educators. An anti-oppression foundation acknowledges that systemic manifestations of power and privilege have led to multiple forms of oppression, injustices, inequities and inequalities. Ongoing teacher education must recognize and address historical contexts which have contributed to various forms of oppression. An anti-oppression foundation recognizes that educator and student learning and well-being are impacted by biases and assumptions related to power and privilege. Educators have a shared ethical and professional responsibility to identify and challenge individual and systemic barriers to support the learning, well-being and inclusion of each learner.

Indigenous Histories, Cultures, Perspectives, and Knowledge Systems in Education

Ontario's educators are responsible to uphold the *Truth and Reconciliation Commission of Canada: Calls to Action* and align their professional practice with the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP). They engage in authentic reconciliatory action by exploring and integrating First Nations, Métis, and Inuit histories, perspectives and knowledge systems, in teaching and learning. Educators, as treaty partners, acknowledge that conversation and collaboration with Indigenous communities will guide them on the reconciliation journey.

Aménagement Linguistique Policy (PAL)

Section 23 of the Canadian Charter of Rights and Freedoms guarantees the French or English linguistic minority populations of a province the right to instruction in their own language.

In Ontario, the *Aménagement Linguistique Policy* (PAL) outlines the unique mandate of French-Language schools. Educators act as ambassadors and model the French language and francophone culture for learners. Educators deepen their understanding of learners' linguistic and cultural francophone identity. They collectively develop a provincial, national and international sense of belonging to *la Francophonie*.

Learning for All

Educators believe that each student can learn. Educators provide programs and services that respond to each learner's unique strengths and needs. Evidence-based teaching and learning practices that are learner-centred provide equitable opportunities for all. Inclusive learning environments respect the identities of each learner and support their cognitive, social, emotional and physical development.

Accessibility for All

Accessibility for all is informed by the *Ontario Human Rights Code* and the *Accessibility of Ontarians with Disabilities Act, 2005*. Accessibility, inclusion and equity are fundamental to everyday practice for teaching and learning. Educators advocate for each learner to access and benefit from services and resources within the education system, understanding the unique needs presented by geographical and socioeconomic contexts. Educators design opportunities for each learner to showcase their abilities and fully participate in their learning. The implementation of adaptive strategies, such as assistive technology, accessible content and inclusive design for teaching and learning respects the strengths and needs of each learner.

Special Education

Each learner has their own unique profile. Under the *Education Act*, a learner may be identified by an Identification, Placement and Review Committee (IPRC) as having behavioural, communicational, intellectual, physical or multiple exceptionalities. An Individual Education Plan (IEP) must be developed by an interdisciplinary team to reflect the learner's strengths, needs, and abilities, according to Reg. 181/98. As educators are responsible for instruction, assessment and evaluation of all learners, they provide accommodations, modifications, or alternative programming outlined in the IEP.

Accreditation – Program of Additional Qualification

Accreditation requirements for Additional Qualification (AQ) courses are articulated in O. Reg. 347/02: *Accreditation of Teacher Education Programs*, s. 24.

A program of additional qualification may be granted accreditation under this Regulation if the following requirements are satisfied:

1. The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession" and in the program guidelines issued by the College.
2. The program satisfies the requirements of the teachers' qualifications regulation for entry of an additional qualification on the general certificate of qualification and registration of a person who successfully completes the program.
3. The program curriculum is current, references the Ontario curriculum, relevant legislation and government policies and represents a wide knowledge base in the program's area of study.
4. The course content of the program makes appropriate provision for the application of theory in practice.
5. The program's format and structure are appropriate for the course content of the program.
 - 5.1 The program consists of a minimum of 125 hours of work acceptable to the Registrar.
6. There is clear identification of the goals of the program, with a formal testing or assessment mechanism to determine the level of successful completion of the program.
7. The majority of the educators teaching the program have Ontario teaching experience relevant to the program.
8. The provider maintains adequate internal controls to preserve the integrity of student records relating to the program.
9. The provider is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.

