

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*



Perspective of an Educator

“It is important to learn, first, that we are inextricably part of nature, and not separate from it. And then, when we have learned this, to learn to become stewards of the environment. Learning to practice nature stewardship is perhaps one of the most important lessons learners will learn because all life, all economy, all air, all food, all activities, all that exists, stems from nature and can only thrive in a healthy environment.”

– Stefan Dixon



Perspective of an Anishinaabe Educator

“She (the educator) 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 learners.”

– Bruce Beardy, Anishinaabe Educator
(*Exploring the Standards of Practice for the Teaching Profession through Anishinaabe Art*)

Reflective Inquiries



How might educators respectfully and meaningfully include Indigenous Elders and Indigenous knowledge to enhance professional practice?



How might we develop the capacity to solve current environmental problems and proactively address the preservation of our planet?



What are some ways for educators to learn about the impact of environmental stewardship on learners’ well-being and the well-being of our planet?



As educators, how can we critically explore ethical practices that foster knowledge related to ecological literacy, consciousness and action?