

Literacy and Numeracy in Manitoba: Setting the Context

Including findings from the January 2018 Provincial Summit on Literacy and Numeracy

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Introduction

Government has committed to improving literacy and numeracy achievement to ensure that all Manitobans have the literacy and numeracy foundations they need so that they can succeed and prosper. This includes everything from parenting to budgeting, to success in school and the workplace, and active citizenship.

A strong, skilled workforce is essential to our economic growth and prosperity, and literacy and numeracy are foundational to all other learning. However, Manitobans are lagging behind other jurisdictions as the demands for literacy and numeracy continue to evolve and accelerate with changing economies. Workplace literacy and numeracy needs are becoming more complex and are increasingly important for both employers and employees.

This report provides feedback to the people who participated in the January 2018 provincial summit on literacy and numeracy and context for Manitoba's Commission on Kindergarten to Grade 12 Education as it undertakes a comprehensive review of elementary-secondary education.

What are literacy and numeracy?

Literacy and numeracy are fundamental to all learning across our entire lives, from early childhood to adulthood. They enable us to understand, interpret, create, communicate, and interact with ideas, other people, and the world around us. They are complex and dynamic processes that involve building on prior knowledge, language, culture, and experiences to develop new knowledge and deeper understanding.

Literacy and numeracy involve more than reading and writing words, numbers or symbols on a page, or knowing grammar and math facts. They include the capacity to understand and use language, signs (cues and gestures), numbers, symbols and images for learning, communicating and creating. They are embedded in learning experiences across all subject areas, and in learning and life outside of school.

Literacy and numeracy are among the essential skills adults need to succeed in the workplace and to be active citizens. They are lifelong endeavours that evolve as we live, learn, work and grow.

The State of Literacy and Numeracy in Manitoba

At the provincial level, student achievement and outcomes have been stable in recent years. However, considerable variations are observed when the data are disaggregated by geographic areas or by certain student characteristics.

- Literacy and numeracy gaps for some populations start very early, in the first months and years of life, prior to children entering Kindergarten, and remain as they progress through school. Toxic stressors such as poverty and trauma can contribute to these achievement gaps. These same factors also relate to other outcomes, such as physical and mental health, family and community cohesion, successful transitions and labour force participation. Literacy and numeracy affect these outcomes, and are also affected by them, as we grow from childhood to adulthood.
- Some learners leave high school without the necessary literacy and numeracy skills to access, or be successful in, post-secondary education and work. Others enter college, university and the workforce without the foundational skills to succeed in post-secondary education and without basic levels of workplace essential skills needed for entry-level jobs.
- Literacy and numeracy skills of adults continue to be developed through post-secondary education and in the workplace. While assessment results indicate that there are adults with low levels of literacy and numeracy, and this issue needs to be addressed, they also indicate that the proportion of adults with high levels of skills may not be adequate to meet growing skills demands in the labour force.
- Being a child in care of Child and Family Services (CFS) in Manitoba is also associated with lower outcomes. For example, the Manitoba Centre for Health Policy (MCHP report, [The Educational Outcomes of Children in Care in Manitoba](#), found that children who had been in care did not perform as well in school as those who had never been in care, even when adjustments were made for factors such as socio-economic status and developmental disability.
- Too often, children who end up in the care of CFS are at risk of poverty, involvement in the criminal justice system, or other vulnerable circumstances. Ninety percent of the province's 10,000 plus children-in-care are Indigenous.
- Literacy and numeracy skills are strongly correlated with positive health, social and labour market outcomes. Skills matter, in addition to the level of education a person has achieved. Within a given level of education, people with stronger skills have more positive health, social and labour market outcomes.

Performance Patterns

A detailed examination of provincial literacy and numeracy data reveal the following long-term performance patterns:

- Across the early childhood and Kindergarten to Grade 12 (K-12) systems and at the provincial level, performance in literacy and numeracy is stable over time. However, a high degree of variability exists once results are broken out geographically.

- Early childhood literacy and numeracy outcome gaps between Indigenous and non-Indigenous children are evident at age five, but largely disappear after socioeconomic status (SES) is taken into account. SES is a major driver of literacy and numeracy. These results are a strong predictor of later literacy and numeracy outcomes through elementary and secondary school.
- While three of every four students in our provincial education system graduate high school in the expected time frame, less than half of Indigenous students graduate within the same four-year period.

