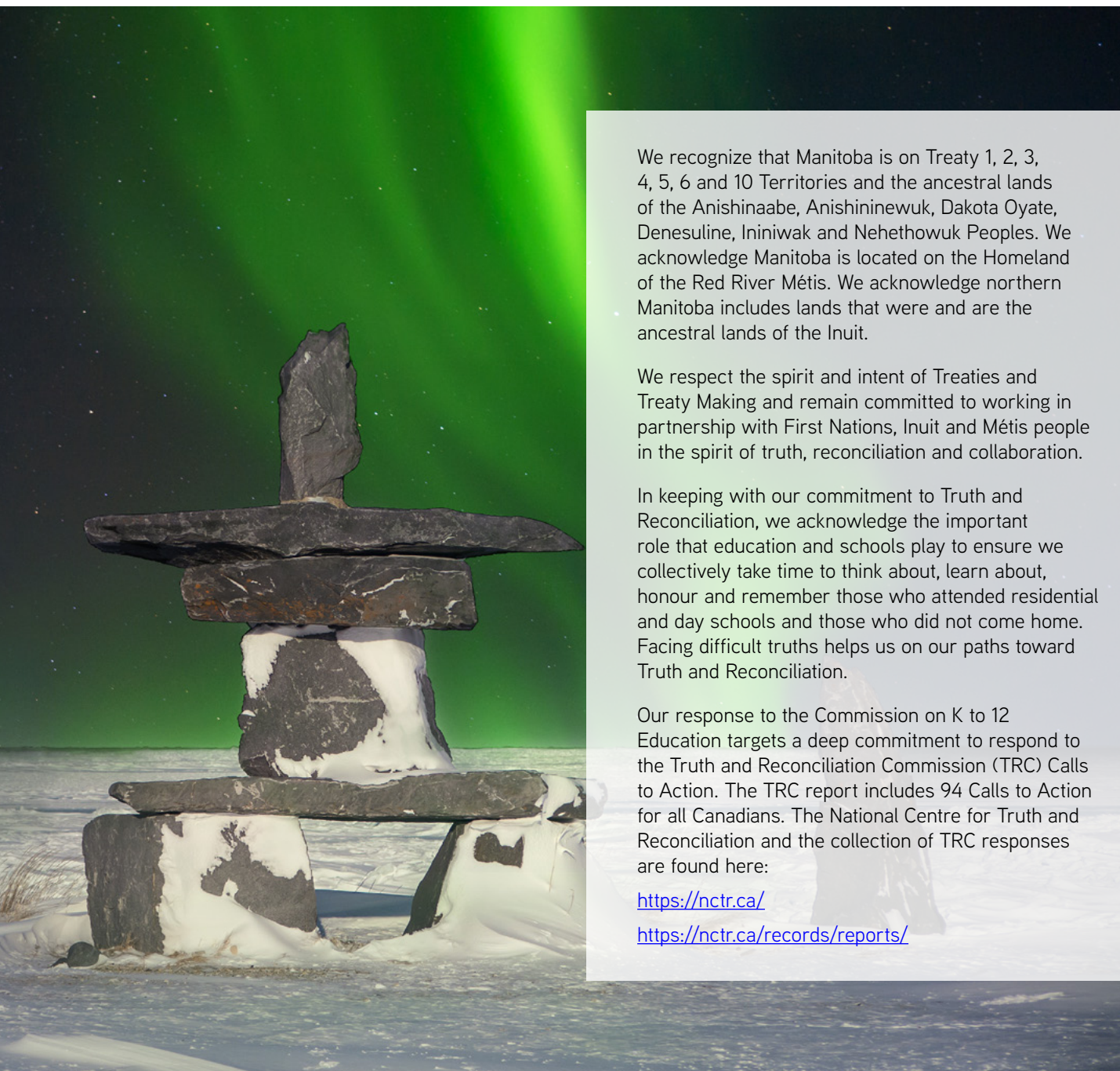


Manitoba's K to 12 Education **Action Plan**

A Roadmap in Response to the
Recommendations of the Commission
on K to 12 Education

April 2022

LAND AND TREATY ACKNOWLEDGEMENT



We recognize that Manitoba is on Treaty 1, 2, 3, 4, 5, 6 and 10 Territories and the ancestral lands of the Anishinaabe, Anishininewuk, Dakota Oyate, Denesuline, Ininiwak and Nehethowuk Peoples. We acknowledge Manitoba is located on the Homeland of the Red River Métis. We acknowledge northern Manitoba includes lands that were and are the ancestral lands of the Inuit.

We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, Inuit and Métis people in the spirit of truth, reconciliation and collaboration.

In keeping with our commitment to Truth and Reconciliation, we acknowledge the important role that education and schools play to ensure we collectively take time to think about, learn about, honour and remember those who attended residential and day schools and those who did not come home. Facing difficult truths helps us on our paths toward Truth and Reconciliation.

