



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

Professional Advisory

Addressing Hate and Discrimination

Case Studies Facilitator's Guide

Introduction

Thank you for supporting professional learning related to the *Professional Advisory Addressing Hate and Discrimination*.

The guidance provided in the *Advisory* and the accompanying appendix of case studies applies to all Ontario Certified Teachers (OCTs) who hold a Certificate of Qualification and Registration issued by the Ontario College of Teachers (the College), including teachers, consultants, vice-principals, principals, supervisory officers, directors of education, those working in private and independent schools, and those in non-school positions.

The purpose of these professional learning support resources (including the *Appendix*, this *Facilitator's Guide*, and the *Facilitator's PowerPoint*) is to help OCTs:

- Address incidents of hate and discrimination by recognizing and responding to such occurrences within learning environments.
- Build awareness and understanding of professional, ethical, and legal obligations to avoid discriminatory conduct and foster safe, equitable and inclusive learning environments.
- Know their role through increased understanding of professional expectations and how their actions inside and outside the learning environment, both in-person and online, must reflect professional standards and ethical conduct.

How the materials work together

Professional Advisory

Provides OCTs with advice on how to address hate and discrimination in a learning environment.



Appendix: Case Studies

Developed to support the advisory.
Based on real-life examples.



Case Studies Facilitator's Guide

Supports the facilitation
of professional learning by
examining the case studies.



PowerPoint

Supports the facilitation
of professional learning by
examining the case studies.
May be used in addition to the
Case Studies Facilitator's Guide.

Case Studies Facilitator's Guide

This guide supports the facilitation of professional learning through the use of case studies found in the *Appendix* for the *Professional Advisory Addressing Hate and Discrimination*. They are designed to provide OCTs examples of how to work through and respond professionally to acts of hate and discrimination. Each case includes four content areas:

- **Scenario:** Describes a situation based on real life occurrences, presented from the point of view of an OCT
- **Address it:** Provides guidance on addressing the issue professionally
- **Build awareness:** Highlights professional, ethical, and legal responsibilities
- **Know your role:** Clarifies how an OCT's actions reflect professional expectations

The case studies address issues such as sharing political and personal beliefs, dismissing acts of hate and discrimination, and diverging from the curriculum.

This guide provides a three-part structure for use in a variety of settings, such as staff meetings, professional development sessions, collaborative inquiries, Additional Qualification courses, or pre-service education settings.

Part 1 – MINDS ON: Activate Prior Knowledge

Create a safe and inclusive space for participants to reflect on their identities, assumptions, and professional responsibilities.

Suggestions:

- Acknowledge that some content may be sensitive to certain individuals.
- Begin with a quiet individual reflection or a short poll (digital or physical).
- Invite participants to select from the following guiding questions to engage in small group discussion using cooperative learning strategies such as a Four Corners activity.

Sample Guiding Questions:

- What is your understanding of your professional, ethical, and legal responsibilities around addressing hate and discrimination?
- How do your identities, privileges and lived experiences shape your daily practice as an OCT?
- What incidents of hate or discrimination have you witnessed or experienced that affected student well-being or inclusion?
- How are you creating an identity-affirming space where all students feel valued and that they belong?

Part 2 – ACTION: Engage with the Scenario

Use one or more case studies with the help of the guiding questions to encourage discussion on identity, disrupting bias and upholding professional standards.

Suggestions:

- Offer choice: Let participants choose which case study scenario to unpack.
- Encourage role-based perspectives (e.g., classroom teacher, administrator, teacher candidate, superintendent) and draw on their own experience.
- Introduce the “Scenario” and use the guiding questions to have participants share in small groups or through a collaborative document (if virtual).
- Highlight key points from “Address it” and “Build awareness” content for the scenario and invite reflections.

Sample Guiding Questions:

- What stands out to you in this scenario? Why?
- What biases, assumptions, or stereotypes may be present? How do they reflect or disrupt dominant narratives?
- Who holds power? Who is impacted?
- What actions could prevent, interrupt or repair harm? What supports or policies might be helpful?
- Where do you feel confident? Where do you feel uncertain?
- What are the professional, ethical, and legal implications for an OCT?

Part 3 – CONSOLIDATION: Synthesize and Reflect

Develop shared understanding, identify tensions, and consider next steps.

Suggestions:

- Highlight key points from “Know your role” content for the scenario and invite reflections.

Sample Guiding Questions:

- What points of resonance or dissonance emerged for you? Why?
- How might this case inform your future decisions, interactions, or leadership?
- What commitment or questions are you leaving with?

Additional Suggestions to Support Engagement and Accessibility

- Co-develop norms: Foster a safe space for reflection and critical dialogue.
- Engagement: Offer choice in activities, pacing, case studies, groupings and/or roles.
- Representation: Include various communication formats – text, audio, visual – where possible.
- Expression: Encourage multiple forms of reflection, e.g., verbal, written, artistic.
- Scaffold participation: Use sentence starters, discussion roles, and prompts to support diverse learners.
- Pause for reflection: Provide time for reflection before group discussion.
- Support: Offer additional resources or training which may be made available by your employers, the Ministry of Education, federations, and professional associations to encourage ongoing learning.

About The Ontario College of Teachers

The College is the regulatory body for Ontario's teaching profession.

Self-regulation recognizes the maturity of a profession and acknowledges its members can govern 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. It has the right and responsibility to license and discipline its professionals, including suspending and revoking those licences.

Our mandate

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

The College's role and the advice provided

The College's mandate is to serve the public interest by regulating the teaching profession to protect students. By providing OCTs with practical advice to help address hate and discrimination, the College aims to help OCTs nurture a sense of belonging and inclusivity within learning environments, thus creating conditions for students to thrive in the classroom and beyond.

The College does not tolerate acts of hate or discrimination of any kind. OCTs are held to high ethical standards and standards of practice. Contravening these standards, including by engaging in hateful or discriminatory behaviour, may be considered professional misconduct.



**Ontario
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Ontario's Teaching Regulator

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Cette publication est également disponible en français sous le titre
Recommandation professionnelle : Aborder la haine et la discrimination.