

**Work With It: Standards of Practice**

| OCT Standards | CGE   | Scenario   |
|---------------|---|--|
| Care          | <p>CGE #6. A caring family member who: e) Ministers to the family, school, parish and wider community through service.</p> <p>GCE #7. A responsible citizen who: i) respects the environment and uses it's resources widely</p> | <p><b>“Recycle your phone! Save a Gorilla!”</b> I my grade 9 science class students research and create electronic posters to increase awareness in the classroom, school and community about the impacts of “Tantalum” on ecosystems and how we can act as caring stewards of the land to decrease the negative impact of human activity. Posters are constructively peer reviewed and presented in class. Posters are then printed by teacher and displayed throughout school.</p> |
| Respect       | <p>CGE #7. A responsible citizen who: f) Respects and affirms the diversity and interdependence of the world's peoples and cultures</p>   | <p><b>“Stop Assaulting our Roads!”</b> In a real word team based critical inquiry performance task, group of 5 students assume roles of various community members: senior citizen, school bus driver, roads commissioner, student, home owner. Students research and discuss pros and cons of using salt to keep ice of their communities roads in the winter and explore different alternative to using salt to keep roads safe of community members.</p>                           |
| Trust         | <p>CGE #7. A responsible citizen who: b) Accepts accountability for own actions</p> <p>CGE #5. A collaborative contributor who: a) works effectively as an interdependent team player.</p>                                      | <p><b>“Learning Teams”</b> Students are introduced to working co-operatively and collaboratively with each other through practising skills of communication. Students are taught to trust classmates and the success of the team is achieved through being accountable for individual roles. Through group interaction students confront challenges which they must overcome to achieve success as a functional unit.</p>  |
| Integrity     | <p>CGE #5. A collaborative contributor who: a) works effectively as an interdependent team player. e) respects the rights, responsibilities, and contributions self and others</p>  |  |

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| Commitment to Students and Student Learning | <p>CGE#1. A discerning believer formed in the Catholic Faith community who: d) Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.</p> <p>CGE #4. Self-directed responsible, life-long, learner who: h) Participates in leisure and fitness activities for a balanced and healthy lifestyle.</p>        | <p><b>“Cross Country Grass Roots Running”.</b> I spend more time after schools hours “coaching”. I place coaching in quotations because it usually creates conceptions of developing physical attributes. While for me is has always been about character development. In our cross country program we teach our student athletes to be leaders; responsible citizens of the community through our initiative, “Green and Gold Grass Roots Running”. Once every other week team members cover 10-20 kilometres of southern Toronto running around picking up garbage from streets, parks, businesses, and elementary schools.</p>                                     |
| Professional Knowledge                      | <p>CGE#1. A discerning believer formed in the Catholic Faith community who: Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption.</p> <p>CGE #2. An effective communicator who: c) Presents information and ideas clearly and honestly and with sensitivity to others.</p> | <p><b>“Taking Risks and Making Mistakes”.</b> In my teaching practice I have established a professional development goal to incorporate one new 21st century learning activity for each course and unit of study. I seek out professional development through self-director or by enrolling in courses or by taking extra professional development days when they present themselves. Anytime I am doing a new activity in class there is bound to be mistakes and this is witness by my students. This help in creating an atmosphere where students are more willing to engage in new activities when their “leader/teacher” is struggling and making mistakes.</p> |
| Professional Practice                       |  |   |

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| Leadership in Learning Communities | <p>CGE #2. An effective communicator who: c) Presents information and ideas clearly and honestly and with sensitivity to others. d) Writes and speaks fluently one or both of Canada's official languages. e) Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p> <p>CGE #3. A reflective and creative thinker who: b) Creates, adapts, evaluates new ideas in light of the common good. c) Thinks reflectively and creatively to evaluate situations and solve problems.</p>  | <p><b>“Who Dun It: Careers”</b>. Learning teams select a science related career to research and create a brochure to be shared with the class. All brochures from all 10 grade 9 science classes are printed and displayed in the career corner in my classroom. Sharing of the students brochures also takes place online via D2L in the discussion forum where students are asked to select a career of interest and post why they find the career interesting and what other information they would like to know about the career.</p>  |
| Ongoing Professional Learning      | <p>CGE #4. Self-directed responsible, life-long, learner who: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. b) Demonstrates flexibility and adaptability. c) Takes initiative and demonstrates Christian leadership. d) Responds to, manages and constructively influences change in a discerning manner. e) Sets appropriate goals and priorities in school, work and personal life. f) Applies effective communication, decision-making, problem-solving, time and resource management skills. g) Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.</p> | <p><b>“Incorporating use of technology into classroom to facilitate student learning”</b>. I select and learn about new technology based medium of communication and implement them into my classroom environment. Students are exposed to new technology to communicate information and are presented with various activities through the year to apply a new technology for each activity. The student may not use the same technology twice. Example if asked to increase awareness of saving electricity the student may choose to create a website with wix but won't be permitted to use wix again for another activity.</p> |

**Reflection**

As I was completing the chart I noticed a high degree of compatibility between being professionally accountable and facilitating the achievement of the CGEs. As a member of the teaching profession, we are committed to doing what is right and honourable under the Standards of Ethics. We set high standards for ourselves and we aspire to meet the standard in all aspect of our lives - at work, at home, and in service to our profession, which is further reinforced by Standards for Practice and the CGEs. The Standards of Ethics, Standards of Practice and CGEs describe the expectations that we have of ourselves our colleagues, our students, our community our Faith. They articulate the ideals to which we should aspire as well as the behaviours that are mandatory in our fulfilling of our “dual mandate” to the ministry of education and to the Catholic Church.

Reflecting on the connectively of Ethics, Practice and CGEs led me to visualize the spokes on the wheels of a bicycle moving together in order to work effectively. When the three are put into practice it creates a dynamic, engaging classroom environment conducive to achieving ministry of education curriculum expectations. It is frustrating that my perusal professional experiences in my department at our school we continue to look at teacher and learning through a ministry lens. If we reallocated our resources to teaching and learning through a Catholic lens using the CGE's as our success criteria it would make teachers and students more successful. We are so fortunate to have structural support from the Catholic Church in assisting teachers to implement Catholic education but it is a shame in my teaching experiences I have not witnessed school leaders using this privilege to prepare the future generation of students and teachers.