“Education is the key to eliminating the skills gap.”

- Literacy and numeracy performance of Indigenous students is significantly lower than non-Indigenous learners. However, the results of adult skills assessments show that Indigenous and non-Indigenous people with similar levels of education have similar skills proficiency. Education is the key to eliminating the skills gap.
- A gender gap exists between girls and boys from early childhood through adolescence, particularly in literacy, where girls are outperforming boys.

“Girls are outperforming boys, particularly in literacy.”

- Compared to the Canadian average on large-scale assessments, Manitoba consistently has higher proportions of students at lower levels of performance and fewer students performing at higher levels.
- In the Organization for Economic Cooperation and Development (OECD) [Programme for the International Assessment of Adult Competencies](#) (PIAAC), Manitoba’s scores were at the OECD average in literacy and below the OECD average in numeracy. No Canadian jurisdiction scored above average in numeracy and only four provinces/territories scored at the OECD average in numeracy.

The Manitoba Context

It is important, when considering the literacy and numeracy data, to understand some aspects of the broader Manitoba context:

- Indigenous peoples of the past and present are part of distinct nations, each with their own language, government, land base, customs and traditions. Government policies, including the Indian Act and the residential schools have had negative impacts on languages and cultures and continue to have intergenerational effects on Indigenous peoples today. In Manitoba, Indigenous families and children account for nearly 18 per cent of the population – the fastest growing segment in the population.

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- The French language and culture has strong roots in Manitoba, including as a language of instruction. While historic decisions have negatively affected the preservation and development of this language and culture, today, more than 30,000 Manitoban students are enrolled in Français and French Immersion programs.
- Immigration has long played an important role in Manitoba's growth and prosperity. Newcomers comprise 18 per cent of the population and this proportion continues to grow.
- The 2016 Census indicates 14 per cent of Manitobans aged 25-64 have less than a high school education. Twenty-eight per cent have high school completion as their highest level of education, while 58 per cent have post-secondary education qualifications (trades, college or university).

14 per cent of Manitobans aged 25-64 have less than a high school education.

Steps Towards Improvement

In recent years, Manitoba's performance in the [Pan-Canadian Assessment Program](#) (PCAP) and in the [Programme for International Student Assessment](#) (PISA) drew attention to the need for improvement in literacy and numeracy. These are large-scale assessments in reading, math and science for Grade 8 students and 15-year-old students, respectively. The release of these results has often found Manitoba in a position of being disappointed and introducing reactionary, quick-fix solutions rather than digging in deep and fully unpacking the rich information these results offer.

In an effort to create real change, the Manitoba Education and Training (MET) has taken a number of steps to building the foundation to improve literacy and numeracy.

- In the spring of 2016, the [K-12 Framework for Continuous Improvement](#) was launched. The Framework is the new provincial model for school division planning and reporting. Through the framework, the department plays a greater leadership role in supporting school division planning and reporting to increase student achievement, particularly in the areas of literacy and numeracy. The framework emphasizes the use of data and collaborative methods to inform decisions at the school division and school levels and requires school divisions to set their own measurable targets for improvement.
- In November 2016, the Minister adopted [four priority areas](#) for K-12 education to serve as the cornerstones for the K-12 Framework for Continuous Improvement. They support the alignment of school division planning and reporting with provincial priorities, and were developed in collaboration with an advisory committee of K-12 education stakeholders.
 - High levels of achievement
 - Equity and inclusion
 - Citizenship, sustainability and wellbeing
 - Public engagement
- Along the same timeline, in-depth analysis of student data and system activities indicated a need to look more deeply into:
 - the impacts of educator knowledge and practice
 - leadership
 - engagement with families
 - support for transitions
 - the effects of poverty
 - the importance of cultural perspectives.
- In January 2018, in response to the complex nature of the issues identified above, a broader “across the lifespan” lens was applied to the examination of literacy and numeracy. A provincial summit engaged more than 700 participants, from across the province, on the issues surrounding literacy and numeracy that were important to them. One hundred participant-generated topics were discussed over the course of the three-day summit.

Themes

Analysis of the summary notes from the summit topic discussions highlight **five overarching themes** that influence literacy and numeracy outcomes:

1. **Transforming Governance and Systems**
2. **Engaging Families and Communities**
3. **Ensuring Equity and Valuing Diversity**
4. **Fostering Excellence in Leadership and Educators**
5. **Strengthening Curriculum Implementation, Teaching Practices and Assessment**

This report builds context and clarity around the themes, and sub-themes as being important to Manitobans.

