

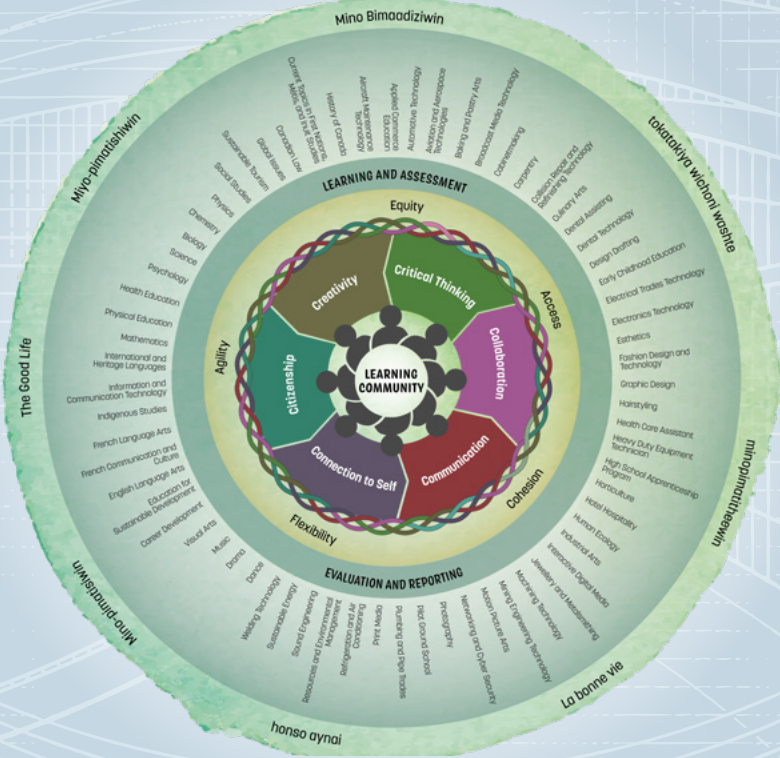
Manitoba Education and Early Childhood Learning Framework for Learning

Vision

All Manitoba learners succeed, no matter where they live, their background, or their individual circumstances.

Our vision puts learners at the centre and requires focusing all talents, efforts, and resources on improving learner success. Learner success will look different for every child, but it always means they are prepared to reach their full potential and to live **The Good Life** in which they

- have hope, belonging, meaning, and purpose
- have a voice
- feel safe and supported
- are prepared for their individual path beyond graduation
- have capacity to play an active role in shaping their future and be active citizens
- live in relationships with others and the natural world
- honour and respect Indigenous ways of knowing, being, and doing with a commitment to and understanding of Truth and Reconciliation



Guiding Principles of the Framework for Learning

EQUITY	ACCESS	COHESION	FLEXIBILITY	AGILITY
<p>Manitoba Education and Early Childhood Learning has committed to ensure that every Manitoban is valued and authentically represented in an equitable, socially just, anti-oppressive education system and, accordingly, a democratic society.</p> <p>We strive to ensure that current and future practices and policies acknowledge and celebrate the valued inclusion of everyone. This is an ongoing journey that requires thoughtful engagement with equity-deserving communities. The Framework will be adjusted over time as we continue on this journey towards reconciliation and equity. We are committed to listening, seeking to understand, and taking action for every Manitoba learner and family.</p>	<p>Every learner has the right to appropriate educational programming. That programming is the Manitoba curriculum. Inclusion is a belief that all learners can and do learn, in their own ways, in their own time.</p> <p>The Framework's foundation of global competencies illuminates new access points within the curriculum, as every learner comes with competence and with their own gifts to further develop in school.</p> <p>As every learner must be included in the learning community, every educator must be included within the larger provincial system, seeing themselves valued as instrumental learning leaders. Provincial resources and processes are designed to welcome and support educators as they continue on their journey of professional growth.</p>	<p>A powerful education system is built upon a common vision and shared understandings. The Framework for Learning offers educators in Manitoba a unifying vision encompassing curriculum, assessment, evaluation, reporting, and implementation.</p> <p>Education is complex with multiple elements and infinite variables. Aligning the principles and expectations of curriculum, assessment, evaluation, reporting, and implementation models will strengthen the system and facilitate collaboration at every level. The Framework for Learning outlines consistent processes for the development and piloting of curricula and assessments, resources, programs, and support materials. These processes will ensure that established criteria are upheld and that common formats and language are used across all documents and sites.</p>	<p>The Framework for Learning is a dynamic, responsive, and ever-evolving ecosystem where each component is essential and intertwined. The idea is not to impose a specific path on educators; rather, it offers a springboard that educators—using their professional judgment and working with learners—will use to make informed decisions regarding the global competencies, curricular content, and assessments that will frame learning experiences.</p> <p>The Framework for Learning provides the tools for educators to map unique learning paths so that learners engage with curricula in authentic and meaningful ways.</p>	<p>Today's world is complex and rapidly changing. To create the greatest opportunity for every Manitoba learner to live a flourishing life, curricula must be relevant, meaningful, and inspiring. It must include goals that will serve learners as they navigate and thrive in today's world as well as in tomorrow's. Therefore, a system that proactively adapts to changes in society and innovations in learning and teaching is required.</p> <p>Within the Framework for Learning, a consistent process of review, reflection, and adjustment of curricula, assessment, evaluation, and implementation will lead to alignment with the larger community across all disciplines and cluster curricula, including provincial assessments and the provincial report card.</p>

