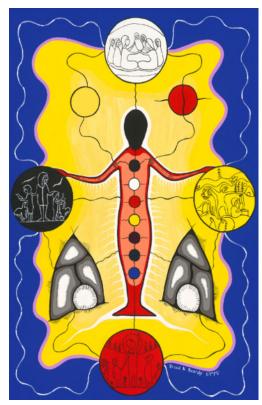
#### **Exploring Ethical Professional Practice: Environmental Consciousness & Eco Justice**

# Professional **Knowledge**

### The Standard of Practice **Professional Knowledge**

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.



Anishinaabe Representation of Professional Knowledge





"There has to be a balance in knowing. There is a physical balance of things in nature but there is a spiritual element that also requires that we find balance. Ecological justice is about consciousness. So part of

that is knowing what others are doing and really lifting that up and celebrating that."

- Terry Dubroy, OCT



## **Perspective of an Anishinaabe Educator**

"She (the teacher) understands that all things are connected, and like a spider, she is ready to weave all knowledge of professional practice to convey life's teachings to her students."

- Bruce Beardy, OCT

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

### Perspective from Laudato Si':

"Environmental education has broadened its goals. Whereas in the beginning it was mainly centred on scientific information, consciousness-raising and the prevention of environmental risks, it tends now to include a critique of the 'myths' of a modernity grounded in a utilitarian mindset (individualism, unlimited progress, competition, consumerism, the unregulated market). It seeks also to restore the various levels of ecological equilibrium, establishing harmony within ourselves, with others, with nature and other living creatures, and with God. Environmental education should facilitate making the leap towards the transcendent which gives ecological

ethics its deepest meaning. It needs educators capable of developing an ethics of ecology, and helping people, through effective pedagogy, to grow in solidarity, responsibility and compassionate care." (LS, 210)



See

My experience

### Judge

Act

#### **Reflective Inquiries**

There are different ways of knowing. What are the ways I learn best about God's Creation?

Understanding experience in the light of faith

How might I respectfully and meaningfully include Indigenous Elders and Indigenous knowledge to enhance my professional knowledge, especially as it relates to care of our common home?

#### What am I called to

As I look to projects in my classroom or school where students are taking responsibility for the environment, how can I help them to understand their work as an act of solidarity with Creation?