<i>Overarching Themes:</i>				
1. Transforming Governance and Systems	2. Engaging Families and Communities	3. Ensuring Equity and Valuing Diversity	4. Fostering Excellence in Leadership and Educators	5. Strengthening Curriculum Implementation, Teaching Practices and Assessment
<i>Sub-themes:</i>				
<ul style="list-style-type: none"> a) Connecting and partnering between and among systems b) Supporting seamless transitions for learners c) Aligning policy and funding with performance outcomes 	<ul style="list-style-type: none"> a) Building shared understanding of what literacy and numeracy mean now and for the future b) Ensuring learners and families are at the centre of literacy and numeracy development efforts c) Working authentically with community and industry to increase literacy and numeracy 	<ul style="list-style-type: none"> a) Recognizing equity and responding to the unique needs of diverse learners b) Valuing diversity, culture, language and identity c) Achieving equitable outcomes for all learners 	<ul style="list-style-type: none"> a) Aligning teacher pre-service education with evolving demands b) Addressing recruitment challenges c) Ongoing professional learning 	<ul style="list-style-type: none"> a) Implementing curriculum and effective teaching practices b) Using assessment and other data to guide improvement

Theme 1: TRANSFORMING GOVERNANCE AND SYSTEMS

Governance and system structures both enable and constrain action. Change is needed to enable multiple systems to work together more effectively and to facilitate a web of relationships that can support learners and their families. Collaborative approaches need to be tailored to unique geographic and community contexts.

Whole-of-government approaches and strengthening partnerships across the entire public sector, including education, health, social services and justice is key to improvement.

Public investments of human and financial resources must be focused and must support outcomes. The capacity of systems to harness the power of data and information to guide resource decisions must be developed.

Sub-themes

1(a) Connecting and partnering between and among systems

This means developing mechanisms to enable integrated, collaborative and co-ordinated ways of working across organizations, programs, mandates and structures.

While roles, responsibilities and resources vary across systems, greater flexibility and responsiveness is needed to deliver holistic solutions to the complex challenges facing Manitobans in developing literacy and numeracy.

1(b) Supporting seamless transitions for learners

This means understanding the complexity of learner pathways and transitions along their literacy and numeracy journeys. It means anticipating the natural and expected transitions, as well as unexpected hurdles and disruptions that inhibit learning.

Seamless transitions begin with empowering learners and their families to navigate the choices and decisions available to them. It is also important to provide more intentional pathways for learners and accessible services and supports, when they are needed.

1(c) Aligning policy and funding with performance outcomes

This means understanding that literacy and numeracy must be a core shared outcome across multiple systems. Different programs and organizations can contribute to enhancing literacy and numeracy through unique strengths, roles and responsibilities.

As systems align policy and funding with the achievement of outcomes, barriers to system collaboration are removed, overlap and duplication reduced, and limited resources used more effectively.

Excerpts from summit participant conversations relevant to this theme include:

- ✓ *Our funding model doesn't match the needs of our communities (Summit discussion 1D.2).*
- ✓ *Restructuring teacher education [and the] school system (Summit discussion 1K).*
- ✓ *Must open dialogues to broach the transitions ... Are we just creating a series of CLIFFS (Summit discussion 2D)?*
- ✓ *Could parent-child coalitions be an avenue to set up a structure to facilitate conversations between various stakeholders (Summit discussion 2O)?*
- ✓ *Improve communication/transparency between key systems e.g., secondary, post-secondary, school-work (Summit discussion 2N).*
- ✓ *Children [in care] need a system around them to support them ... may mean a liaison person to keep all parties connected (Summit discussion 2Q).*
- ✓ *Need to explore the organizations and restructure boundaries of health, parent coalitions and school divisions to better meet student and family needs, rather than creating barriers to services (Summit discussion 3P).*
- ✓ *[Over the] last 20 years, we [have been] trying to do patchwork as opposed to wide spread change (Summit discussion 4B).*
- ✓ *If we continue to have silo solutions, we will continue to have the problem we have regarding literacy and numeracy (Summit discussion 5H).*

Theme 2: ENGAGING FAMILIES AND COMMUNITIES

Literacy and numeracy matters to all Manitobans. It opens doors to social and economic opportunity, and higher levels of literacy and numeracy are associated with both positive personal and labour market outcomes, such as employment, high earnings, health and well-being.

