

Exploring Ethical Professional Practice:  
Ecological Consciousness & Eco Justice

# Professional Practice

## The Standard of Practice: Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual learners and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.



Anishinaabe Representation of Professional Practice

## Perspective of an Educator

“I believe the success of learners’ learning was in large part, due to the context and the fact that the learning took place in a natural setting. It was hands on and full of natural stimuli.



All of the learners’ senses were stimulated by the fact that they were getting their hands dirty, digging in the soil, enthusiastically harvesting sun chokes that they could take home in order to make space for the Three Sisters, breathing in and smelling the aroma of damp soil and beneficial oils from the herbs around them and seeing a diversity of plants and insects and birds in the garden.

All of this made the experience memorable and, therefore, anchored the learning in multiple neuro-pathways in their brain and in all of their senses, setting up a rich network of memory triggers for the learning to be truly integrated into their being.”

– Stefan Dixon



## Perspective of a First Nation Elder

“The less resources we use today, the more we will have for tomorrow”

– Elder Garry Sault, Mississaugas of the Credit First Nation



## Reflective Inquiries



How might learning across the curriculum with nature as the classroom be truly authentic and enduring?



As educators, what might be some critical inquiries into pedagogical practices that help to advance ecological consciousness and action?



How might we integrate, infuse and embed Environmental Education into all subject areas and strands?



In what ways does learning with nature as the classroom support educators in being responsive to learners’ diverse needs, interests and passions?