

Working with teachers to transform Holocaust education

The impact of the Institute of Education's
Centre for Holocaust Education

“ The absolute best CPD programme I have encountered in nine years. It is so useful to have a research based, academically rigorous programme combined with practical approaches to learning in the classroom.

Emma Horton , Head of Humanities, Oxfordshire

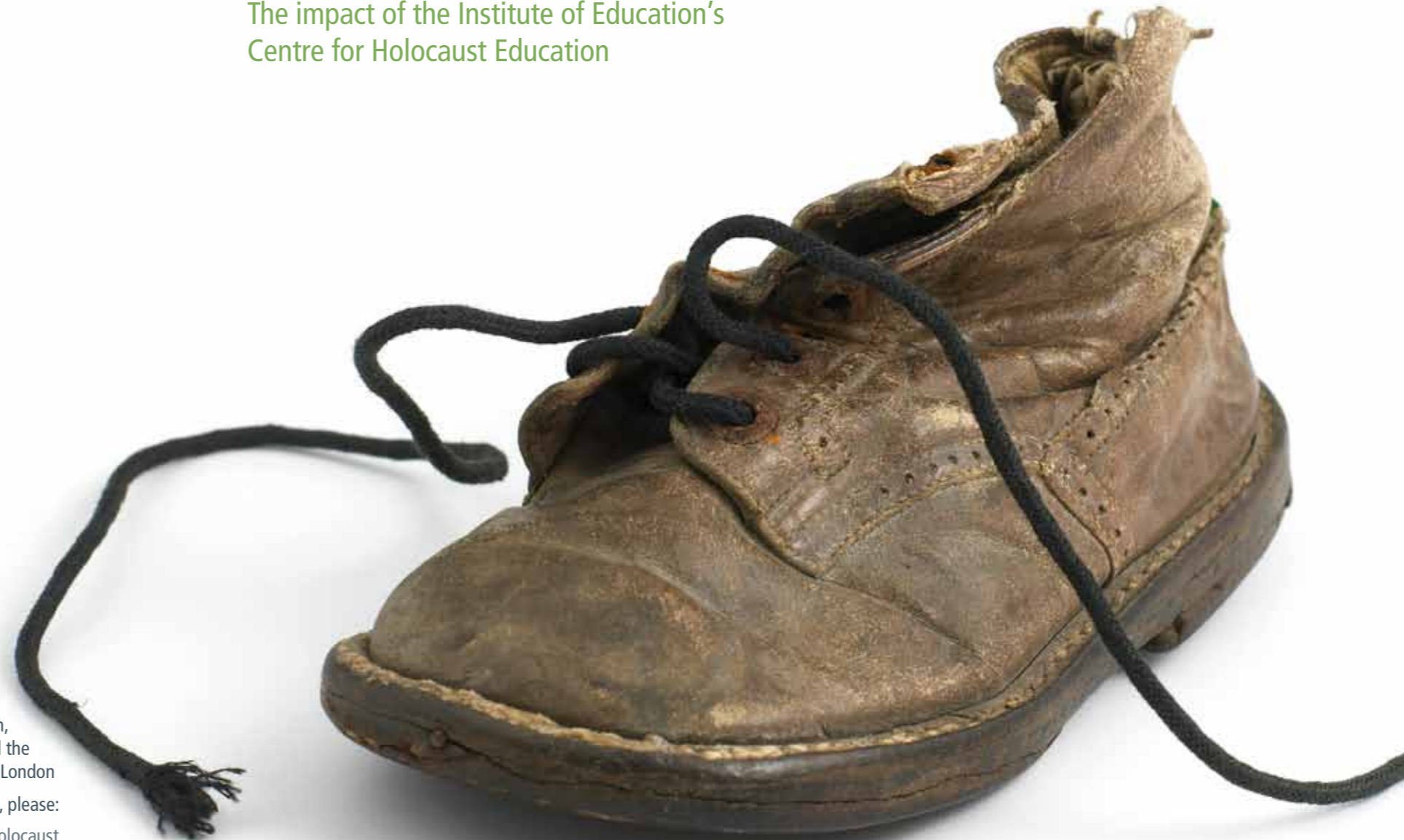


The IOE's programme was developed in partnership with Pears Foundation with support from the Department for Education

Images courtesy of The Jewish Museum, Olivia Hemingway (www.oliviahemingway.com) and the Institute of Education, University of London

For any questions about the content of this document, please:

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Praise for the IOE's Holocaust Education Programme

"It is with great pleasure that I acknowledge the high standard achieved by the Institute of Education at the University of London. It is rightly recognised as a leading institution for educating and guiding teachers in Holocaust education."

Ben Helfgott MBE
Survivor of the Holocaust and British Olympian

"The IOE is committed to excellence in teaching and learning about the Holocaust and I am very proud that we provide a national programme that is at the cutting edge of the field."

Professor Chris Husbands
Director of the Institute of Education, University of London

"The truly distinctive contribution the Institute of Education makes to learning about the Holocaust is in combining extensive research into classroom needs with a programme specifically designed to meet these challenges. As such, it is uniquely responsive to the issues that teachers and pupils face in studying this complex and emotionally-charged subject.

This is the first time anywhere in the world that a Holocaust education programme has been based so clearly upon what teachers actually say they need. The IOE stands not only as the leading institution in teacher development in the United Kingdom, but now as a world class provider of Holocaust education.

The results in the classroom are hugely impressive. The Institute's approach marks a shift away from simple 'lessons of the Holocaust' to genuine engagement with the complexity of the past, and deep learning about one of the most traumatic events in human history. What is remarkable is the extent to which such complexity can be made accessible to pupils. The great educator Janusz Korczak, murdered in Treblinka with the children he refused to abandon, once said that young people surprise us because we constantly underestimate them. The Institute of Education refuses to underestimate young people's capacity to engage with the complexity of the Holocaust, and the evidence from the impact of their work is that pupils consistently rise to this challenge.

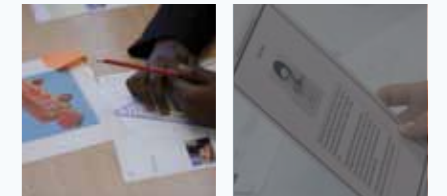
The IOE is, therefore, at the leading edge of Holocaust education internationally. It was the Institute's empirical research that enabled the UK to become the first member state to submit a fully revised, research-informed Country Report to the Task Force for International Cooperation on Holocaust Education, Remembrance, and Research (ITF), and it is the Institute's commitment to ongoing and rigorous evaluation that will ensure Holocaust education remains responsive to classroom needs and develops according to new findings."

