

## Professional Dispositions & the Conceptual Framework

Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego. The conceptual framework uses weaving a braid as a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of KNOWLEDGE, PRACTICE, REFLECTION, COLLABORATION and LEADERSHIP, thus creating a complex braided school fabric in which AUTHENTIC LEARNING is an everyday reality for diverse students. Concern for SOCIAL JUSTICE anchors the educational process; it is the knot at the top of the braid.

### Reflection

#### Critical reflection ~

Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from *others\** to improve their own practice.

### Knowledge

**Integrity** ~ Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of *all students\** and *others\** in the learning community.

# WEAVING

*a Transformative School Fabric*

#### Commitment to authentic learning and teaching ~

Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for *all students\** to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.

#### Advocacy ~

Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that *all students\** can learn authentically at high levels in socially just schools.

Social Justice

Authentic Learning by Diverse Students

## Developing Professional Dispositions

Educators must express professional values, commitments and ethics in order to promote authentic learning by *all students\** in socially just school environments. We expect the potential for these dispositions to be exhibited by candidates at entrance to all programs. Faculty, administrators, teachers and other school personnel associated with programs in the School of Education support the development of candidates' understanding and practice of these professional dispositions with a socio-cultural perspective. Our goal is to prepare educators to function effectively as socially conscious catalysts for change, who create and sustain school environments where excellence is cherished and social justice flourishes.

### Collaboration & Leadership

#### Collaboration ~

Educators listen, communicate, and work effectively with *others\** from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

### Practice

#### Socially-conscious respect ~

Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand *others\**; and believe all students\* can learn authentically at high levels.

**Socially-conscious responsibility** ~ Educators hold themselves accountable for authentic learning by *all students\**; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for *all students\** and *others\** in the learning community.