

<b>Pedagogy</b> <i>As mindful, creative teachers, dedicated to lifelong learning, we:</i>	<b>Multi-versity</b> <i>Committed to equity, inclusion, and social justice, we:</i>	<b>Professionalism</b> <i>As informed members of the broader educational community, we:</i>
<ul style="list-style-type: none"> <li>• Engage in reflective practice with openness, flexibility and responsiveness</li> <li>• Appreciate the holistic and interconnected nature of learning</li> <li>• Apply knowledge of affective, cognitive, social and kinesthetic domains of child development to foster learning</li> <li>• Utilize knowledge of theories of learning from diverse disciplines to engage, motivate, and include all learners</li> <li>• Implement Aboriginal ways of knowledge as an epistemology for all</li> <li>• Prioritize communication, relationship and trust building</li> <li>• Plan thoughtfully, utilizing a range of strategies for learning and achievement of curricular outcomes</li> <li>• Identify and utilize appropriate technological and other resources</li> <li>• Integrate assessment throughout learning to design, structure and inform our teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Create caring and inclusive classrooms that foster respect, trust, joy, creativity, compassion, and the uniqueness of individuals</li> <li>• Recognize our role as educators and global citizens within ourselves, our classroom, our education system, our community, and the world around us</li> <li>• Work towards social justice and environmental stewardship</li> <li>• Refine existing beliefs, worldviews, and practice based on critical reflection, critical literacy, dissonance, and the ‘danger of a single story’</li> <li>• Honor Indigenous and culturally diverse perspectives through our teaching practices, our curriculum, and our daily interactions with students</li> <li>• Acknowledge the transformative roles of the Arts for communicating culture, perspective, and expression – both individually and collectively</li> <li>• Challenge our beliefs of pedagogy, assessment, intervention, and practice of ‘Special Education’ when considering the uniqueness of individuals, the diversity of student needs, and our understanding of learning, teaching, and child development.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage willingly in collegial, collaborative activities</li> <li>• Contribute in a variety of ways to support the teaching profession</li> <li>• Demonstrate in our disposition and in our actions competence in our knowledge and implementation of curriculum</li> <li>• Demonstrate a commitment to engage and seek out new ways of knowing</li> <li>• Acknowledge and facilitate the diversity within our educational communities</li> <li>• Understand the responsibility of adhering to an ethical and honest code of conduct</li> </ul>