Our response to the Commission on K to 12 Education targets a deep commitment to respond to the Truth and Reconciliation Commission (TRC) Calls to Action. The TRC report includes 94 Calls to Action for all Canadians. The National Centre for Truth and Reconciliation and the collection of TRC responses are found here:

<https://nctr.ca/>

<https://nctr.ca/records/reports/>

Contents

LAND AND TREATY ACKNOWLEDGEMENT	2
MESSAGE FROM THE MINISTER	4
INTRODUCTION	5
PATH TO NOW	6
Engagement Since March 2021	7
Vision for Student Success	8
Guiding Principles	9
MOVING FORWARD	10
PLANNING IN PARTNERSHIP	11
High-Quality Learning	12
Student Engagement and Well-Being	14
Excellence in Teaching and Leadership	16
Responsive Systems	18
APPENDIX A: ACKNOWLEDGEMENTS	20
APPENDIX B: ACTION PLAN	21

MESSAGE FROM THE MINISTER



I am pleased to share this action plan in response to the recommendations from the Commission on K to 12 Education. The action plan outlines a vision for student success and for key accomplishments over the past year, and it describes upcoming and future actions. These actions embrace learnings from the pandemic and incorporate feedback from the last year of consultations and engagement.

Manitoba is committed to strengthening and improving public education in the province and is committed to making investments in education to achieve our shared goals. The commission's work inspired our vision of an

education system where **all Manitoba students succeed, no matter where they live, their background or their individual circumstances.**

The Commission was clear that the Imperatives for Improvement can only be accomplished if all educational partners work together, including government, school divisions, schools, teachers, school staff, students, families and communities. This action plan embraces this important collaboration and lays a path forward that can evolve over time and adapt to changing circumstances.

Thank you to the thousands of Manitobans, including students, parents, educators, school leaders and division administration, for sharing your perspectives and participating in planning and engagement. This important feedback has resulted in changes that ensure a priority focus on COVID-19 response planning. It also resulted in the withdrawal of Bill 64, which proposed changes to the school trustee model among other governance changes. The priorities identified throughout this engagement are central to this action plan.

As we learn to navigate within and beyond the COVID-19 pandemic and respond to ongoing and emerging needs, I look forward to building upon existing strengths and implementing new actions together towards the goal of success and well-being for all students.

Sincerely,

Wayne Ewasko
Minister, Education and Early Childhood Learning

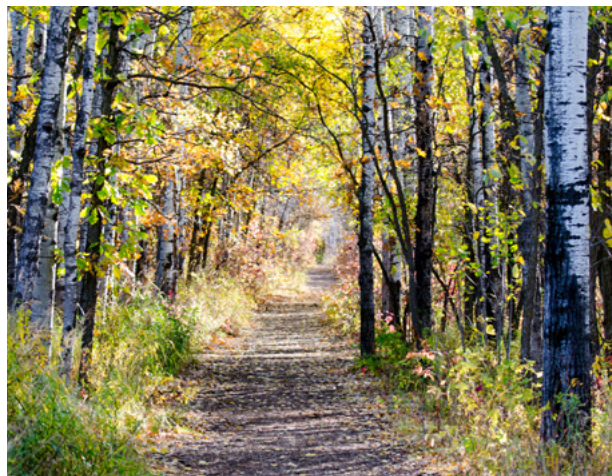
INTRODUCTION

Healthy and strong communities are built on the foundation of a strong public education system. Manitoba has exceptional teachers, school staff and leaders who place high-quality learning and well-being at the forefront. Like any system, there is opportunity for innovation and continuous improvement, especially in responding to unique learning needs and addressing inequities that are a reality for many students and families.

Manitoba's K to 12 Education Action Plan builds upon the strengths of the K to 12 education system and sets out the path responding to the recommendations from the Manitoba Commission on Kindergarten to Grade 12 Education (released in March 2021). The Commission was established to review our province's K to 12 education system with the goals of improving outcomes for students, ensuring long-term sustainability and enhancing public confidence in our education system. Based on extensive consultations in the spring and summer of 2019, the Commission submitted its report, ***Our Children's Success: Manitoba's Future***, in early March 2020. After a pause to focus the system on the COVID-19 response, the report was released in March 2021.

This action plan has been developed based on extensive engagement to:

- ✓ articulate the vision for student success and guiding principles for the education system
- ✓ map out priority actions, key accomplishments to date and upcoming actions to be implemented
- ✓ describe a formalized approach to system-wide planning and continuous improvement across English, Français, French Immersion, Senior Years Technology Education and Indigenous education