O. Reg. 347/02, s. 24; 2009, c. 33, Sched. 13, s. 3 (2); O. Reg. 182/10, s. 8.

Section B: Additional Qualification Course Design

B. I. Holocaust Education and Countering Antisemitism Course Context

Antisemitism did not begin with the Holocaust, nor did it end with the defeat of the Third Reich in 1945. Often referred to as one of the world's oldest forms of hatred, antisemitism dates back more than 2,000 years to Greek and Roman sources. Since then, this deeply embedded hatred of Jews was normalized throughout European society and beyond, and provided a foundation for scapegoating, othering, dehumanization, and eventually, the murder of six million Jews in the Holocaust.

Antisemitism continues to thrive today, with many of the same myths and tropes still perpetuated around the world, including here in Canada and, of particular concern, in our schools. Against a disturbing backdrop of surging antisemitism in Canada and abroad, the creation and implementation of grade 6 and grade 10 curriculum expectations on the topics of antisemitism and the Holocaust, along with the writing of these additional qualification guidelines, are especially relevant (Statistics Canada, 2023a).

To fully understand current antisemitism in Canada, one must be familiar with the history of Jews in our country, where the first Jewish person settled permanently in the mid-1700s. Antisemitic myths and stereotypes actually preceded the arrival of Jewish newcomers to our shores. Like many immigrant communities, Jews faced barriers in the period of early colonial settlement, which continued well into the twentieth century.

Today, the Jewish community has grown to nearly 400,000 people, making it the world's third largest Jewish community outside Israel (Statistics Canada, 2023b). Though they represent only about one percent of Canada's population, Jewish Canadians remain the religious group most targeted by hate crimes. This relatively small portion of the population contributes greatly to Canadian life and is part of a diverse social landscape, reflected in Ontario classrooms.

Given the relatively small number of Jews in Canada and abroad, some people are more familiar with hateful antisemitic stereotypes and myths than with Jewish people themselves. As part of the need to create space for all learners to feel seen and heard in their classrooms, learning opportunities that discuss antisemitism and the Holocaust must be created. Including an understanding of what it means to be Jewish will help counter and dispel long-held negative stereotypes and misinformation about Jewish individuals and their communities. Understanding and challenging misinformation is crucial for combating antisemitism and promoting a more inclusive and tolerant society.

Educators, guided by a strong pedagogical foundation rooted in best practices in Holocaust education, can contextualize this important subject by delving into a deeper understanding of Jewish history. Those in the teaching profession can find common threads and connections between different identity groups that have faced historical injustice.

It's an excellent opportunity to discover innovative ways to build understanding and support between these communities, while also always holding space for inherent differences and uniqueness of these experiences.

Throughout history, common trends have fueled hate against the Jewish population: the use of discriminatory stereotypes promoted and perpetuated through propaganda; conspiratorial thinking that frames the Jewish people as the root cause of history's greatest crises, from the Bubonic Plague of the 1340s and major 20th century wars, right up to the COVID-19 pandemic. These falsehoods are part of a longstanding tradition of scapegoating and "othering" the Jews as a religious and cultural minority responsible for society's ills and all that is evil. This helped lay the foundation for the Holocaust, one of history's starkest examples of the genocidal consequences of what can happen when hate is left unchecked.

The current reality of upheaval around the world gives teachers reason to reflect on history and to promote among their learners a greater understanding about antisemitism, white supremacy, and other forms of hate threatening our communities. Nearly 85 years have passed since the start of the Second World War, one of the darkest chapters in human history. Today, with a fast-diminishing number of first-hand witnesses still alive, misinformation and outright Holocaust denial circulate freely online, distorting our collective memory of this period. These false narratives strip the Holocaust of its tragic dimension and contributes to the antisemitism impacting our communities today. This, in turn, adds to the potential for greater social instability. Teachers play an integral role in addressing these challenges head on, working with learners to develop critical thinking skills along with the tools necessary to be upstanders in the face of antisemitism and hate in all of its forms.