Sir Andrew Burns
UK Envoy for Post-Holocaust Issues
Head of the UK delegation, Task Force for International Cooperation on Holocaust Education, Remembrance, and Research (ITF)

Vision

The IOE's Centre for Holocaust Education runs the world's first research-informed, national programme of professional development in the field. Building on the successes of the first phase of the programme (2008-2011), the IOE is committed to working with teachers on an ambitious 4 year plan (2011-2015) to transform Holocaust education in England. Key outcomes include:

- By 2015 approximately 3,000 teachers directly impacting more than 1.5 million pupils will participate in the IOE's Holocaust education programmes.
- By 2015 a minimum of 1,000 beginning teachers on Initial Teacher Education (ITE) courses in universities across the country will directly benefit from the IOE's bespoke one-day Holocaust education programme.
- By 2015 approximately 200 teachers will participate in the programme's distinctive and fully accredited online MA module, 'The Holocaust in the Curriculum'.
- By 2015 an estimated 400 secondary schools will be directly linked to the Holocaust education programme's national 'Beacon School' initiative.
- In 2013-14 the IOE's Holocaust education programme will publish the first ever large-scale national study into students' understanding of the Holocaust. This ground-breaking study and other associated scholarship and research will ensure that the programme continues to be a national and international leader in the field of Holocaust education.



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Who we are and what we stand for

Over the last three years, the Institute of Education (IOE), a graduate college of the University of London, has become the UK's foremost provider of Holocaust education for teachers. More than 2,500 teachers have already benefitted from the IOE's groundbreaking programme, developed in partnership with Pears Foundation and supported by the Department for Education. This encompasses Initial Teacher Education (ITE), Continuing Professional Development (CPD) and Masters accreditation.

The IOE's distinctive contribution is in bringing together – for the first time anywhere in the world – large scale national research into actual classroom needs with educational approaches, activities and materials specifically designed to respond to the challenges in teaching and learning about the Holocaust.

A full time research team continues to evaluate the impact of the programme through follow-up surveys with teachers and school case studies that consist of in-depth semi-structured interviews; analysis of schemes of work and lesson plans; and classroom observation. It is this ongoing and rigorous evaluation that ensures the programme remains uniquely responsive to classroom needs and develops according to new findings.



Aims and principles

- **The importance of the human story**

The Holocaust *is* explicable – as a human event with human causes it is open to study and understanding, even though its scale, complexity and the emotional demands it places upon both teacher and learner can feel overwhelming. And the value in studying the Holocaust is enormous as it reveals the full spectrum of what human beings are capable – from the worst forms of hatred and cruelty to the most inspiring stories of courage and the resilience of the human spirit.

- **Deepening knowledge and understanding**

Deep understanding requires detailed and accurate knowledge: it will not result from the over simplistic comparisons and universal 'lessons' characteristic of much Holocaust education. In a deliberate move away from using the Holocaust to preach easy moral lessons the IOE takes a rigorous, historically grounded approach, giving students access to accurate historical knowledge and making the most complex and challenging issues accessible to secondary school pupils at all ability levels.

- **Restoring the voice of the victims**

We need to avoid a narrative that fails to go beyond an account of the murder process: 'what the Nazis did to their victims'. It is vital that the victims' voices are also present in our history lessons – that they are not viewed as a passive mass arriving on the historical stage to be killed in the gas chambers, but rather as ordinary people in extraordinary times, having to make incredibly difficult choices as they face the most challenging dilemmas.

- **Rehumanising the perpetrators, collaborators and bystanders**

It is essential to rehumanise the different people associated with the Holocaust and to understand the choices and decisions they made in the context of their time. Only then is it possible to attain a more nuanced understanding of this complex past, one that might help us to identify causes, stages and warning signs that may aid future efforts towards the prevention of genocide.

- **Moving beyond shock tactics and atrocity images**

The careful choice of age-appropriate materials and activities is crucial. Shock tactics that use graphic atrocity images are more likely to cause horror and revulsion than deep learning. Such images are also more likely to reinforce unhelpful stereotypes of the perpetrators as sadistic, evil 'monsters' and the victims as a 'helpless, passive mass'.

- **Empowering young people**

The Holocaust is widely used and misused in the service of diverse agendas. Accurately understanding the event itself is therefore essential to young people's educational literacy, if they are to be in a position to weigh for themselves the claims that invoke the memory or imagery of the Holocaust.

- **An educational imperative**

The Holocaust was a European catastrophe: across the continent ordinary people became complicit in the murder of their Jewish neighbours. This stark fact challenges our notions of 'progress', 'civilization', and the development of western society. We must consider how and why modern societies descended so quickly and so completely into genocide, if we are to begin to understand human beings' capacity for self-annihilation.

Why have a national programme of teacher development in Holocaust education?

The Holocaust has been a compulsory topic within secondary school history at Key Stage 3 (ages 11-14) since the National Curriculum was introduced in 1991. However, the curriculum document provides no guidance as to how this complex, potentially contentious, and often emotive subject could – or should – be approached within the classroom.*

In 2007, a symposium of organisations and individuals working in the field of Holocaust education raised concerns that, with limited support, many teachers were struggling to find sensitive yet effective ways of developing their students' understanding of the Holocaust. This led to an announcement that Pears Foundation – a UK based charitable foundation – and the British government would jointly commit £1.5 million funding over three years to provide professional development for secondary school teachers in England.

The following year, the Holocaust Education Development Programme, or HEDP, was established at the Institute of Education to take on this vital task. Internationally renowned specialist Holocaust educators were recruited to complement the existing expertise of the Institute's own highly regarded history and religious education teacher educators.



* Within the 2007 Key Stage 3 history curriculum, students must be taught about: the changing nature of conflict and cooperation between countries and peoples and its lasting impact on national, ethnic, racial, cultural or religious issues, including the nature and impact of the two world wars and the Holocaust, and the role of European and international institutions in resolving conflicts. (QCA 2007:116).

What support do teachers actually need?

Despite being on the national curriculum and much activity in the field of Holocaust education, there was no national research into what teachers actually thought about teaching the Holocaust, what challenges they faced, or what support they needed.

From the outset, it was considered vitally important that the Institute's new teacher development programme be built on a foundation of rich and comprehensive research evidence. This led to the interrogation of questions such as: in what ways were teachers across England currently teaching about the Holocaust? How long did they spend? What specific challenges did they face, and how could teachers best be supported? Was the topic taught exclusively at KS3 and in history lessons? How often were other subjects and other year groups involved? How much did teachers themselves know about the Holocaust? How did they feel about it being a compulsory component of the school curriculum?