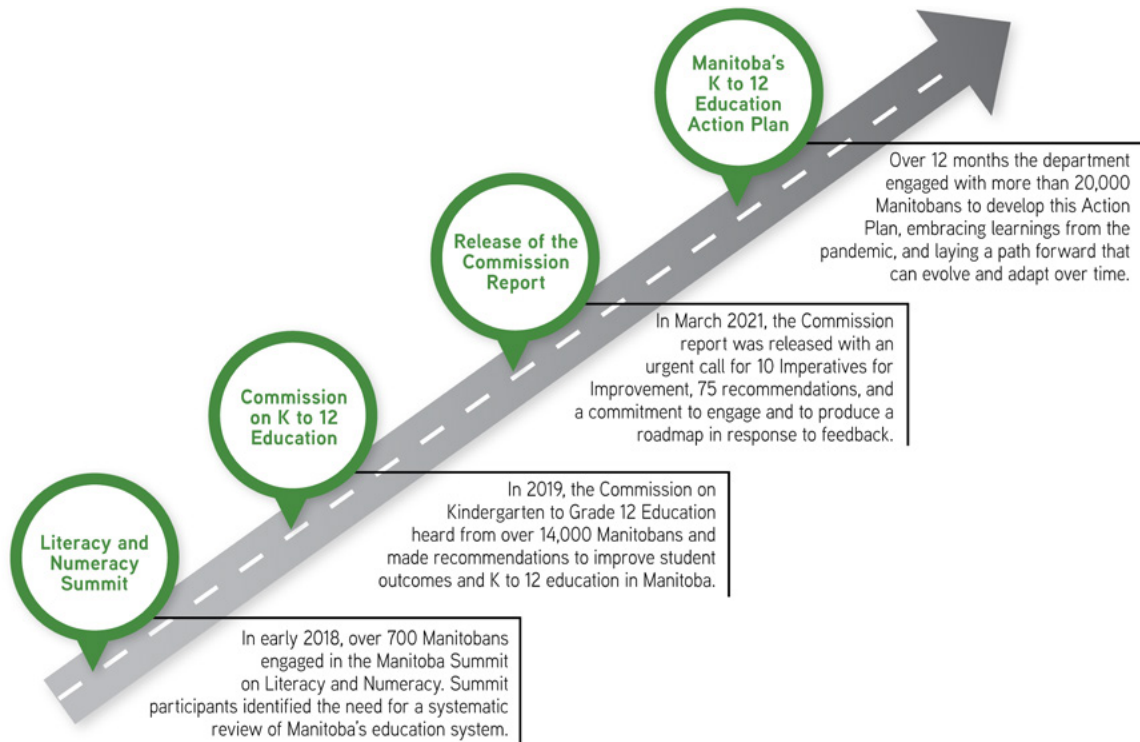


Our deep commitment to Truth and Reconciliation also means Manitoba's new Indigenous Education Policy Framework, ***Mamàhtawisiwin: The Wonder We Are Born With***, grounds all of our work and becomes the indispensable foundation for the education system. The action plan also commits to the Philosophy of Inclusion and maintains a focus on French language education in keeping with Charter rights for minority language education.

Manitoba Education and Early Childhood Learning will use this action plan to guide our work in partnership with education stakeholders over the next five years. As a living document, the action plan will be updated as needed. As priorities shift and change, new actions may also be added.

PATH TO NOW

Since 2018, beginning with the [Summit on Literacy and Numeracy](#), common themes have emerged from consultations on strengthening Manitoba's K to 12 public education system.



K to 12 Education Commission 10 Imperatives for Improvement:

1. Strengthen educator capacity
2. Increase school leadership effectiveness
3. Improve student engagement and well-being
4. Close the achievement gap for Indigenous and non-Indigenous students
5. Commit to equitable outcomes for all
6. Ensure quality educational programming in rural, northern, and remote areas
7. Strengthen the delivery of French-language education
8. Expand community education and strengthen public engagement
9. Improve foundational skills
10. Enhance the effectiveness of governance and funding

Engagement Since March 2021

Along with the release of the Report of the Commission on K to 12 Education, Manitoba also shared a strategy in response to the recommendations. A commitment was made to engage with Manitobans and listen to feedback on the action plan to guide our path forward.

Over the past year, engagement has taken place with students, parents, teachers and education partners with a focus on identifying shared priorities for action (See [Appendix A](#)).



This is what we have heard:

- ✓ The COVID-19 pandemic must be a priority focus, along with a focus on mental health and well-being for all members of the school community, including students, families, teachers, school staff and school leaders.
 - ✓ Public feedback emphasized that governance changes contained in Bill 64 went too far by removing elected trustees and deviated too greatly from the Commission's findings.
 - ✓ Local voice is important to Manitobans, along with parent and community engagement, equitable representation and inclusion.
 - ✓ There is an urgency to address the effects of poverty on education and remove barriers to participation and engagement.
 - ✓ Focus should be placed on enhancing classroom supports, including curriculum implementation and formative assessment.
-
- ✓ There is an urgency to prioritize Indigenous education and strengthen the focus on Indigenous languages and Indigenous ways of being, knowing and doing.
 - ✓ A new funding model is needed to provide equitable access to educational programming and learning supports across the province.
 - ✓ System leadership and a deep commitment to advancing Truth and Reconciliation are imperative to achieving our vision of all students succeeding.
 - ✓ There is a strong desire for enhanced data and performance measurement to inform decision making, along with clearly defined roles and responsibilities.

This important feedback has resulted in the modification of timelines to ensure a priority focus on COVID-19 response planning, as well as the withdrawal of Bill 64, which proposed changes to the school trustee model, amongst other governance changes. Feedback shared throughout the engagements has also affirmed that there are many shared priorities across the system and this action plan builds upon these to move forward together.

Vision for Student Success

Vision: All Manitoba students succeed, no matter where they live, their background or their individual circumstances.

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

- ✓ have hope, belonging, well-being 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



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-pimatisiwin* (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 Tails: An Introduction to an Ojibwa World View*. University Press of America, 1982.

Guiding Principles

- ✓ **Advancing Truth and Reconciliation:** Strengthening achievement and well-being for Indigenous students and deepening our commitment to Truth and Reconciliation for all. In 2015, the Truth and Reconciliation Commission of Canada (TRCC) called upon jurisdictions to close the achievement gap and strengthen student pathways for Indigenous students. This action plan embeds actions to improve achievement and well-being for Indigenous students across all four Pillars for Student Success.



