

# 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 learners. They treat learners equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of learners as contributing citizens of Canadian society.



*Anishinaabe Representation of Commitment  
to Students and Student Learning*



## Perspective of an Educator

“In a world plagued by hunger and poverty, we gain a great deal from learning about the food, healing plants, useful herbs and so on, that surround us.

Children experience no end to the curiosity and desire to learn about this. This knowledge is a source of health, of prosperity, and of quality of life.”

– *Stefan Dixon*



## 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*

## Reflective Inquiries



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

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In what ways might student gardening and environmental inquiries facilitate the growth of learners as caring and responsible members of their communities?

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In what ways might opportunities for learners to collaborate with members of the larger school community on environmental inquiries support their individual learning?

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How might we deepen learners' understanding of the fundamental systems that support life on planet Earth?