Inclusion is a priority for the teaching profession in Ontario. For this reason, it is a moral imperative to investigate hate in all of its forms and complexities, including antisemitism. Amidst an atmosphere of growing tension and fear in our communities, educators must now reaffirm through education, that hate in any form will not be tolerated. Two of the most critical lessons from the Holocaust that teachers can emphasize for learners is the importance of being active citizens and the need to critically analyze the world around them to identify and counter antisemitism, and other forms of hate and intolerance. It is through education that a generation that strives to break the cycle of hate and intolerance can be built.

The following timeline presents an overview, showing a limited number of historical events, both in Canada and Internationally. It provides a starting point to contextualize educator professional learning related to antisemitism and the Holocaust. It is informed by timelines contributed by [Friends of Simon Wiesenthal Centre for Holocaust Studies](#), [Liberation 75](#) and the [Montreal Holocaust Museum](#).

Global Events

Pre Middle Ages

Canadian Events

BCE - 11th Century: Early records of stereotyping of Jewish people across Europe.

1391: Pogroms against Jewish people in Spain become forerunner for the Spanish Inquisition.

14th C: Jewish people were falsely accused of causing disasters including the Black Death, a plague that killed millions of people across Europe.

1478 - 1858: Spanish Inquisition, involving mass expulsion of Jewish people from Europe and mass violence against Jewish communities.

1880s - 1914: Mass immigration of Jewish people to North America due to waves of pogroms in Russia.

1920s: Jewish people blamed for economic downfall in post-WWI Germany.

1400-1500

1500-1800

1800-1900

1900-1920

1759: First Jewish immigrants arrival to Montreal.
1768: First synagogue in Montreal.

1832: Jewish citizens gain full rights as British Subjects in Canada

Global Events

1925:
Publication of Hitler's *Mein Kampf* (My Struggle).

1938:
Kristallnacht (Night of the Broken Glass).

1939-1945:
Nazis commit mass murder of 6 million Jewish individuals, as well as Roma and Sinti, peoples with disabilities, members of the LGBTQIA+ community, Black people and political opponents.

1944:
Raoul Wallenberg, Swedish diplomat, saved approximately 100K Jewish people in Hungary through the granting of "Schutzpasses" (protective passports). He is later granted honours from many nations, including Canada, who, in 1985, named him as Canada's first honorary citizen.

1948:
State of Israel established.

1920-1940

Canadian Events

Early 1930s:
Signs reading "No Jews or dogs allowed" posted to keep Jewish citizens off Toronto beaches.

1933:
Christie Pits riots - riot in Toronto where Jewish baseball players were attacked by antisemitic youth.

1934:
Medical strike at Notre Dame Hospital in Montreal in response to the appointment of a Jewish doctor.

1939:
900 Jewish passengers of the M.S. St. Louis refused entry into Canada, after being refused entry into Cuba and the United States, subsequently forced to return to Europe (254 murdered in the Holocaust).

1939-
Antisemitic immigration policies adopted in Canada during World War II provided the origin of the phrase "none is too many."

1939-1947:
Prohibition of Jewish residences or property purchases in some Canadian neighborhoods.

1940s:
Employment discrimination leads to Jewish-Canadian entrepreneurial leadership in industry and manufacturing.

1940-1943:
Due to Canada's wartime policy, Jewish refugees fleeing Nazism interned as "enemy aliens."

1940-1960

1947:
Canada eases restrictions on Jewish immigration and sees more than 40K Holocaust survivors enter Canada.

1940s-1970s:
Enrolment caps for Jewish people in professional schools in Canada.

Global Events

1960-1980

Canadian Events

1960s:
National awareness of human rights for all people in Canada after the Holocaust.

1984:
High school teacher, James Keegstra, a known Holocaust denier, charged under Canada's Criminal Code for willfully promoting hatred towards an identifiable group. Supreme Court rejects his claim that the charge was a violation of his freedom of expression.

1985:
Deschênes Commission on War Criminals in Canada.

1980-2000

Early 2000s:
Major philanthropy, including Schulich schools, Munk School of Global Affairs and Sherman hospitals.

