



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

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 and Demonstration 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 I* 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.

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 Jewish people was normalized throughout European society and beyond, and provided a foundation for scapegoating, othering, dehumanization, and eventually, the murder of six million Jewish people 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 Jewish people 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, Jewish people 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 fourth 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 Jewish people 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 accepting 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 Jewish people 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.

As Additional Qualification (AQ) providers prepare to offer the *Holocaust Education and Countering Antisemitism* AQ, resources made available through organizations such as by [Friends of Simon Wiesenthal Centre for Holocaust Studies](#), [Liberation75](#), [Montreal Holocaust Museum](#), [Canadian Society for Yad Vashem](#) and [The World Holocaust Remembrance Center](#) will enable course developers to identify historical events that may be referenced as a starting point to contextualize educator professional learning related to antisemitism and the Holocaust. Global events may include the expulsion of Jewish people from Spain between the 15th and 19th centuries and mass immigration of Jewish people to North America as they fled waves of pogroms in Eastern Europe at the turn of the 20th century.

Canadian events may include the refusal of entry to the 900 passengers of the M.S. St. Louis, who were fleeing Nazi Germany, and enrolment caps that limited entry of Jewish students into professional schools up until the 1970s, and the Supreme Court of Canada's 1984 rejection of Holocaust denier James Keegstra's claim that criminal charges against him violated freedom of expression. Course developers may also reference an early 21st century global event that began in Canada; the United Nations Human Right Committee rejected Malcolm Ross's application to overturn his removal from a New Brunswick teaching position noting that the removal was "considered a restriction necessary to protect the right and freedom of Jewish children to have a school system free from bias, prejudice and intolerance". (*Malcolm Ross v. Canada*, 2000).

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.

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 I* 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 I enhances candidates' subject-specific professional practice, knowledge and skills in the following required elements:

Anti-Oppression Foundation

- 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)
- 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 including the intersectionality of identity as multinational and multiracial as a result of centuries of diasporic living
- strategies to support learners and educators to address personal biases that shape their understanding of diverse Jewish communities and the Holocaust.

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 *Holocaust Education and Countering Antisemitism, Part I* 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.

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

- Ontario curriculum, policies, frameworks, strategies and resources related to *Holocaust Education and Countering Antisemitism, Part I*
- 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 *Holocaust Education and Countering Antisemitism, Part I*
- 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 *Holocaust Education and Countering Antisemitism, Part I*
- 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 related policy 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 approaches to emphasize the importance of inquiry-based learning and transferable skills to counter antisemitism within and beyond the classroom, including the analysis and understanding of the stages of genocide
- cross-curricular and multidisciplinary approaches to teaching about the Holocaust (for example, prisoner and survivor experiences through music and visual art, eugenics and contextualizing ethical experimentation in science)
- strategies to address the impact caused by inflammatory words and images (including those seen in social media)
- strategies to teach about and teach through media in order to develop critical literacy skills to recognize, analyze and respond to media experiences that perpetuate antisemitism (for example, propaganda, misinformation and disinformation)
- 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
- analysis of definitions of antisemitism and use of appropriate terminology within the context of Ontario's education system.

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, exploring intercultural connections within and between diverse Jewish communities, culturally-affirming language)
- inclusive learning environments that facilitate learning, reflect diversity and raise awareness of intersectionality within Jewish identities and foster learner agency
- strategies to foster safe environments that honour the culture and identity of Jewish learners and their families

- practices to acknowledge and protect educators and learners from acts of antisemitism
- strategies to create a safe learning environment to address sensitive and challenging contexts.

Teaching and learning through e-Learning principles

- Integration of information and communication technology to enhance teaching and learning (for example, accessing board and Ministry approved Holocaust education resources)
- 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 (for example, propaganda in the form of news reports, social media posts and memes) impact individuals and communities
- 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, propagation 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 diverse Jewish cultures and intersecting identities in Canada and around the world (for example, Ashkenazi, Sephardi, Beta Israël and Mizrahi Jewish communities)
- exploration of context specific policies on the selection and use of culturally inclusive resources that support learning to foster engagement and well-being
- understanding of diversity and intersectionality within all Jewish communities (for example, Middle Eastern, African, Asian and 2SLGBTQ+)
- exploration of the relationships between culture, citizenship, history and identities.

Social justice and democratic citizenship

- legislation and policies related to democratic citizenship within local, national and global contexts that support learners to take actions to promote a just society
- critical thinking to engage learners in actionable strategies to address antisemitism in their school and communities
- strategies for consensus-building, participatory democracy and empowerment within schools and the community that promote voice, agency and allyship to counter antisemitism

- practices to teach about Jewish contributions to social and ecological justice movements and technological innovations (for example, the civil rights movement, communal farming, computer firewalls)
- strategies to counter bystanderism and challenge social norms that perpetuate oppression against Jewish communities (for example, speaking out about the use of antisemitic language, reporting acts of antisemitism).