Communities prosper when people have these foundations for lifelong learning.

Improving literacy and numeracy in Manitoba goes beyond the education system. The engagement of all those who have a stake in these outcomes is necessary.

Sub-themes

2(a) Building shared understanding of what literacy and numeracy mean now and for the future

This means bridging the diverse perspectives about literacy and numeracy, how they are defined, and how they relate to competencies such as critical thinking and communication. Literacy and numeracy are much broader concepts than reading, writing and arithmetic, and are continuously evolving as the contexts for their application evolve. For example, the meaning of literacy and numeracy has dramatically changed in the digital age.

Attitudes that hinder improvements in literacy and numeracy, such as “...it’s ok not to be good at math,” will require the support of families and communities to change for the better.

2(b) Ensuring learners and families are at the centre of literacy and numeracy development efforts

This means keeping the best interests of learners as the primary focus and adopting student-centred approaches that meet students and families where they are. It means understanding the needs of learners and their families, and working to address these holistically to deliver responsive, strength-based support for learning. Emphasis on supports for parents and guardians is required, particularly in the early years, so they have what they need to support their children in literacy and numeracy.

Adults with low literacy and numeracy skills are less able to support their children in learning, resulting in intergenerational impacts. The past experiences of learners and their families with educational institutions and systems, whether positive or negative, significantly influences how they engage with those systems.

2(c) Working authentically with community and industry to increase literacy and numeracy

This means recognizing the strengths, expectations and responsibilities of community and industry, in terms of literacy and numeracy, in order to work effectively with educational institutions and programs.

Community assets, such as libraries, community use of school facilities, and community programs, can be leveraged in many ways to support and enable learners, addressing their diverse needs. Business and industry expect literacy and numeracy to be a part of what their new employees bring to the workplace, and they play a critical role in continuing to support learning on the job.

Partnerships between education and industry can support learners to develop competencies such as critical thinking, self-sufficiency, responsibility, communication and teamwork, by connecting classroom learning to career opportunities. Building relationships and identifying mutual priorities are essential to generate new opportunities that optimize the use of limited resources and maximize learning outcomes.

Excerpts from summit participant conversations relevant to this theme include:

- ✓ *Strengthening parents strengthens children (Summit discussion 1D.2).*
- ✓ *Define parents as partners in literacy and get this information out to parents – a brief list of what parents can or should do to support literacy learning (Summit discussion 1K).*
- ✓ *Many community resources, volunteers or governmental organizations exist in a vacuum, and as isolated units, are not as functional as they could be (Summit discussion 2G).*

- ✓ *Could there be a role for the workplace – employers and unions to provide lifelong training to employees struggling or experiencing obstacles (Summit discussion 2M).*
- ✓ *Libraries promote literacy (Summit discussion 3K).*
- ✓ *Province-wide promotion to get rid of any shame of learning at any stage of life (Summit discussion (Summit discussion 4E).*
- ✓ *We need to break the cycle of stigmatizing math and enabling the ideology from parents “Jane’s not good at math because we are not math people” (Summit discussion 4G).*
- ✓ *Skills need foundation of literacy and numeracy (Summit discussion 4O).*
- ✓ *Adult literacy leads to economic development. Increase partnership with all organizations who can help create motivation for adult literacy programs (Summit discussion 5O).*

Theme 3: ENSURING EQUITY AND VALUING DIVERSITY

All children and adults are entitled to support in the development of their literacy and numeracy skills. While individuals will acquire these skills along a continuum of learning, their opportunities to do so must be equitable regardless of geography, ability, socioeconomic status, gender, cultural background or circumstances that can either privilege or place learners at risk.

Diversity, including cultural diversity, must be valued and different ways of learning need to be supported when addressing learner needs. Within an understanding of diversity, identity is complex and multi-layered, and influences how learners learn.

Equity is achieved when the diverse needs of all learners are addressed.

Sub-themes

3(a) Recognizing equity and responding to the unique needs of diverse learners

This means that achieving equity in literacy and numeracy outcomes requires intentional planning and action.

Each learner is a whole individual with needs and capabilities, their own set of strengths and challenges, and goals for the future. Responding to the uniqueness and diversity of all learners is essential to achieving equity.