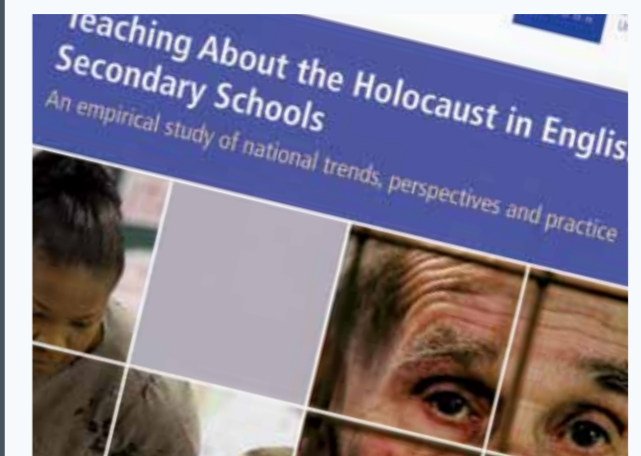
Aside from a handful of instructive but small-scale and isolated studies, questions such as these had never been systematically investigated. And so, in September 2008, the research team embarked upon an unprecedentedly extensive national study of existing practice.

Between November 2008 and April 2009, more than 2,000 teachers from across England responded to a 54 question online survey and 68 teachers

at 24 different schools took part in follow-up interviews. These teachers offered a wide and representative range of perspectives in terms of personal background, prior teaching experience, curriculum area and school type. While the online survey was open to teachers of any school subject, history teachers were the main focus of the follow-up interviews.

In September 2009, the findings were published as 'Teaching About the Holocaust in English Secondary Schools: An empirical study of national trends, perspectives and practice' (available for download at ioe.ac.uk/holocaust).

The research has proven invaluable, not only to those for whom it was commissioned but as a resource to be shared with everyone involved in Holocaust education, nationally and internationally. Critically, it has centrally informed the development and delivery of the Institute's groundbreaking programme of teacher professional development.



Five stage, two day programme

Before day one

Teachers are provided with a range of online preparatory materials including written historical accounts and video lectures by leading international historians:

'Holocaust – Historical Overview' by Prof. David Cesarani (Royal Holloway, University of London)

'Significance of the Holocaust' by Prof. Yehuda Bauer (Yad Vashem, Jerusalem)

'Myths & misconceptions' by Stephen Feinberg (USHMM, Washington DC)

More video lectures are being added, including:

'Roma Genocide' by Gerhard Baumgartner (Federal Ministry for Education, Vienna)

'Antisemitism' by Mark Weitzman (Simon Wiesenthal Centre, New York)

These are intelligently organised to allow teachers different pathways through the materials depending on the amount of time they have to devote to preparation.

“ This CPD has been excellent. I have really enjoyed each session and have learnt so much. I cannot wait to begin using this knowledge with my students. Leigh Siddon, Humanities Teacher, Birmingham ”

Day one

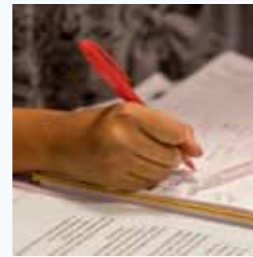
Authentic encounters: classroom approaches
In this workshop, through the interrogation of an authentic artefact, teachers first encounter Leon Greenman, an Englishman deported to Auschwitz-Birkenau with his wife and child. Leon's story provides a clear thread through all the programme's lesson materials. This session responds to common questions from teachers:

How can we move young people without shocking or traumatising them? How can we capture pupils' interest in the Holocaust?

Pre-war life
How is it possible to understand the significance of genocide if we do not appreciate what was lost? Challenging and engaging ideas for exploring the vibrancy and diversity of European Jewish communities on the eve of the Holocaust.

Interactive timeline - a historical overview
Using a combination of individual case studies and Nazi decrees to see the impact of state policy on individual men, women and children, teachers create an interactive timeline that interweaves the narratives of multiple victim groups. This practical classroom activity provides a clear historical overview without oversimplifying complex events.

Resistance and resilience
'Why didn't more people fight back?'. This pressing question that so many young people ask of their teachers is fully explored. Placing the actions of people in the past firmly within the context of their time, this workshop models how pupils' concepts of historical empathy can be developed, while helping them to understand why historical interpretations change over time.



Interim - returning to schools

Curriculum mapping
Participants map the current provision of teaching and learning about the Holocaust in their school to explore possibilities for more coherent cross-curricular planning.

Trial activities and materials from Day One
with school pupils.

Lead INSET for school colleagues, sharing materials and approaches from Day One.



Day two

Reflection
Research into effective CPD shows that space for reflection, clarification, questions and the development of ideas is vital.

Being Human?
Through a range of detailed case studies, students uncover how and why ordinary people became complicit in mass murder and reveal searching questions about what it is to be a citizen in the modern world.

Key questions explored include:
How was the Holocaust humanly possible? What kind of people became perpetrators and collaborators? What sort of people resisted the Nazis or risked everything to save their Jewish neighbours? Who gains from genocide?

Legacy
Teachers carousel a range of different lessons that explore:

- What is the continuing significance of the Holocaust in the modern world?
- How did survivors rebuild their lives?
- What impact did the genocide have on European society?



Ongoing support

Virtual Learning Environment (VLE)
Teachers access innovative and effective educational resources on the programme's VLE. They are also invited to share ideas, experiences and classroom challenges with other teachers in a community of practice.

Masters accreditation
On completion of the CPD, teachers are eligible to apply for a fully funded place on the MA module 'The Holocaust in the Curriculum' (valued at more than £800).

Beacon Schools and regional networks
Schools can apply to participate in a new programme leading to Beacon School status, leading regional networks of schools in developing and sharing good practice in Holocaust education.

A teacher's view

"I wanted to learn a 'new way' of teaching about the Holocaust."

Leanne Judson is a Teacher of Excellence in the Humanities and former Head of History at Wade Deacon High School in Widnes. She attended the Institute of Education's Holocaust education CPD programme in Liverpool in November 2009 and January 2010, keen to find an alternative to the graphic atrocity images and feature films upon which she felt her school was relying too heavily.

Response from pupils overwhelming

"The IOE's workshop on pre-war Jewish life was a light bulb moment – a revelation. I realised that I had never delivered a genuine contextual lesson on the Holocaust before. So, having attended the IOE's programme, I wanted to change our whole scheme of work. I used the IOE's approaches and classroom resources to set about changing the way the Holocaust was taught and created a pilot scheme with five classes. The response from the pupils was overwhelming."

Remarkable depth of engagement and understanding.