Global Events

2000-2020

Canadian Events

2009:
Canada joins the International Holocaust Remembrance Alliance (IHRA), and initiates the National Award for Excellence in Holocaust Education.

2010:
Canada leads development of the *Ottawa Protocol on Combatting Antisemitism* and is the first country to sign in 2011.

2016:
Canadian Holocaust survivor testimonies digitized through USC Shoah Foundation, sponsored by Canadian government under IHRA Chairmanship.

2017:
Canada unveils the National Holocaust Monument.

2018:
Canadian Parliament officially apologizes for the rejection of the M.S. St. Louis in 1939.

2020:
Canada appoints Special Envoy on Preserving Holocaust Remembrance and Combatting Antisemitism.

2020-Now

2021:
Significant increase in antisemitic incidents reported. Jewish people were the target of almost half of police reported hate crime.

2022:
Canada criminalizes Holocaust denial in *Bill C-19*.

2023:
Ontario mandates Holocaust education in the elementary curriculum.

Scholars, researchers, practitioners, subject specialists and system leaders representing faculties of education, district school boards, AQ providers, and community organizations from across the province have contributed to the development of the Additional Qualification (AQ) course guideline.

B. II. Holocaust Education and Countering Antisemitism Course Content

Additional Qualifications (AQs) for educators are identified in O. Reg. 176/10: *Teachers' Qualifications Regulation*. This regulation includes courses that lead to AQs, the Principal's Development Qualification, the Principal's Qualifications, the Primary Division, the Junior Division, the Intermediate Division, the Senior Division, the Supervisory Officer's Development Qualification and the Supervisory Officer's Qualifications. A session of a course leading to an AQ shall consist of a minimum of 125 hours as approved by the Registrar. Successful completion of the course is recorded on the candidate's Certificate of Qualification and Registration.

Additional Qualification – Schedule D, Part I/Part II/Specialist (Three Session)

Schedule D (see Appendix 1), three-session specialist Additional Qualification courses, allow educators to:

- enhance subject-specific professional practice, knowledge and skills as outlined in the *Holocaust Education and Countering Antisemitism, Part I* course
- extend subject-specific professional practice, knowledge and skills in the design and implementation of learning opportunities as outlined in the *Holocaust Education and Countering Antisemitism, Part II* course
- apply the subject-specific professional practice, knowledge and skills in a leadership role as outlined in the *Holocaust Education and Countering Antisemitism, Specialist* course.

Additional Qualification Course Requirements

The AQ course *Holocaust Education and Countering Antisemitism, Part II* enables candidates to advance their professional practice through focussed learning in the following areas:

- Curriculum Knowledge
- Pedagogical Strategies
- The Learning Environment.

This AQ course is designed and delivered using adult learning instructional practices.

Holocaust Education and Countering Antisemitism, Part II extends subject-specific professional practice, knowledge and skills in the design and implementation of learning opportunities in the following required elements:

Anti-Oppression Foundation

- theories and pedagogies about multiple forms of oppression applied to the design, assessment and implementation of programs and practices
- addressing individual and systemic biases, discrimination and barriers as well as manifestations of power and privilege (for example, stereotypes about Jewish people including antisemitic accusations of control of media, money and government portrayed in popular culture)
- addressing disproportionate representation of learners from equity seeking groups within specialized programs
- analysis of definitions of antisemitism and use of appropriate terminology within the context of Ontario's education system
- strategies to address the impact of and intergenerational trauma caused by symbols, slogans, inflammatory words and images (including those seen in social media)
- investigation of cycles of hate to understand patterns of antisemitism throughout history and within contemporary contexts (for example, post-WW1 Germany, post-COVID 19 pandemic)
- interrogation of social processes and ideologies used to dehumanize through Nazism, fundamentalism and other forms of extremism (for example, ableism and scientific racism)
- opportunities to understand Jewish identities as multinational and multiracial as a result of centuries of diasporic living.

The Ethical Standards for the Teaching Profession and The Standards of Practice for the Teaching Profession

- significance of the Ethical Standards and the Standards of Practice as theoretical foundations within the AQ Course (for example, implications of social presence and conduct for educators as professionals)
- ethical professional identity, knowledge, leadership, advocacy and collective practices to inform program planning.