3(b) Valuing diversity, culture, language and identity

This means paying attention to how individuals’ identities impact learning across their lifespan and how they apply literacy and numeracy in different contexts.

Literacy and numeracy learning needs to be culturally relevant. This is especially true for diverse First Nations, Inuit and Métis learners, Francophone learners, and newcomers,

where the relationship between language, culture, literacy and numeracy is complex and multi-layered.

3(c) Achieving equitable outcomes for all learners

This means committing to identifying and addressing gaps in literacy and numeracy skills.

Supporting learners, holistically and responsively, requires all partners to have access to common information about needs and gaps, as well as the willingness to act on the information. Appropriate resource allocation decisions should support this collaboration.

Excerpts from summit participant conversations relevant to this theme include:

- ✓ *Dialogue with universities regarding the training of Francophone teachers. We often have to recruit outside of the province and these candidates are unfamiliar with the Franco-manitoban culture (Summit discussion 1C).*
- ✓ *Inclusive education needs to be infused across the curriculum (Summit discussion 1H).*
- ✓ *How are we dealing with differences between illiterate [newcomer] students versus students who are literate – not have language (Summit discussion 1J)?*
- ✓ *Experiential learning not just textbook type learning – too many high schools are still teaching [only] to go to university (Summit discussion 1L)*
- ✓ *Basic needs have to be met before we can address literacy and numeracy (Summit discussion 2A).*
- ✓ *It is difficult to find learning resources for adult learners – partner with colleges to develop resources (Summit discussion 3I).*
- ✓ *Change the message: that government [should] promote French as one of the official languages for newcomers and refugees (Summit discussion 4F).*
- ✓ *Avoid pan-Indigenous tendencies...local Indigenous traditions, values, ways of knowing is through people and Elders (Summit discussion 4M).*
- ✓ *Integrating cultural context and content into all schools (Summit discussion 4M)*
- ✓ *We need to teach our children how to address racism (Summit discussion 5N).*
- ✓ *Find ways for urban programs/schools to make land-based teaching and learning meaningful (Summit discussion 5S).*
- ✓ *Have Elders actively involved in education – post-secondary, early learning and child care centres (Summit discussion 5S).*

Theme 4: FOSTERING EXCELLENCE IN LEADERSHIP AND EDUCATORS

Leadership is required across the education systems to model, inspire, challenge, enable and encourage excellence. Strong leadership can mobilize system-wide improvement and support consistent high-quality instruction. Substantial improvements will need to be achieved through collective responsibility and commitment, which requires leadership at all levels.

Educators from early learning, K-12, through to adult and postsecondary education are the heart of the education system, and their capacity to respond to this urgent call for system improvement is paramount.

Sub-themes

4(a) **Aligning K-12 teacher pre-service education with evolving demands**

This means examining and modernizing the processes and professional standards for the certification of teachers and how these are reflected in teacher education programs. It also means being clear about what teachers know and should be able to do, particularly with respect to teaching literacy and numeracy.

4(b) **Addressing recruitment challenges**

This means raising the profile of the teaching profession and articulating the qualities desired for successful teaching in today's education systems, from early learning to postsecondary education. It also means developing ways to address Manitoba's recruitment and retention challenges, such as Indigenous and Francophone teachers, rural and remote communities, early childhood educators, adult educators and subject area specialists.

4(c) **Ongoing professional learning**

This means that ongoing intentional efforts for professional learning are important for early childhood educators, K-12 teachers, adult educators, and university and college faculty and instructors.

Feedback and research indicate that teachers would benefit from a comprehensive and forward-looking model for ongoing professional learning that:

- encompasses the needs of beginning and practicing teachers
- develops and recognizes master teachers or teacher mentors and coaches
- considers requirements for mandatory on-going professional learning in relation to provincial professional standards

4(d) **Building leadership capacity in the K-12 system**

This means cultivating leadership capacity at the department, school division, school and classroom levels. It means creating a shared vision and inspiring collective responsibility. Creating a culture of openness and a commitment to continuous improvement is central to strong leadership.

Principals, as instructional leaders, are second only to highly effective teaching practices for impact in the classroom. They are vital in sustaining engaged and effective school communities that are aligned with divisional and provincial priorities. Principals model and set the tone for high expectations and collaboration.

The leadership of teachers, individually and collectively, is needed to drive improvement.