Framework for Learning

English Program	French Immersion Program	Français Program	Senior Years Technology Education Program
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The purpose of the Framework for Learning is to provide the blueprint on which essential elements of learning and teaching in Manitoba are organized. The Framework creates one access point for educators to find curriculum, assessment, evaluation, reporting, policy, and implementation for all four provincial programs. The Framework for Learning supports equity, creates access, develops and maintains cohesion, ensures flexibility, and allows for agility.

Goals

Learner success will look different for every child, and there are common traits shared among all successful learners. Learner success always means learners are prepared to reach their full potential and to live **The Good Life** in which they have hope, belonging, meaning, and purpose. It means they have a voice, feel safe and supported, and are prepared for their individual path beyond graduation. It means they have the capacity to play an active role in shaping their future and be active citizens, and they are able to live in relationships with others and the natural world. Finally, it means honouring and respecting Indigenous ways of knowing, being, and doing with a commitment to and understanding of Truth and Reconciliation.

The Great Questions of Life by Murray Sinclair

Leading **The Good Life** is leading a flourishing life while learning to live in balance. This is a lifelong endeavour where each learner comes to understand how to live in relationships with others and the natural world with respect, reciprocity, and interconnectedness. As shared by Senator Murray Sinclair, "in order for any society to function properly, it must raise and educate its children so that they can answer what philosophers such as Socrates, Plato, and Aboriginal Elders call 'the great questions of life.'" (Sinclair).

Who am I? Where do I come from? Why am I here? Where am I going?

Learning Experiences and Assessment

Building upon the guiding principles of the Remote Learning Framework and braiding together the beliefs and policies of *Mamâhtawisiwin: The Wonder We are Born With* and appropriate educational programming, these guiding principles provide the philosophical foundation for learning and teaching. They reflect a commitment to learners and highlight the importance of creating authentic, relevant, and inclusive learning experiences for learners based on shared understandings about how they learn best. They also provide a framework to a support system of school leaders and teachers and allow for the consistent implementation of evidence-based strategies in a way that will lead to better outcomes for every learner.

Evaluation and Reporting

In Manitoba, learning and achievement are communicated in multiple ways. A provincial report card is used as one method of communication. It serves to formally share with families learner progress over time and to establish new learning goals. Provincial assessments at Grades 3 or 4, 6 or 7, and 10 provide system-level data to inform provincial policy and direction.