First Nations, Métis, and Inuit histories, perspectives and knowledge systems

- meaningful inclusion of First Nations, Métis, and Inuit histories, perspectives and knowledge systems in teaching and learning processes
- knowledge of the *Truth and Reconciliation Commission of Canada: Calls to Action* (TRC)

- awareness of *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) and:
 - similarities between the histories and perspectives of First Nations, Metis, and Inuit and the histories and perspectives of the original Jews.

Current Ontario curriculum and related Ministry of Education policies, frameworks, guidelines, strategies and resources:

- Ontario curriculum, policies, frameworks, strategies and resources related to this AQ
- policies, processes and practices that foster openness to innovation, culturally inclusive pedagogies and the democratization of knowledge.

Current Ontario legislation and regulation:

- relevant legislation (for example, *Ontario Human Rights Code*, *Anti-Racism Act*, 2017, S.O. 2017, c. 15 and *Freedom of Information and Protection of Privacy Act*) and policies at the municipal, provincial, federal and international levels that support human rights as applied to counter antisemitism
- candidates' legal obligations and ethical responsibilities according to current provincial legislation, policies and practices (for example, Duty of Care)
- application of government recommendations as well as employer policies and protocols pertinent to countering antisemitism and teaching about the Holocaust.

Learning for All

- processes and program planning that provide equitable opportunities for each learner and offer multiple entry points to learning relating to resistance, resilience and survival
- strategies that respond to the strengths, identities, needs and interests of each learner (for example, differentiated instruction, universal learning design and experiential learning)
- practices to understand learner's curiosities and experiences to empower them to reach their learning goals
- trauma informed approaches to ensure access to learning opportunities
- strategies to support learners as they acknowledge personal biases that shape their understanding of Holocaust education and antisemitism (for example, challenging references to hierarchies of suffering).

Accessibility for All

- ethical responsibilities related to the *Ontario Human Rights Code* and *Accessibility for Ontarians with Disabilities Act* S.O., 2005
- advocacy for resources and services that respond to the cognitive, social, emotional, physical and contextual needs of each learner

- adaptive strategies, assistive supports and technologies to facilitate learning and foster inclusion
- strategies to address ableism that exists in processes and practices
- exploration of a variety of available resources related to countering antisemitism and Holocaust education that emphasize accessibility as a criterion for resource selection.

Special Education

- ethical responsibilities related to learner's Individual Education Plan (IEP), safety plan and transition plan, including processes to accommodate and modify sensitive subject matter
- programs, strategies and services that support the identified learner in achieving individual goals outlined in their respective plans
- interdisciplinary teams to support learning, advocacy and transitions.

Educational research

- current research and literature associated with professional practices, policies and pedagogies related to this AQ
- research that reflects society's diverse changing nature and influence on learning and well-being
- theoretical foundation for the design, assessment and implementation of programs and practices in support of learning
- opportunities to investigate and implement available research and teaching resources on Holocaust education and countering antisemitism (for example, Holocaust museums, survivor testimonies, literary works and digital platforms).

Application of theories of learning and teaching

- theories and practices related to pedagogy and andragogy that support learning within an inclusive environment
- theoretical frameworks and fundamental principles underpinning this AQ
- theories of development and identity formation that support learner well-being, efficacy, agency and allyship
- learning theories to develop learner's profiles and identities
- understanding of political ideologies and their impact on antisemitism and all forms of hate
- strategies to foster cultures that value the educator as co-learner (for example, independent inquiry).

Supports for learners

- policies, processes, practices that create a culture of belonging to support learners cognitive, social, emotional and physical development
- programs that respond to learners' lived experiences, identities, needs and well-being
- practices that respond to linguistic abilities of learners
- critical pedagogies and practices that support learners' well-being and efficacy
- infrastructure to recognize, interrupt and report incidences of antisemitism in schools (for example, learner and educator responsibility to advocate for every learner, and educator duty to report)
- strategies to support Jewish and non-Jewish learners as they engage in learning about antisemitism and the Holocaust from a broad range of entry points.