"The 'Interactive timeline' lesson was outstanding. It provoked so many enquiry questions from the pupils. One class in particular – bottom set, Year 11 – having created the timeline, asked: 'So Miss, when did it really start?' I responded: 'Figure it out – have a look, when do you think?' This then generated a whole debate with pupils discussing, even arguing, among themselves and forming their own judgements based on the evidence

provided in the form of case studies, micro histories, key phases in Nazi anti-Jewish policy and date cards.

"The lesson was observed by an assistant head and a visiting deputy head teacher who, as they walked out of the room, said that 'it was undoubtedly one of the best lessons' they had ever seen.

"The interpretations lesson 'Being Human?' looks at perpetrators, bystanders and rescuers, insisting that they all must be seen and understood as human beings, not the archetypal and stereotypical images that often characterise representations of the Holocaust. Again, the depth of engagement and understanding shown by the pupils was remarkable."

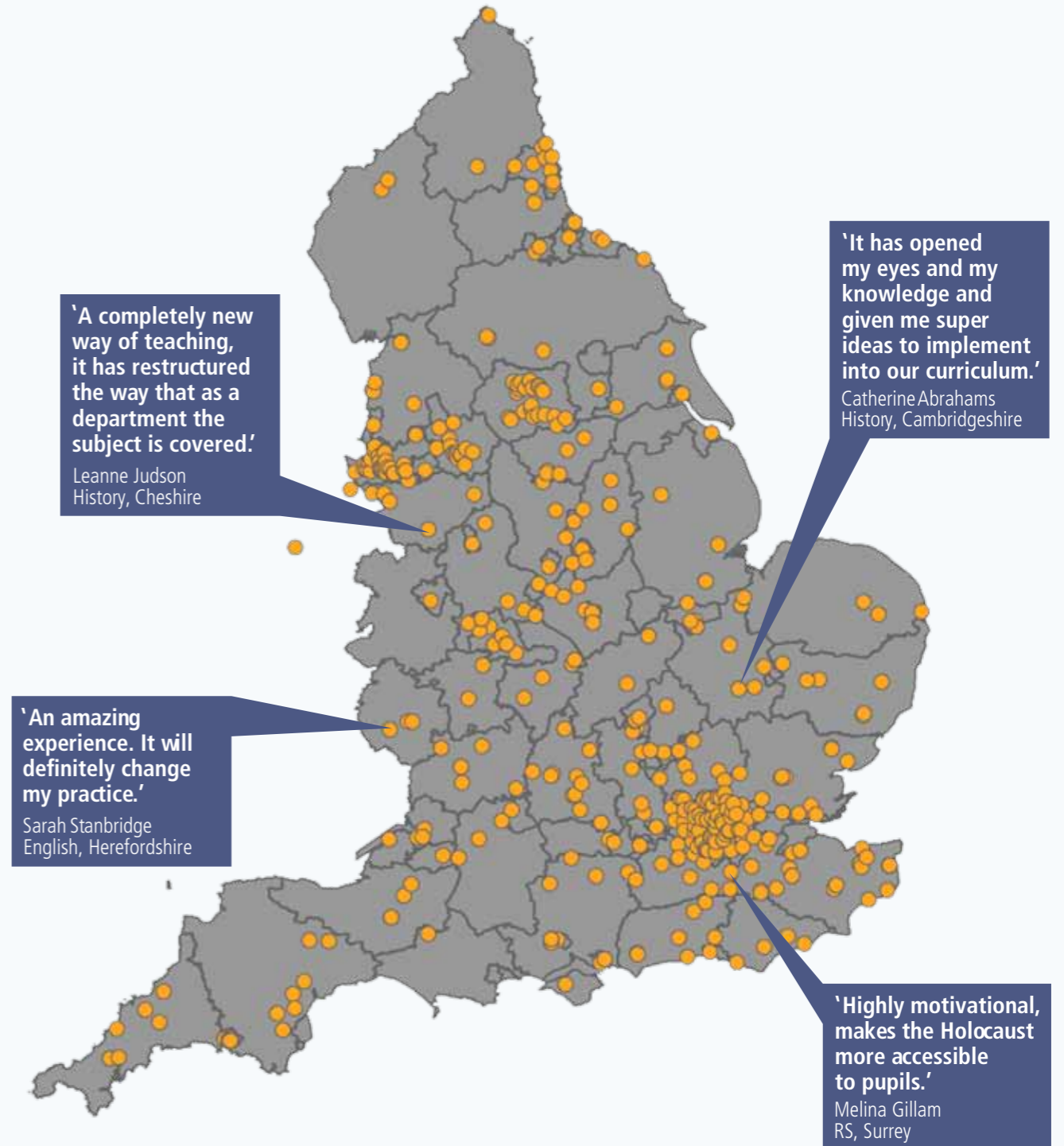
A catalyst for change

"At first some colleagues didn't want to abandon the old 'shock and awe' approach. But I had pupils from other classes asking if they could come and do some work with me and this was the catalyst for change for the whole department. Seeing the impact on the pupils' learning and the depth of their understanding was superb.

"The pilot became the way we all taught the Holocaust. The pupils cited it as the most memorable study they had done and the one that had the biggest impact on them emotionally and intellectually."



Teachers involved in the IOE's five stage, two day CPD, 2009–11



Then

In 2009 the research found that there was widespread commitment to teaching about the Holocaust however, **very few teachers had received any form of specialist professional development.**

The IOE's research report, 'Teaching about the Holocaust' offered a comprehensive portrait of existing practice in English secondary schools in 2009. The key findings presented on this page are drawn from the survey responses of 2,108 teachers and a further 68 detailed follow-up interviews with teachers in schools across the country.

82.5% of teachers said they were entirely self-taught in this area.



The Holocaust was being taught within a wide range of curriculum subjects and across all years of secondary school. However, teachers in individual subject departments often had little idea what colleagues in other departments were doing and there appeared to be only **infrequent whole-school or cross-curricular planning or coordination of work.**

Irrespective of subject background, **teachers most commonly identified with broad, overarching moral or civic objectives** for teaching about the Holocaust rather than distinct, subject specific teaching aims.

There were a number of **potentially important gaps in teachers' historical understanding**

of this period. While some teachers demonstrated very detailed subject knowledge and clear understanding, others appeared to draw on popular rather than academic interpretations and risked reproducing common misconceptions and myths.

The research found that **limited curriculum time**

was a major challenge faced by teachers. This often led to uncertainty over which topics to include and why.

Many teachers found it hard to articulate a clear rationale for their pedagogical choices.

Two content areas dominated teachers' coverage: the period of persecution in the 1930s and a focus on Auschwitz-Birkenau. Other key aspects of the Holocaust, including the pre-war lives of Jewish people, acts of resistance and important stages in the development of the genocide such as the Wannsee Conference and Operation Reinhard were much less frequently included.