Excerpts from summit participant conversations relevant to this theme include:

- ✓ *Post-secondary needs to educate new teachers to work with the newcomer population (Summit discussion 1J).*
- ✓ *More mentorship, and more professional and clinical supervision [is needed] (Summit discussion 1N).*
- ✓ *Teachers [need to be] better prepared for northern communities – what do the students need (Summit discussion 2F)?*
- ✓ *Continuous support of ongoing teacher capacity building in the areas of content knowledge, pedagogical knowledge, classroom management and knowledge of learning continuums is essential to improving literacy and numeracy learning for students (Summit discussion 2I).*
- ✓ *First Nations kids need to see more First Nations teachers (Summit discussion 2J).*
- ✓ *[It is a] challenge to find educators who are qualified [Indigenous] language speakers (Summit discussion 4C).*
- ✓ *[There is a] shortage of quality in French Immersion teachers. Promote teaching in French as a viable profession (Summit discussion 4F).*
- ✓ *Principals should be more present in the classrooms. Teachers need support in both content and pedagogy (Summit discussion 4H).*
- ✓ *Professional development related to language acquisition is critical (Summit discussion 4S).*
- ✓ *Provide equity in resources across province, so all divisions have access to coaching and rich professional learning, regardless of geography and size (Summit discussion 5G).*

Theme 5: STRENGTHENING CURRICULUM IMPLEMENTATION, TEACHING PRACTICES AND ASSESSMENT

Curriculum, teaching and assessment are interconnected and interdependent.

Curriculum sets direction and provides guidance for educator planning and practice. It describes learning expectations and provides direction for learning design and assessment. Practices are the various ways educators implement curriculum and assess learning. Assessment is embedded in the learning process and provides evidence to inform instruction and monitor learner progress and achievement.

While there were some calls to examine math curriculum and courses, this theme predominantly focuses on curriculum implementation, teaching practices and their connection with assessment.

Sub-themes

5(a) Implementing curriculum and effective teaching practices

This means that literacy and numeracy must be developed and reinforced across all curricular areas, with all teachers sharing responsibility for the literacy and numeracy outcomes of learners. Teachers, learners and parents need to clearly understand literacy and numeracy expectations and how these are intended to be developed across the continuum of learning.

Educators across all levels need to be supported in developing the content, pedagogy and confidence needed to develop literacy and numeracy in various contexts and with diverse learners.

5(b) Using assessment and other data to guide improvement

This means embedding assessment in the learning process. It plays a constant role in informing instruction, guiding next steps, and checking progress and achievement. Quality assessment should create the conditions for improvement and not be used in a punitive way.

Assessment is interconnected with curriculum and instruction and should stimulate appropriate action. For this to occur, educators must be assessment and data literate. They need common understanding of the purposes of assessment, have access to common tools to administer assessment and support for consistent application.

Assessment provides valuable information for educators to target instructional improvements, identify needed supports and communicate to learners where they are at and what they need to work on.

Data is also important at the system level, to determine the outcomes of programs and initiatives intended to improve literacy and numeracy.

Excerpts from summit participant conversations relevant to this theme include:

- ✓ *Make a pool of teachers with numeracy and literacy mastery (Summit discussion 1A).*
- ✓ *Build math knowledge in pre-service teachers ... more mandatory courses in Kindergarten to Grade 12 math content (Summit discussion 1H).*
- ✓ *Assessment that is meaningful and driving the work ... How can we work with teachers to use assessment in more flexible ways (Summit discussion 1Q)?*
- ✓ *Is math curriculum the problem? Or, is the implementation of the curriculum the problem (Summit discussion 1R)?*
- ✓ *Bring teachers together to discuss assessments and learn from each other ... We are scattered and not focused (Summit discussion 2H.1).*

- ✓ *The assessment of what we value is a mismatch between assessment of what is required [to] let students know where they stand and help them make decisions for school and beyond (Summit discussion 2H.1).*
- ✓ *How do we get all Grades 3 and 7 teachers on the same page regarding the provincial assessments? Can we use the results to compare schools or do we use it to assist students only (Summit discussion 2H.2)?*
- ✓ *Map effective instructional strategies in literacy/numeracy. Name the essential outcomes as a province (Summit discussion 3H).*
- ✓ *Digital PD ... Research other models for PD ... Allow for consistent quality instruction (Summit discussion 3Q).*
- ✓ *How can we help teachers who have math anxiety and struggle with mathematical concepts (Summit discussion 4G)?*
- ✓ *Programs/PD to help teachers get better at thinking broader and integrating multiple literacies (Summit discussion 5I).*
- ✓ *Professional learning on why this outcome is being taught – how it fits with other outcomes, ideas and applications – curriculum mapping (Summit discussion 5K)*

Next Steps

The themes highlighted in this report will serve as important contextual information for Manitoba's Commission on Kindergarten to Grade 12 Education which will review Manitoba's elementary-secondary education system and provide recommendations to improve outcomes for students, ensure long-term sustainability and enhance public confidence.