Teaching, assessing and evaluating

- program design and implementation that align with the principles and processes of Ontario curriculum and related policies
- culturally inclusive processes and practices to provide learning opportunities that respect the learning styles, voices and perspectives of each learner
- assessment and evaluation processes and practices to:
 - provide feedback to learners and adjust instruction (*assessment for learning*)
 - develop learners' capacity to be independent, autonomous learners (*assessment as learning*)
 - make informed professional judgments on demonstrated learning (*assessment of learning*) and the selection of assessment strategies
- instructional strategies to emphasize the importance of inquiry-based learning and transferable skills to counter antisemitism within and beyond the classroom
- cross-curricular and multidisciplinary approaches to teaching about the Holocaust (prisoner and survivor experiences through music and visual art, and contextualizing ethical experimentation in science)
- strategies to teach about and teach through media in order to develop critical literacy skills to interrogate tools that perpetuate antisemitism (for example, propaganda, misinformation and disinformation)
- inquiry into Canada's history with respect to federal treatment of Indigenous and immigrant populations
- pedagogical strategies that promote empathy while exploring the social and temporal complexities of the Holocaust and antisemitism, including the intentional selection of learning resources that mitigate exposure to trauma.

Pathway and transition planning

- processes and practices to support all transitions
- curriculum design using learners' career and life goals
- programs and learning opportunities for all pathways, including exploration of careers related to human rights and social justice advocacy (for example, historical archiving and volunteerism)
- practices that develop the transferable skills to support lifelong learning.

Safe, equitable and inclusive learning environments

- policies and processes to create and maintain inclusive learning environments that respect diversity and encourage critical thinking (for example, gender neutral language and resources in various formats)
- inclusive learning environments that facilitate learning, reflect diversity and intersectionality within Jewish identities and foster learner agency
- practices that support safe and healthy learning environments for learners as well as families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians
- strategies to foster inclusive environments that honour the culture and identity of Jewish learners.

Teaching and learning through e-Learning principles

- Integration of information and communication technology to enhance teaching and learning
- technological and communication resources to enhance professional knowledge in support of learning and agency
- ethical use of technology in support of learners' safety, privacy and well-being
- development of critical media literacy skills to investigate how various forms of media impact individuals and communities (for example, memes and propaganda)
- examination of professional practice in order to model intentional use of online resources to avoid perpetuating harm
- critical inquiry into the role of online platforms (for example, gaming and video sharing) in the resurgence and normalization of antisemitism.

Culturally responsive and relevant pedagogical practices

- culturally responsive and relevant practices that reflect understanding of learners' diverse identities, as well as Jewish culture and identity in Canada and around the world
- exploration of context specific policies on the selection and use of culturally inclusive resources that support learning to foster engagement and well-being
- awareness of cultural appropriation and cultural appreciation

- exploration of the concept of Indigeneity and how it contributes to understanding culture and identity
- understanding of diversity and intersectionality within all Jewish communities (for example, Middle Eastern, African, Asian and 2SLGBTQ+).

Social justice and democratic citizenship

- actions to promote a just society that are grounded in legislation and policies related to democratic citizenship within local, national and global contexts
- processes and practices that foster learners' voice and choice, respect diversity and promote social justice
- strategies for consensus-building, participatory democracy and empowerment within schools and the community that promote voice, agency and allyship to counter antisemitism
- practices to empower educators to teach about Jewish culture and contributions to social justice movements (for example, the civil rights movement)
- strategies to address antisemitism within social justice discourse.

Environmental sustainability

- shared responsibility and partnership to foster ecological justice that recognize the role of Jewish people and organizations as leaders in environmental sustainability and technological innovations
- integration of environmentally sustainable policies, pedagogies and practices
- processes that engage learners as active global citizens in supporting environmental and economic sustainability
- strategies to develop understanding that shared space is an ecological and geopolitical responsibility, grounded in teaching that embed environmental stewardship in Jewish cultural and religious traditions.