Teaching focused mainly on what the Nazis did to their victims.

“What does the Government want us to be teaching? . . . What aspects are they wanting us to teach? What is the focus? . . . What is the outcome they want us to have with the students that we're teaching? Learning from the past or what we can learn in the future? . . . Or is it that they just want us to teach the facts, the figures?”

History teacher, London

Now

The IOE's team have worked with **more than 2,000** teachers through a range of activities.

536 teachers have participated in the IOE's advanced two day continuing professional development programme.



100% of teachers rate the IOE's programme as 'Excellent' (84%) or 'Good' (16%).



Evidence from the impact evaluation shows that an overwhelming: are sharing the materials and ideas with colleagues back in school.

91%

Teaching programmes in school have been transformed supported by survey, interview and documentary evidence.

Teachers report improved knowledge, greater depth of understanding, new inspiring pedagogic approaches.

Pupils are more engaged, asking more challenging questions, producing more mature written work.

Teachers embracing the study of **pre-war Jewish life, resistance and the legacy** of the Holocaust.

421 trainee teachers across the country have participated in the IOE's national Holocaust education ITE Programme in its first year.



Students are engaged by **personal stories** and teachers are moving away from atrocity images and Hollywood movies, allowing students to grapple with **authentic historical materials.**

40 teachers have participated in the **first ever Masters** level module in Holocaust education.

The IOE is making a major contribution to Holocaust education nationally and internationally.

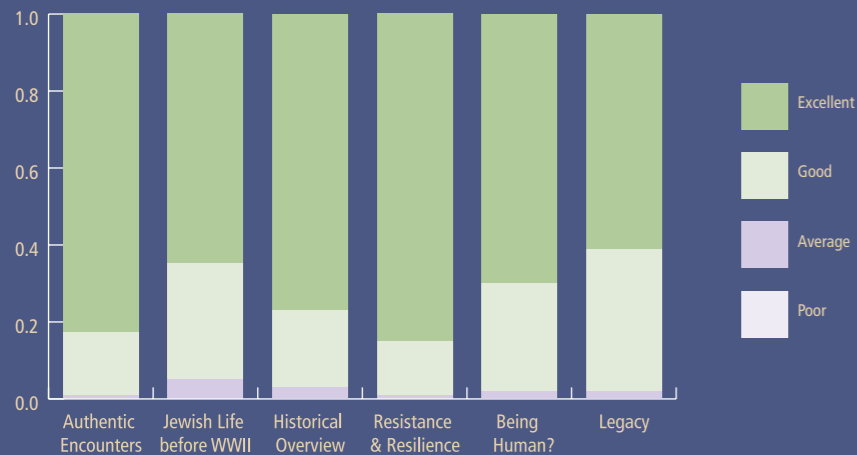
“Before I participated in the IOE's programme I had done Holocaust Memorial Days, engaged in research, led trips to Auschwitz and the Anne Frank museum, but was still left with, 'What will I teach? Where do I start? What's meaningful?' I think the CPD addresses those three questions. So for me that was the real benefit of it.”

Simon Wilson, Advanced Skills Teacher, Bedfordshire

Evaluation and impact in the classroom

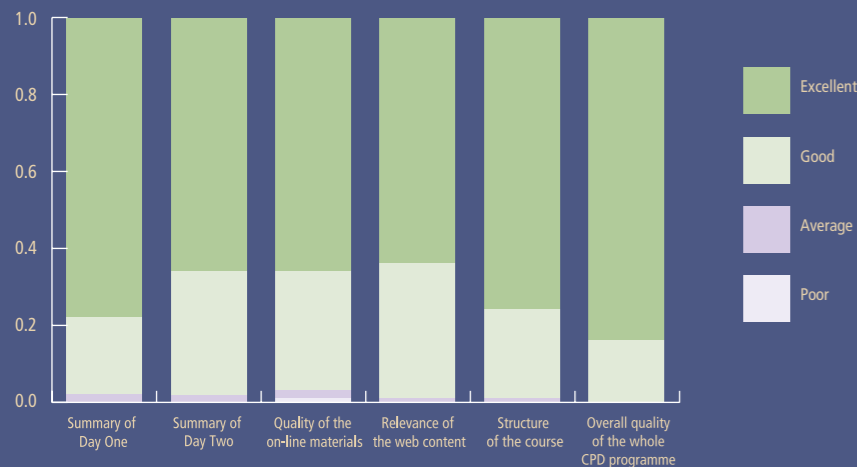
Systematically collected feedback has consistently found a very high level of satisfaction with each of the individual sessions and the overall structure and quality of the continuing professional development (CPD) programme:

Individual CPD Sessions October 2009 - November 2011



Most notably 100% of participants said they found the overall quality of the whole CPD programme to be 'Excellent' (84%) or 'Good' (16%).¹

Summary Ratings October 2009 - November 2011



What impact is the programme having in the classroom?

During the spring and summer terms of 2011, alumni of the CPD programme were sent a detailed 35 question survey that contained a combination of quantitative (closed) and qualitative (open) questions.² The survey generated a fascinating picture of the impact the CPD is having in the classroom and was enriched by nine in-depth case studies of teachers around England.³



Cascading impact

91% of teachers who responded to the survey stated that they had shared the resources and ideas from the CPD with their colleagues back in school. The large majority also reported that their colleagues responded positively:

"[Colleagues responded] very positively. The course was broken down so well and the resources and learning aims etc. are all genuinely applicable to our lessons and to students' learning and staff really appreciate that."

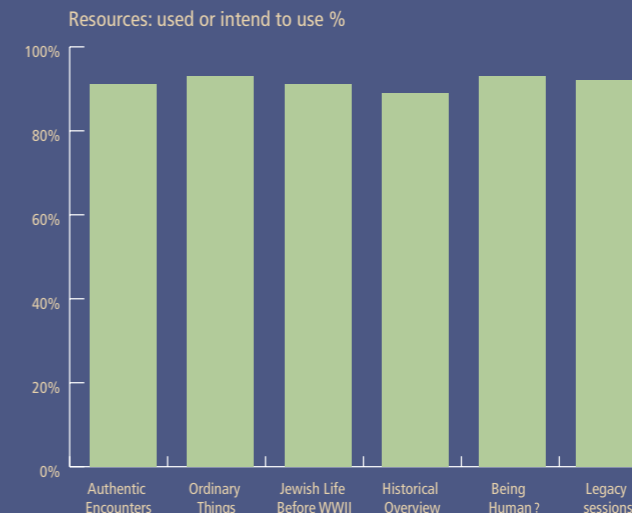
History Teacher, Kent

"My colleagues were impressed and are currently beginning to start the topic to Year 9 so they are excited by new ideas and new resources to help teach a challenging and such a significant topic."