The Commission will begin its work in early 2019 and deliver a final report to the Minister of Education and Training in the spring of 2020.

While the Commission conducts its work, maintaining the status quo will not suffice. MET will strengthen its commitment to the K-12 Framework for Continuous Improvement by articulating medium- and long-term aspirational provincial targets for improvement in literacy and numeracy achievement. MET will be initiating some activities, at the provincial level, to begin building momentum towards improved outcomes.

Through the K-12 Framework for Continuous Improvement school divisions are required to set targets for improvement, based on provincial and/or school division data. Since the introduction of the framework school divisions have been asking for provincial leadership in setting targets for improvement. These provincial aspirational targets will serve as a guide for school divisions in their planning and reporting.

The themes in this report also provide opportunities for Manitobans to commit to personal and collective action to improve literacy and numeracy. Parents, families, communities, educators and employers all play vital roles in making Manitoba the most improved province for literacy and numeracy. As individuals, everyone can work on improving their own literacy and numeracy skills and supporting others.

Establishing targets for improvement enables everyone working together to have a common sense of what needs to be achieved to realize improvement. The targets below are aspirational and will require sustained efforts from Manitoba Education and Training, educators, communities and other human services partners. By achieving these targets, within a decade:

- at least 80 percent of all students will meet expectations in provincial assessments
- across Canada, Manitoba will perform among the highest-ranking provinces in large-scale assessment programs; and
- Manitoba will rank highest in high school graduation, with the smallest gap between Indigenous and non-Indigenous graduates

Long-term Targets for Literacy and Numeracy

Grade 3/4 Provincial Assessment	➤ By fall of 2027, 80 percent of students will meet expectations in all sub-competencies in the Grade 3/4 provincial assessments for reading and numeracy.
Middle Years Provincial Assessment	➤ By January 2028, 80 percent of students will meet mid-grade performance in all sub-competencies in the Grade 7/8 provincial assessments for number sense, number skills, reading comprehension and expository writing.
Pan-Canadian Assessment Program (PCAP)	<ul style="list-style-type: none"> ➤ By 2025, Grade 8 students in Manitoba students will perform among the highest-ranking provinces in Reading. ➤ By 2028, Grade 8 students in Manitoba will perform among the highest- ranking provinces in Mathematics.
Grade 9 Successful Credit Attainment	➤ By June 2023, 95 percent of all Grade 9 students will receive appropriate educational programming to ensure they successfully complete their Grade 9 credits in English Language Arts (ELA) and Mathematics.
Programme for International Student Assessment (PISA)	<ul style="list-style-type: none"> ➤ By 2021, 15-year-old students in Manitoba will perform at or above the Canadian average in Mathematics. ➤ By 2027, 15-year-old students in Manitoba will perform among the highest-ranking provinces in Reading.
Grade 12 Provincial Tests	➤ By June 2028, the average mark on Grade 12 provincial tests in Language Arts and Mathematics will be 80 percent.
On-Time Provincial High School Graduation Rate	➤ By June 2028, 80 percent of Indigenous students and 90 percent of students overall, will graduate high school “on-time”.
Pan-Canadian High School Graduation Rate	➤ By 2028, Manitoba will rank highest in pan-Canadian high school graduation, with the smallest gap between Indigenous and non-Indigenous graduates.

Appendix A: Literacy and Numeracy Summit

Listing of the 100 participant-identified discussion topics identified at the January 2018 provincial summit on literacy and numeracy. Twenty 90-minute discussion themes ran concurrently during five participant-facilitated sessions.