Shared responsibility for learning

- processes and practices to foster communication and collaboration with learners, families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians, agencies and the school community to support learning
- partnerships with families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians that value shared decision-making, confidentiality, advocacy and leadership
- engagement with community agencies and stakeholders to provide authentic learning experiences, including exploring the positive contributions of Jewish communities
- school, system and community supports to protect educators and learners from experiencing subject-related trauma.

Communities of professional learning

- professional learning communities that promote critical pedagogy and collective efficacy to build professional practice and leadership regarding countering antisemitism and Holocaust education
- research and leadership to advance professional practice through ongoing collaborative inquiry, dialogue and innovation
- opportunities for educators to develop fluency around noticing, naming and interrupting antisemitism in professional contexts
- reflective dialogue to support learning and teaching about countering antisemitism at every level of the organization
- strategies to connect with community organizations to support ongoing professional learning (for example, Friends of Simon Wiesenthal Centre for Holocaust Studies, Toronto Holocaust Museum, Liberation 75, Montreal Holocaust Museum).

Resources

Resources to support the development of the AQ Course *Holocaust Education and Countering Antisemitism, Part II* can be found on the [College](#) website and the [Ontario Ministry of Education](#) website.

Appendix 1

Continuum Of Learning in Schedule D Additional Qualification (AQ) Courses

Considerations

- Consistency across the three Schedule D sessions to:
 - support the development and progression of knowledge, implementation and leadership
 - support candidates who take the sessions from different providers
- Candidates' professional experience and learning needs in relation to the required elements of the AQ course.

Schedule D, Part 1

Schedule D, Part 2

Schedule D, Specialist - Leadership

Learning and Applying



Applying and Extending



Leading and Researching

What do candidates need to know about the subject matter? – Develop content knowledge



What more do candidates need to know? – Deepen knowledge and implementation strategies



How do candidates become leaders in the subject area? - Develop leadership skills

Instructor (expert in the subject area) driven



Instructor and candidate driven



Candidate driven supported by instructor

Instructor leads co-construction of learning goals



Instructors and candidates share responsibility of the learning goals related to the subject matter



Candidates develop learning goals to bring their knowledge to others

Understand pertinent legislation and policies



Dig deeper/Investigate into pertinent legislation and policies



Analyze pertinent legislation and policies and measure impact at school and system level



Continuum of Learning in Schedule D Additional Qualification (AQ) Courses

Accessibility for Ontarians with Disabilities Act (AODA) Compliant Text:

Schedule D, Part 1

This is the first level on a three-level continuum as outlined in the columns above.

Learning and Applying

- What do candidates need to know about the subject matter? – Develop content knowledge
- Instructor (expert in the subject area) driven
- Instructor leads co-construction of learning goals
- Understand pertinent legislation and policies
- Apply curriculum and policies to candidates' teaching contexts
- Understand the learning context of subject matter (for example, examine Standards of Practice, parent/guardian and community engagement strategies, learner identity)
- Read research, theories and frameworks related to subject matter
- Apply subject content research to the candidates' teaching context.

Schedule D, Part 2

This is the second level on a three-level continuum as outlined in the columns above.

Applying and Extending

- What more do candidates need to know? – Deepen knowledge and implementation strategies
- Instructor and candidate driven
- Instructors and candidates share responsibility of the learning goals related to the subject matter
- Dig deeper/Investigate into pertinent legislation and policies
- Extend curriculum and policies to problems of practice in the field and implementation in professional learning communities
- Engage with the learning context of subject matter (for example, apply Standards of Practice, parent/guardian and community engagement strategies, learner identity)
- Expand scope of research, theories and frameworks related to subject matter (for example, candidates establish subject-specific research goals)
- Extend the application of subject content research
- to the teaching context of the candidate and beyond (for example, school, Board, community).

Schedule D, Specialist – Leadership

This is the third level on a three-level continuum as outlined in the columns above.