History Teacher, London

Use of materials and new 'Schemes of Work'

Teachers' initial enthusiasm for the materials (as demonstrated in the initial feedback) is being translated into an excellent take up rate of CPD resource materials and teaching ideas in the classroom.



Qualitative data from open-ended survey questions, interviews and analysis of school Schemes of Work and lesson plans corroborate this impact and provide extensive detail of how teachers are using the materials.

"We have completely overhauled our Holocaust Scheme of Work, focusing on personal stories and relating these to the wider social aspects as it is much easier for students to access in this way. We place more importance on the lasting effects on the Jewish community and the wider world than we did before."

RE Teacher, London

"I have rewritten the Scheme of Work entirely using the resources provided. I have gained a greater depth of knowledge and understanding of the Holocaust."

History Teacher, Sheffield

However other teachers told us they still struggled to do justice to the complexity of the topic and the wealth of materials on offer in limited curriculum time. In addition, a significant number of respondents said they struggled with the question of assessment: is it appropriate to assess this subject? If yes, how is it done sensitively and effectively? In response the IOE team is designing an adaptable Scheme of Work with a linked assessment that can be fitted to the number of sessions available to teachers.

¹ At time of writing the total number of feedback forms stood at 387 for 'day one' and 360 for 'day two'. Teachers were asked to rate the 'overall quality of the whole CPD programme' at the end of day two. The percentages quoted in the text therefore refer to 84% (n.302) 16% (n.58)

² The survey was sent out to 273 teachers, allowing at least 2 terms after their completion of the CPD. When the survey was closed at the end of July we had received 114 responses, representing a response rate of 42%.

³ Case studies involved an in-depth semi-structured interview with classroom teachers (lasting from 1 to 2½ hours each), documentary analysis of Schemes of Work from before and after the CPD, individual lesson plans and lesson observation.



Teachers regularly report greater confidence and renewed enthusiasm for teaching

“The CPD programme was very useful for me to gain confidence in teaching this topic – that there are key points that must be understood and knowledge students need - such as defining the Holocaust, key dates, people etc. but also that students should be encouraged to question and within limits make their own judgements about what happened. Emphasising the huge void left by Jewish culture and communities came across to me as a key part too.”
History Teacher, Kent

“I have more confidence in challenging perceptions of the situation and of the individuals involved. I am more comfortable allowing the complexities to arise in class discussions, rather than be satisfied with pupils seeing the Holocaust as a ‘terrible thing that won’t happen to us’.”
RE Teacher, Aintree

“I gained a totally new approach. I was given a new way ‘in’ to teaching the subject and different foci for my teaching. I felt more secure in what was good practice.”
English Teacher, Birmingham

“This programme has enabled me for the first time to achieve the right balance between ‘presenting the facts’ and exploring the ethical, moral and emotional response to the subject.”
History Teacher, Hertfordshire



Leon Greenman with his wife, Else, and their two year old son, Barney.



“I have discovered a different way to approach the teaching of the Holocaust. I have abandoned shock tactics and will embrace the personal accounts. Using one person’s journey [Leon Greenman] is very powerful.”
RE Teacher, Rugby

A teacher’s view “My overwhelming response to this programme is that it has engaged the students.”



Anthony Smith is Assistant Head Teacher at Notre Dame Roman Catholic Girls school, in Southwark, London. He attended the second London CPD course in January and March 2010 and completed the MA Module ‘The Holocaust in the Curriculum’ in 2011. An experienced history teacher who has taught about the Holocaust for more than 25 years, Anthony has also worked extensively with ‘Facing History and Ourselves’.

“In recent years, pupils have been less and less willing to engage with the Holocaust, but now we are turning this around. Personally, the CPD gave me – perhaps not a new lease of life – but certainly a new way of approaching the topic.”

“Our Scheme of Work was re-written based around the IOE’s resources, working with a more precise definition of the Holocaust and for the first time looking at pre-war Jewish life and the legacy of the Holocaust. This new approach has had a very powerful impact with our children.”

“I think it has had a spectacular response! Despite some of our children perhaps not being so able, everybody tried very hard to do a really good piece of writing. This was possible because of the materials which meant that they were able to understand – conceptually – what the Holocaust was about. And that meant that they could therefore write something with a degree of confidence.”

Teachers report that pupils, even ‘difficult’ pupils, are more engaged, producing better work and demonstrating more independent thought.⁴

“Engagement has increased and pupils are challenged more. Participation in lessons has improved (particularly verbal contributions) and pupils are much more on task in lesson as they are required to think more (and therefore chat less to their friends!). The fact that they are interested means they don’t mind concentrating on the work and getting involved in discussions.”
History Teacher, Sheffield

“They have been more engaged, enthusiastic and at times moved by the materials. I sensed a passion with some of them when doing the activities.”
Citizenship Teacher, Lancaster

“Fantastic – they are more empathetic and have built on historical skills that were often secondary to their learning.”
History Teacher, Banstead

“Made them think & question. They were gripped by the shoe lesson & behaviour was really good – I’m in a PRU [Pupil Referral Unit].”
History and RE teacher, Birmingham

“The pupils have been much more engaged and have produced work of a much higher standard.”
RE Teacher, Kent

“Students have been really keen to learn and have responded more positively than in previous years.”
Citizenship Teacher, Sheffield

⁴ The focus of the first phase of the evaluation has been on the impact of the CPD on classroom teachers. The IOE research team are now in the early stages of an extensive research project on children’s understandings of the Holocaust.



A teacher's view

"I now have a greater breadth of knowledge and feel much more confident delivering what I now believe to be 'good history' on these topics."



Tamsin Leyman is Head of Humanities at Testwood Sports College in Southampton. In addition to providing 'excellent' new materials and strengthening her own subject knowledge, Tamsin, who has taught history for six years, reports that the IOE's Holocaust education CPD programme caused her to rethink her whole department's teaching aims and double the time they were devoting to the topic.

A clear idea of what we're teaching and why is essential

"Before the CPD I don't think we had a clear rationale in our minds about what we were trying to get the students to learn. And if questioned, then it would probably have been something along the lines of, 'Well, you know, it is important to learn lessons from the Holocaust', or something like that.

This year we have had a very clear idea of what we're teaching and why we're teaching it. And I think when that's clear to the teacher the lesson that's being delivered will be a higher quality lesson that will encourage students to make much better progress.

