

Exploring Ethical Professional Practice:
Environmental Consciousness & Eco Justice

Leadership in Learning Communities

The Standard of Practice Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.



Anishinaabe Representation of Leadership
in Learning Communities

Perspective of an Educator

“We need to facilitate a learning environment which appreciates and connects with a collection of educators. This ‘communion of teachers’ exists within the classroom, the school, nature and the greater community. We provide a living example of how an individual can mindfully situate themselves within an integral ecology. This journey is collective in that learning extends in all directions, between all elements and towards a common destination.”

– Peter Glaab, OCT



Perspective of an Anishinaabe Educator

“In the Anishinaabe culture, all forms of life are connected, animate or inanimate, and treated with great respect. In the world we live in, there are many types of animals, mammals and living organisms: some small, some large and some in between, all co-existing daily. In the Anishinaabe culture, we learn from and respect each and every life form as each one contributes to our environment and survival.

It is extremely important that we understand each other so that each life form can continue to exist on our planet.”

– Bruce Beardy, OCT

(Exploring the Standards of Practice for the Teaching Profession through Anishinaabe Art)

Perspective of from *Laudato Si'*:

“We also need the personal qualities of self-control and willingness to learn from one another.”

“By learning to see and appreciate beauty, we learn to reject self-interested pragmatism. If someone has not learned to stop and admire something beautiful, we should not be surprised if he or she

treats everything as an object to be used and abused without scruple. If we want to bring about deep change, we need to realize that certain mindsets really do influence our behaviour. Our efforts at education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature.” (LS, 214-215)



Reflective Inquiries

See

My experience

How have I allowed the outdoors to educate myself and my students? When have I encouraged them to observe and reflect outdoors on changes in the wind, the sun, the seasons and themselves?

Judge

Understanding experience in the light of faith

How do I provide opportunities for students to share their observations and reflections with one another so that their emotional connection to the land can motivate actions to protect, preserve and participate?

Act

What am I called to

How do I ensure a rich learning community with many contributors? Perhaps invite an Indigenous Elder or knowledge keeper to share their understandings on relationship, kinship and reciprocity with nature.