Shared responsibility for learning

- processes and practices to foster communication and collaboration with learners, families, caregivers, guardians, multifaith agencies and the school community to support learning
- partnerships with families, caregivers, 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
- 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 education system
- strategies to connect with community organizations to support ongoing professional learning (for example, Friends of Simon Wiesenthal Centre for Holocaust Studies, Toronto Holocaust Museum, Liberation75, Montreal Holocaust Museum).

Resources

Resources to support the development of the AQ Course *Holocaust Education and Countering Antisemitism, Part I* 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

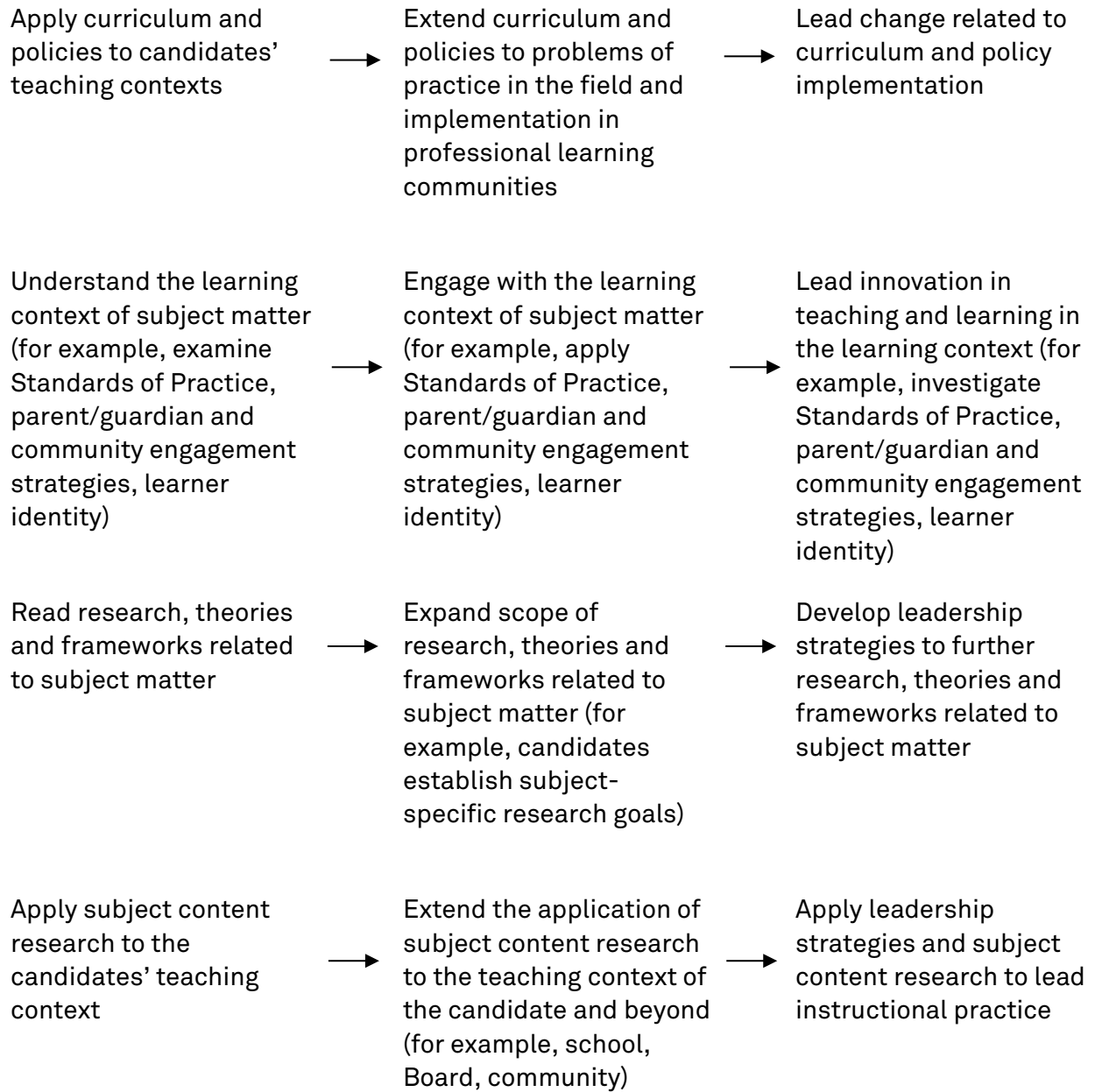
Understand pertinent legislation and policies



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

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