- ✓ **Achieving Equity:** Ensuring that personal and social circumstances are not obstacles to developing skills, abilities and achieving full potential. An equity focus prevents and prohibits discrimination on the basis of gender, ability, health status, language, cultural background or socioeconomic status. Equity must be integral to all engagement, policies, programs and decision making.
- ✓ **Ensuring Inclusion:** Creating welcoming, safe and respectful learning environments where all students thrive and have a sense of belonging. Diverse and unique experiences, perspectives, skills and talents are valued, encouraged and responded to through inclusive mindsets and practices.
- ✓ **Striving for Excellence:** Ensuring that we all contribute our gifts, strengths and knowledge to innovate, develop and grow. Excellence requires setting high standards for all and vigorously pursuing them, and doing everything possible to prepare all students for their future.
- ✓ **Prioritizing Well-Being:** Ensuring all children and students flourish in the here and now and into the future, with a strong sense of self, belonging and well-being. This includes helping students build skills and have opportunities to make positive choices that contribute to their mental, social, spiritual and physical health, as well as ensuring access to mental health supports as needed.
- ✓ **Enhancing Accountability:** Promoting shared responsibility, continuous improvement, collaboration, alignment and impact. This includes processes, mechanisms, data and other tools that support systems to articulate and meet expectations, as well as promote engagement and confidence in the education system.

Niji Mahkwa Circle of Nations. Painting by Fred Beardy. Teaching and colours provided by Fred Beardy and Elder Myra Laramée. Used with permission.

MOVING FORWARD

Our goal is to ensure an equitable, aligned and effective provincial education system where:

- ✓ **students** receive high-quality education and programming to achieve improved outcomes throughout their K to 12 education and beyond
- ✓ **parents and caregivers** have more information and opportunities to be involved
- ✓ **teachers and staff** have professional knowledge, tools and resources for high-quality learning and to prepare our students for a rapidly changing world
- ✓ **school and system leaders** are supported in their role as education leaders, building a learning community, supporting teachers, improving student performance and engaging parents

As a government, we have accepted the spirit and intent of the Commission's report. This action plan is our response to the Commission's 75 recommendations, identifying the initial actions we will undertake, organized around four Pillars for Student Success:

- ✓ High-Quality Learning
- ✓ Student Engagement and Well-Being
- ✓ Excellence in Teaching and Leadership
- ✓ Responsive Systems

There are many actions, and not all will begin immediately. Over the next five years, we will focus on implementing these actions across three time periods:

- ✓ **Underway:** initiated by April 2022
- ✓ **Upcoming:** not yet initiated but planning in progress—initiated by April 2023
- ✓ **Future actions:** to be initiated by April 2024

A chart detailing implementation timelines for the actions, including corresponding Commission recommendations, is included in [Appendix B](#). Regular reporting on implementation will focus on the actions and on monitoring their impact towards achieving our goal and realizing our vision.

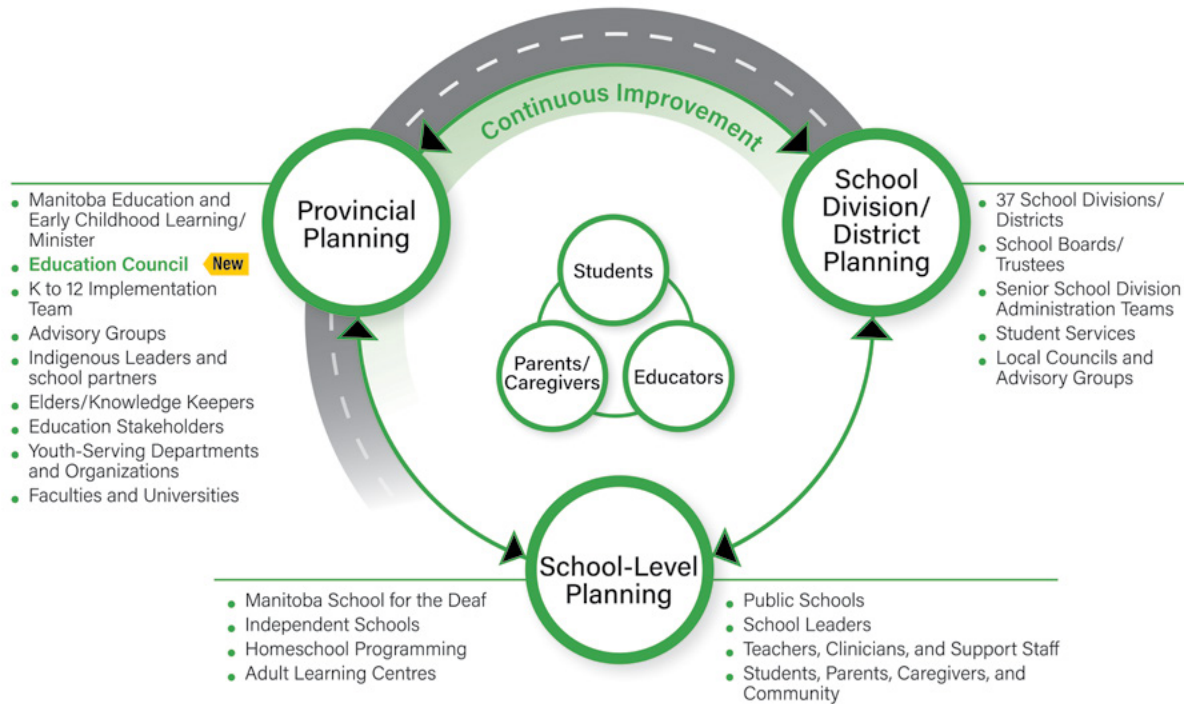
Note: Based on feedback to date, work is not proceeding on three of the Commission recommendations:

- #11 — Create a new principals' association and remove principals and vice-principals from the teacher bargaining unit
- #12 — Reorganize administrative staff to create business manager positions for schools or families of schools
- #68 — Consolidate the province's public school boards into six to eight regional boards consisting of five to seven trustees, the majority of whom would be appointed and the others elected

PLANNING IN PARTNERSHIP

Manitoba's continuous improvement journey will be ever-evolving and is strengthened through communication, collaboration and ongoing engagement. Collectively with students, parents/caregivers and educators at the core, partners at all levels share responsibility to improve, respond and adapt to the emerging needs of our education system and the world around us.

To facilitate a system-wide approach to planning, an **Education Council** will be established in 2022. The council will provide strategic guidance and advice on the implementation of the action plan and will support a focused process with partners and stakeholders on the monitoring and reporting of progress. Several [advisory groups and task forces](#) have been assembled and will continue with their work to ensure that educators and stakeholders inform the work to build on existing successes in Manitoba. By working together, we can realize our vision where all Manitoba students succeed, no matter where they live, their background or their individual circumstances.



This action plan aims to increase the presence and voice of Indigenous leaders and education organizations as part of the journey towards Truth and Reconciliation. At the same time, it will respect and acknowledge First Nations jurisdictions over schools within First Nations communities and the importance of Manitoba's First Nations school systems. We look forward to building these relationships and working towards our shared goals and priorities.

High-Quality Learning

Improve learning and outcomes for all students through responsive and relevant curriculum and learning experiences in safe and inclusive learning environments

To improve student outcomes, the Commission recommended focusing on deep implementation of the existing K to 12 curriculum, including a focus on foundational knowledge, skills and abilities students should have when they finish high school to be able to transition to advanced education, employment or other opportunities. Deep implementation requires consistent application and support for evidence-based teaching practices. While we acknowledge that a focus on implementation is key, it is clear from the consultations that curriculum updates are also needed for relevant, modern and effective learning. High and measurable standards for learning outcomes, system-wide curriculum implementation, rigorous student assessment and an ongoing commitment to the Philosophy of Inclusion are required for all students to realize their potential.

Priority Focus:

A new Indigenous Education Policy Framework and a new Framework for Learning to inform curriculum, teaching and assessment. Actions will also focus on enhancing inclusive mindsets and practices and supporting classroom learning, including broader learning environments beyond the traditional four walls.

Actions Underway:

- ✓ Implement *Mamdhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework*, in partnership with the [Indigenous Inclusion Directorate Advisory Council](#)
- ✓ Develop a new Framework for Learning to guide curriculum and assessment development, with the establishment of a [Curriculum Advisory Panel](#) to advise on this work
- ✓ Establish a [Minister's Advisory Council on Inclusive Education](#) to inform timely access to assessment, learning supports and clinical services for students with special needs; to advise on changes to the provincial report card that includes all students; and to review professional learning needs to enhance student learning
- ✓ Strengthen Français and French Immersion curriculum policy and implementation with a distinct and parallel focus

- ✓ Implement a cyclical curriculum renewal process with an initial focus on physical education/health education and science
- ✓ Enhance age-appropriate curriculum by integrating content on residential schools, Treaties, land-based education, Indigenous languages and Indigenous Peoples' historical and contemporary contributions

Upcoming Actions:

- ✓ Shift the provincial assessment program to include Manitoba curriculum-based summative assessments in Early Years, Middle Years and Grade 10
- ✓ Update Manitoba's Provincial Code of Conduct and develop policies on the use of exclusionary practices (seclusion, suspension and expulsion) for all students

Future Actions:

- ✓ Update the provincial report card to ensure it is inclusive for all learners
- ✓ Implement a comprehensive and collaborative approach, among schools and families, for early and ongoing identification of learning needs and appropriate interventions to promote student achievement and well-being
- ✓ Introduce consistent Early Years assessments, focusing on children entering Kindergarten and students who have experienced disrupted learning

Manitoba's Framework for Learning

For students to be engaged in learning, the curriculum needs to be contemporary, relevant, inclusive and responsive to an ever-evolving world. Manitoba's Framework for Learning establishes clear expectations about provincial curriculum implementation and informs the development of provincial curriculum and assessments.

In alignment with current research and other Canadian jurisdictions, Manitoba will shift to a global competency approach with literacy and numeracy at its core. It will support relevant, high-quality learning for all.

This framework will create a common vision and shared understanding of teaching and learning among educators in Manitoba. It will ensure all subject-area curricula and assessments are inclusive and rigorous, and that they reflect the full diversity of Manitoba's peoples—promoting human rights and responsible citizenship with a focus on Indigenous perspectives, inclusive practices, gender diversity and anti-racism.