Global Competencies

Manitoba defines **global competencies** as complex ways of knowing, being, doing, and becoming that are multi-faceted, interdependent, transdisciplinary, and developed over time. The learner accesses their ways of knowing, being, doing, and becoming to engage effectively and with purpose within a context. They provide learners with the ability to meet "shifting and ongoing demands of life, work and learning; to be active and responsive in their communities; to understand diverse perspectives; and to act on issues of global significance." (CMEC)

Global competencies are interdependent, interconnected, expandable, and extendable. They guide the implementation of curricula, providing a common focus and language across disciplines and programs and giving a rich, holistic purpose for learning and teaching

Critical Thinking	Connection to Self
Creativity	Communication
Citizenship	Collaboration

Curriculum

Organized by discipline, cluster, and grade level, each curriculum maintains the consistent format and language of its discipline or cluster overview, course overview, literacy connection, learning experiences and assessment, evaluation and reporting, overarching understandings, the six global competencies illustrated in this domain, and discipline or cluster learning outcomes.

Engagement and Implementation

This strategy guides the process to introduce new or renewed curriculum, pedagogical practices, and beliefs or understanding about learning to enhance the quality of teaching by Manitoba teachers and the learning performance of Manitoba learners. The Professional Learning Circle Model combines transformative learning experiences facilitated by communications among peers with a sustainable provincial implementation model to support and build collective efficacy at every system level.

Council of Ministers of Education, Canada (CMEC). *Pan-Canadian Systems-Level Framework on Global Competencies*. 2018. www.globalcompetencies.cmecc.ca/global-competencies
 Sinclair, Senator Murray. "Education: Cause and Solution." *The Manitoba Teacher* 93(3), Manitoba Teachers' Society, December 2014. www.mbteach.org/pdfs/mbt/2014/Dec14_MBT.pdf

The Good Life refers to living a well-balanced life where all four components of a human are being addressed—emotional, physical, mental, and spiritual. "It is through the taking of responsibility for their own personal healing and growth that individuals will be able to attain *mino-pimatasiwîn* (Cree)—the good life." (Hart 44)
Pimadaziwin is to have "life in the fullest sense, life in the sense of longevity and health." (Overholt and Callicott 151)
 "This growth and attempt to reach the good life is not just an individual focus. It also involves the family and community." (Hart 44)
 Hart, Michael Anthony. *Seeking Mino-Pimatisiwin: An Aboriginal Approach to Healing*. Fernwood Publishing, 2002.
 Overholt, T.W., and J.B. Callicott. *Clothed in Fur and Other Tales: An Introduction to an Ojibwa World View*. University Press of America, 1982.

As educators design learning experiences, they create opportunities for every learner to further develop their global competencies within and across the disciplines and/or clusters. As the global competencies are context-dependent, they are linked to the discipline/cluster through the specific content and contexts explored. Thoughtful, authentic learning experiences contribute to learners realizing their way of being in the world by strengthening their global competencies, so that they live a flourishing life, now and in the future. The **Learning Experiences and Assessment** section includes illustrative examples of the guiding principles, planning templates, resources, and support materials.

Evaluation and reporting are presented separately from assessment to offer direct links to guiding principles of fair, reliable, and valid evaluation. Additionally, links to the report card policy documents, the updated report card, report card scale descriptors, and sample comments are provided.

The Framework for Learning is inclusive of the **programs** offered in Manitoba. Each program maintains the same solid foundation of goals, global competencies, learning experiences and evaluation, and reporting principles and policies, as well as the consistent curriculum structure, and engagement and implementation models. The richness of each program is maintained through unique elements and principles reflective of each program.

This introduction situates the six **global competencies** as essential competencies for learners to flourish and to live **The Good Life**. Each global competency is defined and further illustrated with indicators that deepen in sophistication and complexity through Kindergarten to Grade 12. These global competencies are carried through each discipline and cluster as curricular competencies with additional descriptions and examples.

Curricula are organized by discipline/cluster and by grade level. Each curriculum consists of a discipline/cluster overview; a course overview; a literacy, numeracy, and multiliteracy statement; guiding principles for learning experiences and assessment; guiding principles for evaluation and reporting; big ideas; curricular competencies; and content outcomes. The organization of the curriculum is based on a know-do-understand model.

The Student Achievement and Inclusion Division has adopted a common approach to **engagement and implementation**. This consistent, transparent model is intended to invite educators to participate in projects and to ensure that as new curricula, resources, and programs are developed they are shared and supported equitably across the province.