"Our starting point this year was to create an inquiry that was rigorous and proper history, one that presents the Holocaust as an unprecedented event that is a central part of collective memory and completely changed the face of Europe.

"We've decided it's so important to help students develop a meaningful understanding of this period of history that we have doubled the number of curriculum hours we spend teaching about the Holocaust. Our Scheme of Work has been transformed around the use of personal stories. We have focused on ensuring students do not see Jews solely in the context of being victims, and have tried to contextualise all topics we teach.

"We use 'student voice' a lot in general. Through questionnaires and follow-up interviews students commented on how engaged they felt with the personal stories in particular. This was reinforced by lesson observations from the Senior Management Team, which noted the level of engagement even with some of our most challenging and least able students.

"There has been significant increase in uptake of GCSE History; options were done as we were studying these topics. Furthermore, we had significantly lower removals from lessons than at any other point of the year, which was not reflective of the rest of the school."

Pupils willing to engage with complexity

"The pupils' responses were showing a much greater understanding about the different layers of involvement and certainly, having done the activity with the interactive timeline, they were producing answers that showed they were aware there weren't nice, neat, easy, black and white answers, whereas when I've done it before they were just like, 'It was all Hitler's fault, and if we killed Hitler it wouldn't have happened.'

"I saw a lot more understanding and willingness to engage with complexity, and we've seen pupils being able to make proper historical comparisons with later genocides and also saying how it is different in a genuine historical way."



Initial Teacher Education

As well as being one of the world's leading centres for education studies and related social sciences the IOE is widely recognised as the pre-eminent Initial Teacher Education (ITE) provider in England and has the largest cohort of History PGCE students of any institution in the country. Building on the success of the five stage, two-day CPD, the IOE's Holocaust education team piloted a national ITE programme tailored to the needs of beginning teachers during the spring and summer terms of 2011. The response has been very encouraging and there has been a high demand from ITE providers.

As a result of this successful pilot the IOE are now working in partnership with other ITE providers, both in universities and via other programmes, such as the Graduate Teacher Programme (GTP) and Teach First. Members of the team have worked closely with ten ITE providers across England, including the Universities of Cambridge, Leeds and Sussex, and have already reached 421 beginning leaders. The module is free and enables the trainees to engage with the best possible introduction to teaching and learning about the Holocaust.

The 2009 survey showed that, across all subjects where the Holocaust is regularly taught, less than 20% of teachers who responded had received any specific Holocaust education during their ITE course, or any professional development in this area once they were teaching in schools.

The IOE team, in liaison with ITE providers, creates and provides a bespoke one-day (or part thereof) programme to meet the specific needs of each cohort of trainees. Workshops on offer cover a wide range of issues and may include:

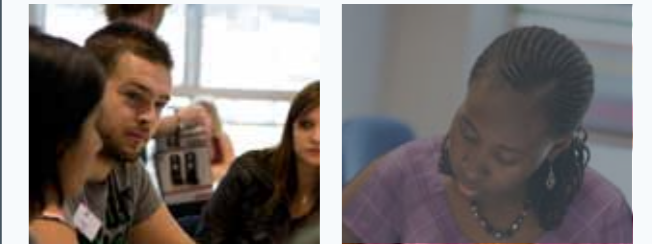
- Engaging with research into the challenges in Holocaust education.
- Effective approaches for meeting these challenges.
- Understanding what was lost: pre-war life.
- Exploring legacy and significance.

There is the expertise in the team to tailor courses to suit the needs of a range of subject specialisms – history, religious education, English, citizenship – or provide cross disciplinary sessions.

The ITE format gives the trainees an entry point into Holocaust education, and allows them to progress on to the CPD and Masters modules. It is hoped that by beginning their Holocaust education with the IOE they will continue to work with us throughout their teaching career.

"Thank you for a fabulous day today... a memorable, useful and important day. I think they'll all follow it up, with future reading, CPD and, I hope, their own research."

Christine Counsell, University of Cambridge



"I just wanted to say thanks for today, I thought the session was thoroughly excellent. I learnt an awful lot and [it] has given me a fresh perspective on how to think about, and teach, the Holocaust. Many thanks again, it was an excellent, and indeed, moving, day."

Phil Benson, PGCE Student, University of Reading



MA Module 'The Holocaust in the Curriculum'

In April 2011 the IOE welcomed its first cohort of 40 teachers to this new cutting edge programme of academic study. The module is a demanding but flexibly designed 10 unit course which is followed by a period of individual study and academic writing supported by a personal tutor. Tailor-made for teachers with leadership potential it aims to engage teachers in pedagogic debate and critical evaluation of research, scholarship and their own professional practice. This course is the first of its kind, the only Masters module in Holocaust education taught at a UK university. Because it is taught online, teachers from all over England are able to participate fully. The MA module is a major development in the field, giving teachers the opportunity to reflect upon and interrogate important questions about teaching the Holocaust that can only be touched upon on other programmes.

“The course has offered me the opportunity to reflect on what I should be trying to achieve in the classroom with my students and it has also made me more confident when raising issues of teaching the Holocaust in other subject areas.

Anthony Smith, Assistant Head Teacher, London

During their study, teachers have the opportunity to:

- Consider what should be the most appropriate, desirable and/or realistic aims for Holocaust education.
- Analyse tensions between different rationales and consider whether these should be resolved.
- Interview their own school colleagues to determine how they define the term 'the Holocaust' and what factors influence their use of that term.
- Work with primary sources to devise ways of creating dynamic subject specific learning opportunities.
- Use literature, testimony, objects, photos, poetry and documents and ask challenging questions about how such resources can be used with young people to stimulate complex understandings about the Holocaust.
- Dissect and interpret data from the IOE's 2009 research and regularly test the results against their perspectives and their own school context.
- Work collaboratively creating new lessons while deliberating on what might be considered the distinctive contribution of different curriculum subjects.

The module plays an important role in elevating the status of the whole programme, providing teachers with an advanced level accreditation from a world class university.

“It makes my head hurt at times but in the best way and my thinking on these matters has developed hugely very quickly (as it has ever since the first CPD day)... The course is helping me tremendously and I don't really see the hard work as work at all.

Peter Morgan, Head of History, Yorkshire



Major national and international contributions to Holocaust education

The IOE's contribution to Holocaust education extends beyond the creation and delivery of the world's first research-informed pathway of teacher development in Holocaust education. The results of the national research into current school practice have been shared with other institutions to help strengthen their programmes, and was the foundation of the United Kingdom's revised Country Report to the Task Force for International Cooperation on Holocaust Education, Remembrance, and Research (ITF).⁵

The IOE is committed to supporting the work of the ITF, serving on its Education and Communication Working Groups, its Strategic Steering Group, and chairing its committee exploring the relationship between learning about the Holocaust and other genocides and crimes against humanity.

