

# Commitment to Students and Student Learning

## The Standard of Practice Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.



Anishinaabe Representation of Commitment  
to Students and Student Learning

## Perspective of an Educator

“All of life, all creatures on Earth, are gifts from God. Every student is a gift. As educators, we are committed to provide our students the opportunities that allow them to notice, develop an awareness of, inquire, learn from and appreciate all of God’s many gifts around us. Children are naturally in awe of the wonders of our world - a ladybug resting on a green leaf, the sun’s rays of light sneaking through the bare trees, a sunflower stretching towards the bright blue sky. How can we foster a love and passion for all of God’s natural gifts in our students?”



– Eileen Berwick, OCT

## Perspective of a First Nations Elder

“The earth takes and accepts the tree. The tree makes a commitment with the earth to grow. Give thanks for the stick standing people: that they might grow, that they might be strong, and that our future generations will benefit from the oxygen they produce.”

– Elder Garry Sault, Mississaugas  
of the Credit First Nation



## Perspective from *Laudato Si'*:

“The human person grows more, matures more and is sanctified more to the extent that he or she enters into relationships, going out from themselves to live in communion with God, with others and with all creatures....Everything is interconnected.” (LS, 240)



## Reflective Inquiries

### See

*My experience*

What do my students wonder? How can I know about their passions for the earth? Is it through a reflective journal, a daily wellness meeting, a regular check-in or conversation?

### Judge

*Understanding experience in the light of faith*

How might facilitating experiential learning opportunities to connect with nature (e.g., growing their own food, taking care of a perennial garden) further support continued learner well-being, resilience and agency?

### Act

*What am I called to*

How might I come to know my students in a way that allows their desires for the future to guide the experiential learning opportunities? How can I support them in becoming leaders in caring for the earth?