Student Engagement and Well-Being

Respond to diverse life experiences, engage students, promote well-being, support successful transitions and leverage inter-sectoral partnerships

Schools are key to lifelong success by engaging students in learning and supporting the many and varied transitions students experience in their individual education journeys. The K to 12 system must work with partners to ensure holistic supports in response to student transitions and learning needs, including mental health and wellness and the impacts of poverty on learning.



Priority Focus:

Mental health and well-being, particularly as part of responding to the impacts of the pandemic, and identifying actions to remove barriers to participation in learning, including a focus on the effects of poverty on education and student engagement.

Actions Underway:

- ✓ Establish a [Student Advisory Council](#) to provide advice and perspectives to the minister, as part of the development of a broader student engagement framework
- ✓ Launch an Elder and Knowledge Keeper in Schools initiative in 33 schools across Manitoba, with the program expanding in the 2022/23 school year to more schools
- ✓ Establish a [Poverty and Education Task Force](#) to identify actions to remove barriers to participation and engagement in learning
- ✓ Collaborate with the Department of Mental Health and Community Wellness to launch a mental health in schools strategy, focused on the 5Ts: talking, training, teaching, tools and taking care, and work collaboratively on the implementation of the [Pathway to Mental Health and Community Wellness: A Roadmap for Manitoba](#)

Upcoming Actions:

- ✓ Implement a provincial attendance policy and an action plan to support student engagement and presence
- ✓ Develop a provincial remote learning strategy, including an online high school, to enhance access to programming and learning across the province

Future Actions:

- ✓ In partnership with the Department of Families, review interdepartmental protocols to guide student and school transitions
- ✓ Collaborate with First Nations to explore options for sharing high-level student data to strengthen mobility between federal and provincial funded education systems
- ✓ Undertake a needs assessment and program review for STEAM skills, technical-vocational learning experiences and apprenticeship to explore equitable access for all students, including opportunities in French and throughout rural, remote and First Nations communities
- ✓ Work with Advanced Education, Skills and Immigration to develop a strategic plan to enhance access to the adult education system and provide adult learners with essential skills and educational upgrades so they can continue on to further education and training, find jobs and participate in their communities
- ✓ Enhance student access to and utilization of career education resources and current labour market information.
- ✓ Explore inter-sectoral approaches to expand access to the arts, including music, visual arts, dance, drama and other value-added community activities



Source: SRI Education, Student Behavior Blog: <https://studentbehaviorblog.org/5-ts-for-mental-health-education-in-schools/>. Adapted with permission.

Excellence in Teaching and Leadership

Ensure teachers, school staff and leaders have the knowledge, skills and tools to support student achievement and well-being

The Commission highlighted the impact and important roles teachers and principals play in student achievement and outcomes, and emphasized the importance of ensuring that all teachers are highly trained before they enter the classroom and that they, along with school leaders, continue to engage in high-quality professional learning throughout their careers as part of any education system-improvement plan.



Priority Focus:

A new Provincial School Leadership Framework and enhancing professional learning amongst teachers and school staff

Actions Underway:

- ✓ Develop a school leadership framework informed through Principal Learning Networks, research, and stakeholder engagement

Upcoming Actions:

- ✓ Consult on options for a regulatory body to guide teacher practice and certification (i.e., Manitoba College for Educators or another approach)
- ✓ Create a workforce planning framework focused on recruitment/retention of school staff in rural and northern communities and increasing French, Indigenous and Indigenous language educators
- ✓ Assess and plan for professional learning needs, including the exploration of a provincial consortium model

Future Actions:

- ✓ Ensure that every principal takes concrete actions to improve the achievement of Indigenous students and includes improvements as part of their annual school plans
- ✓ Explore options for preparation and deployment of literacy and numeracy coaches in schools
- ✓ Establish professional standards that guide educator development, practice and evaluation
- ✓ Review requirements and processes to streamline certification for internationally educated teachers

“The research in education states quite convincingly that teachers and principals are most influential in improving student outcomes. They are, in fact, preparing the next generation of leaders and solution finders.”

Report of the Commission on K to 12 Education, page 9.

Responsive Systems

Ensure an equitable, aligned, and effective public education system with a focus on engagement, inclusion and planning for provincial and local needs

To improve student outcomes, we first need to ensure an education system that is consistent and aligned across the province. Many of the Commission's recommendations call for increased system capacity, clear expectations for those delivering education and accountability to all Manitobans. Manitoba needs a unified system that reduces disparities while responding to local needs.



Priority Focus:

A new funding model, a provincial data and performance measurement framework, and the renewal of Manitoba's K to 12 Framework for Continuous Improvement

Actions Underway:

- ✓ Launch a [Funding Model Review Team](#) to lead consultations and design of the new funding model (how funds are distributed across the education system)
- ✓ Initiate scoping for a new provincial student information system
- ✓ Renew the K to 12 Framework for Continuous Improvement to strengthen school, division, and provincial planning, implementation, monitoring and reporting

Upcoming Actions:

- ✓ Measure system-wide progress towards the achievement of the TRCC Calls to Action
- ✓ Launch an **Education Council** with representatives from the education system, youth-serving organizations and partners to support provincial planning and enhance alignment across school divisions and schools
- ✓ Develop a provincial data and performance measurement framework that will measure and report on all students' achievement and well-being at the provincial, school division and school levels.
- ✓ Launch a provincial survey for students, their parents, school staff and leaders regarding their school experiences to inform provincial, divisional and school-level plans and broader decision making
- ✓ Clearly define the roles and responsibilities of those responsible for an effective, efficient and accountable K to 12 public education system and develop a strategy to assess effectiveness

Future Actions:

- ✓ Build and promote a user-friendly public platform with access to information, data and policies about the public education system
- ✓ Explore shared-services opportunities to promote equitable access to programming, learning supports and information technology systems and to enhance efficiencies within the K to 12 system
- ✓ Work with the Manitoba School Boards Association on essential and foundational orientation and development for school board members
- ✓ Consult on strategies to enhance school, family and community partnerships and engagement and update the provincial policy framework, building on the recommendations from the [Parent Engagement Task Force](#)

APPENDIX A: ACKNOWLEDGEMENTS

Since March 15, 2021, department officials and advisory groups have engaged extensively to discuss the actions proposed and to identify priorities for implementation.

Parent Engagement Task Force: More than 20,000 Manitobans participated in 15 regional meetings, four provincial telephone town halls and 36 stakeholder sessions, and written submissions from school divisions were also received.

Minister's Virtual School Visits: More than 30 sessions connecting with close to 500 teachers, staff and school leaders.

Regional Meetings: Close to 1000 school division leaders, principals and vice-principals.

Education Stakeholders: More than 20 consultation sessions to determine focus areas and priorities, including school division representatives, education stakeholder associations, parents and students.

Advisory Groups/Task Forces: Ten formal tables established via an Expression of Interest and outreach made up of more than 200 Manitobans, of which 120 are educators.

We thank the groups we have engaged with already as well as those we continue to build partnerships with to inform future planning.

Parents, members of the public, caregivers and community members

Teachers, principals and school staff

Education Stakeholder Organizations

Manitoba Association of Parent Councils
Manitoba Association of School Superintendents
The Manitoba Teachers' Society
Manitoba School Boards Association
Council of School Leaders
Manitoba Association of School Business Officials
Manitoba Federation of Independent Schools
Student Services

Administrators' Association of Manitoba
Council of Deans of Education in Manitoba
Manitoba First Nations Education Resource Centre (MFNERC)
Manitoba First Nations School System (MFNSS)
Regional superintendent groups

Advisory Groups/Task Forces

Transitional Advisory Panel
Curriculum Advisory Panel
Student Advisory Council
Teachers' Idea Fund Review Panel
Minister's Advisory Panel on Inclusive Education
Poverty and Education Task Force

Funding Model Review Team
Attendance Task Force
Indigenous Inclusion Directorate
Advisory Council

Representatives from:

Other government departments (Families; Indigenous and Northern Relations; Justice; Mental Health, Wellness and Recovery)
Disability organizations
Equity Matters
Newcomer organizations
Association of Manitoba Municipalities
Manitoba Advocate for Children and Youth
Parent Advisory Councils

APPENDIX B: ACTION PLAN

Actions in Response to the Commission on K to 12 Education	Corresponding Commission Recommendations	Underway Initiated by April 2022	Upcoming Initiated by April 2023	Future Actions Initiated April 2024 and beyond
HIGH-QUALITY LEARNING: <i>Improve learning and outcomes for all students through responsive and relevant curriculum and learning experiences in safe and inclusive learning environments</i>				
Develop a new Framework for Learning to guide curriculum and assessment development and implementation, with the establishment of a Curriculum Advisory Panel to advise on this work	14 , 40 , 57 , 64 , 67	✓		
Establish a Minister's Advisory Council on Inclusive Education , to inform timely access to assessment, learning supports, and clinical services for students with special needs; to advise on changes to the provincial report card that includes all students; and to review professional learning needs to enhance student learning	5 , 33 , 37	✓		
Strengthen Français and French Immersion curriculum policy and implementation with a distinct and parallel focus	51	✓		
Implement a cyclical curriculum renewal process with an initial focus on physical education/health education and science	16 , 29 , 39 , 51 , 57	✓		
Enhance age-appropriate curriculum by integrating content on residential schools, Treaties, land-based education, Indigenous languages and Indigenous Peoples' historical and contemporary contributions	29	✓		
Implement <i>Mamāhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework</i> in partnership with the Indigenous Inclusion Directorate Advisory Council	27	✓		

Actions in Response to the Commission on K to 12 Education	Corresponding Commission Recommendations	Underway Initiated by April 2022	Upcoming Initiated by April 2023	Future Actions Initiated April 2024 and beyond
Shift the provincial assessment program to include Manitoba curriculum-based summative assessments in Early Years, Middle Years and Grade 10	59		✓	
Update Manitoba's Provincial Code of Conduct and develop policies on the use of exclusionary practices (seclusion, suspension and expulsion) for all students	20		✓	
Update the provincial report card to ensure it is inclusive for all learners	38 , 67			✓
Implement a comprehensive and collaborative approach, among schools and families, for early and ongoing identification of learning needs and appropriate interventions	35 , 37 , 43			✓
Introduce consistent Early Years assessments, focusing on children entering Kindergarten and students who have experienced disrupted learning	5 , 43 , 58			✓
STUDENT ENGAGEMENT AND WELL-BEING: <i>Respond to diverse life experiences, engage students, promote well-being, support successful transitions and leverage inter-sectoral partnerships</i>				
Establish a Student Advisory Council to provide advice and perspectives to the Minister, as part of the development of a broader student engagement framework	13 , 17	✓		
Launch an Elder and Knowledge Keeper in Schools initiative in schools across Manitoba, with the program expanding in the 2022/23 school year to more schools	26	✓		