Expertise of individual team members is regularly sought by a wide variety of national and international audiences. Within just the last three years, the programme's staff have:

- Developed educational materials for the United Nations.
- Acted as consultants and advisors to the European Union's Fundamental Rights Agency, the Imperial War Museum, and the Salzburg Global Seminar on its genocide prevention educational initiative.

- Delivered keynote lectures, workshops and paper presentations at a number of academic and practitioner conferences including the British Educational Research Association and the American Educational Research Association, the Historical Association, Schools History Project and the Association of Holocaust Organisations.
- Worked with groups of teachers across four continents in countries including Canada, Eire, Croatia, Hungary, South Africa and Israel.
- Served on the advisory boards of the Holocaust Centre; the Pears Institute for the Study of Antisemitism; the Claims Conference; and Final Account, a major new oral history archive.

The IOE's distinctive approach to Holocaust education is widely recognised and highly valued. Its groundbreaking pedagogical approaches were featured in two television documentaries and the Historical Association invited the IOE to guest edit a special edition of the journal Teaching History that explored teaching and learning about the Holocaust. In addition, the IOE worked closely with Teachers TV to produce BAFTA award-nominated educational materials.

⁵ The Task Force for International Cooperation on Holocaust Education, Remembrance, and Research (ITF) is an intergovernmental body consisting of more than 30 states.



The Holocaust and the United Nations Outreach Programme

Ongoing and expanding activities

In 2011, the Institute received generous support from Pears Foundation and the Department for Education to continue and to expand its work with teachers in Holocaust education. Over the next four years the IOE will:

- Continue to provide a research-informed pathway of professional development, supporting teachers in Holocaust education at all stages of their careers.
- Continue to deliver and – in response to ongoing, rigorous evaluation – to refine the five stage, two day national CPD programme for teachers across England.
- Provide a national Initial Teacher Education (ITE) programme tailored to the needs of beginning teachers completely free of charge. The IOE team will work closely with individual tutors across the country to ensure that the needs of specific groups are understood and met.
- Develop a range of alternative CPD formats including online courses so that teachers who are unable to commit to the full five stage, two day programme are still able to engage with the IOE's research; to benefit from the IOE's distinctive pedagogical approach to teaching and learning about the Holocaust; and to access a range of educational materials.
- Continue to offer the groundbreaking and fully-funded MA module 'The Holocaust in the Curriculum', the only Masters level module in Holocaust education taught at a UK university.
- Work closely with classroom teachers to develop a network of Beacon Schools across England, each supporting a cluster of schools and sharing good practice.
- Undertake the first ever national study of children's understandings of the Holocaust, which will both contribute significantly to international scholarship in Holocaust education and allow the IOE to develop resources and teaching approaches on an ever more secure research base.
- Continue to play a leading role in supporting the Foreign and Commonwealth Office's UK delegation to the ITF and to work closely with partner organisations in the field both nationally and internationally.
- Continue to support the work of other institutions through disseminating research findings, evaluating projects, and providing advice and consultancy on pedagogical approaches, in fulfilment of the university's public service remit.



The research and teaching team



Professor Stuart Foster, Director
Stuart began his career in education as a history teacher and head of department in comprehensive schools in England. In 1996 he completed his PhD at the University of Texas at Austin, USA and subsequently worked as an Associate Professor at the University of Georgia. Since joining the IOE in 2001 Stuart has served as a PGCE history tutor, course leader for the MA in Education, and Head of the Department of Arts and Humanities. He has extensively contributed to international scholarship and published a number of important books in the field of history and history education.



Paul Salmons, Head of Curriculum and Development
Paul's career began as a teacher of history in 1993 before joining the Imperial War Museum London in 1998, where he created the museum's renowned Holocaust education programme. Paul is author of 'Reflections' the IWM's teaching resource pack that has won international acclaim. He chairs an international committee exploring how to relate the Holocaust to learning about other genocides and has created teaching and learning materials for the United Nations which have been translated into multiple languages.



Kay Andrews, National Outreach Co-ordinator
Kay is the former Head of Education at the Holocaust Educational Trust and is considered one of the UK's leading Holocaust educators.

Kay brings a wealth of classroom experience having taught History and RE in schools across Northamptonshire since 1994. She has spoken at conferences in South Africa, Canada, and across Europe, and has been part of the UK delegation to the Task force for International Cooperation on Holocaust Education, Remembrance, and Research since 2005.



Ruth-Anne Lenga, Head of Academic Programmes
Ruth-Anne has held academic posts at the IOE for twenty years lecturing on Masters, PGCE and In-service training programmes. Ruth-Anne has worked extensively in Holocaust education serving as Head of Education at the Jewish Museum London where she remains an academic fellow. Ruth-Anne has authored permanent and travelling museum exhibitions on the Holocaust and has acted as an educational consultant for Facing History and Ourselves. Ruth-Anne is a trustee of the Holocaust Centre Laxton. She led the development and delivery of the IOE's MA module 'The Holocaust in the Curriculum'.



Emma O'Brien, Lecturer in Holocaust and History Education
A former Head of History, Emma was recruited by the Imperial War Museum to help develop the learning programmes for the Holocaust Exhibition and the Crimes Against Humanity exhibition, which explores other cases of genocide and ethnic violence. Emma has spoken at various European conferences and has also worked with international teacher groups in London, Israel, Lithuania and Poland.



Dr. Alice Pettigrew, Research and Evaluation Officer
Alice was the lead author of the 'Teaching the Holocaust in English Secondary Schools' research report. Prior to joining the IOE she completed a doctoral study exploring young people's identifications with ethnicity, race and nation and constructions of community in an English secondary school. She is the coauthor of two education studies texts, 'Learning in Contemporary Culture' and 'Education Studies: A Reflective Reader'.



Adrian Burgess, Research and Evaluation Officer
Adrian has a first class honours degree in Sociology from the University of London (Goldsmiths) and an MPhil from the University of Cambridge. Adrian was responsible for data collection and analysis of the CPD impact study. Previous research has included working on the IOE's evaluation of the Holocaust Educational Trust's 'Lessons from Auschwitz' project.



Rosalyn Ashby, Research and Evaluation Coordinator
Ros has been a successful classroom teacher and a leading figure in research and teacher education for over 30 years. Ros has been involved in the ESRC funded projects; Chata (Concepts of History and Teaching Approaches) and UHP (Usable Historical Pasts). Rosalyn Ashby was leader of the PGCE History course at the Institute of Education, University of London, between 1994 and 2009, where she also led the MA programme in History Education.