SESSION /Topic	1	2	3	4	5
A		Oral language development /exposure with respect to technology/ poverty influences	Access to quality ECE education throughout Manitoba/Canada	Hiring teachers	Addressing social thinking and how it affects perspective taking, comprehension, emotional regulation
B	Dyslexic students	No fail should not mean no competency	How to better support parents as child's first teacher	Royal commission	Royal commission on education
C	French education issues	Promoting/strengthening inclusive classrooms while strengthening learning	Supports for exogamous families in the Français program	Success for Indigenous learners	Shortage of teachers for Français and Immersion programs
D	Middle/Senior Years literacy Poverty and Education	K-12 to PSE transition issues	Prevention – early literacy difficulties	Addictions and effects on family – impacts on early years/pregnancy and literacy outcomes	Literacy and numeracy across all subjects and beyond
E	What worked in the past can it be adapted to today's student/	EAL	Early years	Reaching out: How can we better promote literacy and numeracy in public spaces for all to see?	Essentials (consumer) math
F	Learners in and out of jail	How to ensure equitable services re: "literacy and numeracy" within northern & Indigenous communities?	Supporting literacy and numeracy in Social Studies, Science and other cross-curricular settings	How do we: Ensure equitable access to quality French – second – language options for all Manitobans from cradle to career?	Indigenous cultural well-being and the impact on literacy/numeracy
G	Agency/Urgency/Traction	Literacy acquisition and community	Cradle to Grade 1 – components that affect early literacy and numeracy	Math in society – perception and anxiety	What does it take for professional learning approaches to make a difference for kids in classrooms?
H	What skills to future teachers need to be	Standardized tests – secondary and post-	Designed minutes for subjects	K-8 Math teacher confidence and competence	Systems partnerships

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	successful leaders of learning?	secondary and measuring learning (2 groups)	(literacy and numeracy)		
I	The Diversity of First Nations People and the Truth and Reconciliation – Where do we go from here?	Models for continuous development of teacher capacity in focusing on student learning	Literacy and numeracy for the adult learner making a transition into college	Better supporting Middle Years to Senior Years math	Artistic literacy and hot the arts support traditional notions of literacy and numeracy
J	Literacy for Newcomers	Manitoba Aboriginal education	True partnerships – parent involvement – being authentic	Social impacts (root causes)	Effective practices in math pedagogy
K	Supporting Teachers in Effective Early Literacy Instruction	Language, culture, identity	Community of librarians	How do we address incentive issues in early childhood education?	Re-imagining numeracy and literacy curricula
L	Philosophy of Inclusion	How to better support students reading many years below grade level	Supporting ECEs (FCCPs) in dealing with feelings of being undervalued, underfunded and burnout	K-12 LAL (literacy academics and language)	Tools! What works?
M	Are future educators learning what they need to know for the field?	Stigma around literacy in society	Mental health and addictions/barrier to learning	What does Indigenization of curricula look like?	Transitional EAL to mainstream
N	“New Math” isn’t scary – parent/student engagement	Emerging literacy and literacy beyond reading and writing	Career literacy	Education outside the classroom	Engage difference: A safe and solution-focused conversation on the effects of racism and prejudice on learning
O	Public education 2018: Whom have we not yet served?	Fostering early learning and child care and education systems’ relationships	Has using data analysis improved/support ed student and teacher learning?	What are skills for the future? What are businesses looking for?	The importance of adult literacy programs in French everywhere in Manitoba for community development
P	Play based learning environments, K-4	What does “readiness” for Kindergarten look like? Has it changed?	Brain development: How does poverty and living in trauma impact	School libraries – essential hub for literacy & learning	Exploring evidence based practices in literacy instruction from cradle on

SESSION /Topic	1	2	3	4	5
			brain development, and how does that inform our approach to literacy and numeracy?		
Q	How do we create vibrant learning environments so that students can thrive in an ever-changing world?	How do we support students in care so they don't fall between the cracks?	School calendars that support teacher PD and learning for student success	Middle Years philosophy	The role of health in schools/healthy schools
R	Math curriculum	(Joined another group)	Royal commission on education	Indigenous languages/literacy in our school systems	Are we teaching students to pass tests or are we teaching to have learning?
S	How can we help learners with learning difficulties read and do math?	Reading in French Immersion	Turning students into data points: the good, bad and ugly	New vision & mission of the French Immersion Program and impact on literacy	Land-based, place-based learning – How can we use the land to teach children language, literacy and culture?
T	Technology implications	Including the Convention on the Rights of the Child	The importance of creating and creative thinking to serve multiple literacies	Risk taking and innovation or educators/ students	Critical thinking for youth