Actions in Response to the Commission on K to 12 Education	Corresponding Commission Recommendations	Underway Initiated by April 2022	Upcoming Initiated by April 2023	Future Actions Initiated April 2024 and beyond
Establish a Poverty and Education Task Force to identify actions to remove barriers to participation and engagement in learning	44 , 45 , 46 , 47	✓		
Collaborate with the Department of Mental Health and Community Wellness to launch a mental health in schools strategy, focused on the 5Ts: talking, training, teaching, tools, and taking care	23 , 24	✓		
Implement a provincial attendance policy and an action plan to support student engagement and presence	17 , 18 , 19 , 21		✓	
Develop a provincial remote learning strategy, including an online high school, to enhance access to programming and learning across the province	48		✓	
In partnership with the Department of Families, review interdepartmental protocols to guide student and school transitions	22			✓
Collaborate with First Nations to explore options for sharing high-level student data to strengthen mobility between federal and provincial education systems	28			✓
Undertake a needs assessment and program review for STEAM skills, technical-vocational learning experiences and apprenticeship to explore equitable access for all students, including opportunities in French and throughout rural, remote and First Nations communities	32 , 39 , 52 , 65 , 66			✓

Actions in Response to the Commission on K to 12 Education	Corresponding Commission Recommendations	Underway Initiated by April 2022	Upcoming Initiated by April 2023	Future Actions Initiated April 2024 and beyond
Work with Advanced Education, Skills and Immigration to develop a strategic plan to enhance access to the adult education system to provide adult learners with essential skills and educational upgrades	30			✓
Enhance student access to and utilization of career education resources and current labour market information	56, 64			✓
Explore inter-sectoral approaches to expand access to the arts, including music, visual arts, dance, drama and other value-added community activities	15, 55			✓
EXCELLENCE IN TEACHING AND LEADERSHIP: <i>Ensure teachers, school staff and leaders have the knowledge, skills and tools to support student achievement and well-being</i>				
Develop a school leadership framework informed through Principal Learning Networks, research and stakeholder engagement	10	✓		
Consult on options for a regulatory body to guide teacher practice and certification	2, 3		✓	
Create a workforce planning framework focused on recruitment/retention of school staff in rural and northern communities and increasing French, Indigenous and Indigenous-language educators	7, 8, 9, 36, 48, 49, 50		✓	
Assess and plan for professional learning needs, including the exploration of a provincial consortium model	6, 34, 41, 61, 73		✓	
Ensure that every principal takes concrete actions to improve the achievement of Indigenous students and includes improvements as part of their annual school plans	25			✓

Actions in Response to the Commission on K to 12 Education	Corresponding Commission Recommendations	Underway Initiated by April 2022	Upcoming Initiated by April 2023	Future Actions Initiated April 2024 and beyond
Explore options for preparation and deployment of literacy and numeracy coaches in schools	60			✓
Establish professional standards that guide educator development, practice and evaluation	1, 4, 62			✓
Review requirements and processes to streamline certification for internationally educated teachers	42			✓
RESPONSIVE SYSTEMS: <i>Ensure an equitable, aligned and effective public education system with a focus on engagement, inclusion and planning for provincial and local needs</i>				
Launch a Funding Model Review Team to lead consultations and design of the new funding model (how funds are distributed across the education system)	74	✓		
Initiate scoping for a new provincial student information system	71	✓		
Renew the K to 12 Framework for Continuous Improvement to strengthen school, division and provincial planning, implementation, monitoring and reporting	47, 63	✓		
Measure system-wide progress towards the achievement of the TRCC Calls to Action	31		✓	
Launch an Education Council with representatives from the education system, youth-serving organizations and partners to support provincial planning and enhance alignment across school divisions and schools	22		✓	

Actions in Response to the Commission on K to 12 Education	Corresponding Commission Recommendations	Underway Initiated by April 2022	Upcoming Initiated by April 2023	Future Actions Initiated April 2024 and beyond
Develop a provincial data and performance measurement framework that will measure and report on all students' achievement and well-being at the provincial, school division and school levels	63		✓	
Launch a provincial survey for students, their parents, school staff and leaders regarding their school experience to inform provincial, division, and school-level plans and broader decision making	13		✓	
Clearly define the roles and responsibilities of those responsible for an effective, efficient and accountable K to 12 public education system, and develop a strategy to assess effectiveness	69 , 75		✓	
Build and promote a user-friendly public platform with access to information, data and policies about the public education system	48 , 53			✓
Explore shared-services opportunities to promote equitable access to programming, learning supports and information technology systems and to enhance efficiencies within the K-12 system	48 , 72			✓
Work with the Manitoba School Boards Association on essential and foundational orientation and development for school board members	70			✓
Consult on strategies to enhance school community, family and community partnerships and engagement, and update the policy framework, building on the recommendations from the Parent Engagement Task Force	54 , 55			✓