Leading and Researching

- How do candidates become leaders in the subject area? - Develop leadership skills
- Candidate driven supported by instructor,
- Candidates develop learning goals to bring their knowledge to others
- Analyze pertinent legislation and policies and measure impact at school and system level
- Lead change related to curriculum and policy implementation
- Lead innovation in teaching and learning in the learning context (for example, investigate Standards of Practice, parent/guardian and community engagement strategies, learner identity)
- Develop leadership strategies to further research, theories and frameworks related to subject matter
- Apply leadership strategies and subject content research to lead instructional practice.

Appendix 2

Glossary

The following terms were used throughout the guideline. The definitions provided in this non-exhaustive list are a starting point for further research and understanding.

Antisemitism

Adopted by Canada in 2019 and the Province of Ontario in 2020.

A certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities (International Holocaust Remembrance Alliance, 2016).

Disinformation

False information deliberately and often covertly spread in order to influence public opinion or obscure the truth (Merriam-Webster, n.d.).

Fundamentalism

Type of religious movement characterized by the advocacy of strict conformity to sacred texts (Munson, 2023).

Genocide

The United Nations defines genocide as any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group, including killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about a physical destruction in whole or in part; imposing measures intended to prevent births within the group; forcibly transferring children of the group to another group (United Nations, 1984).

Hate Crime

A criminal offence committed against a person or property that is based solely upon the victim's race, religion, nationality, ethnic origin, sexual orientation, gender or disability (Department of Justice Canada, 2022).

Holocaust

Numerous definitions of Holocaust exist. Two are provided here.

The Holocaust was unprecedented genocide, total and systematic, perpetrated by Nazi Germany and its collaborators, with the aim of annihilating the Jewish people. The primary motivation was the Nazis' antisemitic racist ideology. Between 1933 and 1941, Nazi Germany pursued a policy that dispossessed the Jews of their rights and their property, followed by the branding and concentration of the Jewish population. In 1941, following the invasion of the Soviet Union, the Nazis and their collaborators launched the systematic mass murder of the Jews. By 1945, nearly six million Jews had been murdered (Yad Vashem, n.d.).

A word of Greek origin meaning "sacrifice" by fire. The Hebrew word for Holocaust is sho'ah, a Biblical term signifying "catastrophe" or "destruction." The Holocaust was the systematic persecution and murder of 6 million Jews, organized by the Nazi State and its collaborators from 1933 to 1945. In addition to committing genocide against the Jews, the Nazis committed genocide against the Roma and the Sinti. Other marginalized groups were also persecuted during this period: people with disabilities, homosexuals, Slavic people, political opponents, and Jehovah Witnesses (Montreal Holocaust Museum, 2018).

Judaeans

A native inhabitant of Judaea, the southern part of ancient Palestine (Oxford University Press, 2023).

Misinformation

Incorrect or misleading information (Merriam-Webster, n.d.).

Nazi

Short for Nationalsozialistische Deutsche Arbeiter-Partei (N.S.D.A.P.), the German national socialist political party that emerged in Munich after World War I. The party was taken over by Adolf Hitler in the early 1920s. The swastika was the party symbol. In 1933, the Nazi party took political control of Germany in a democratic election. Nazi ideology included the following motives of discrimination: origin, ethnicity, skin colour, gender, handicap, religion, language, sexual orientation, political convictions (Echoes & Reflections; Montreal Holocaust Museum).

Pogrom

An organized massacre of a particular ethnic group, in particular that of Jewish people in Russia or eastern Europe in the late 19th and early 20th centuries (Oxford University Press, 2023).

Propaganda

Information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view (Oxford University Press, 2023).

Resistance

Generally, action of an individual, nation or group in opposition to those in power. For the purposes of this document, resistance typically refers to efforts by Jews and others to oppose persecution at the hands of the Nazis and their partners (Echoes & Reflections).

Social presence

Teaching is a public profession. Canada's Supreme Court ruled that teachers' off-duty conduct, even when not directly related to students, is relevant to their suitability to teach. Members must maintain a sense of professionalism at all times – in their personal and professional lives (Ontario College of Teachers, 2017).

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing (Oxford University Press, 2023).

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Appendix 3

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