



PROVINCIAL ONLINE HIGH SCHOOL

WHAT WE HEARD
REPORT and
NEXT STEPS

April 2023

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Overview

The Province of Manitoba is committed to working with education partners and stakeholders to enhance provincial remote learning opportunities for high school students across Manitoba, building on a rich history of learning options that have been in place since 1927.

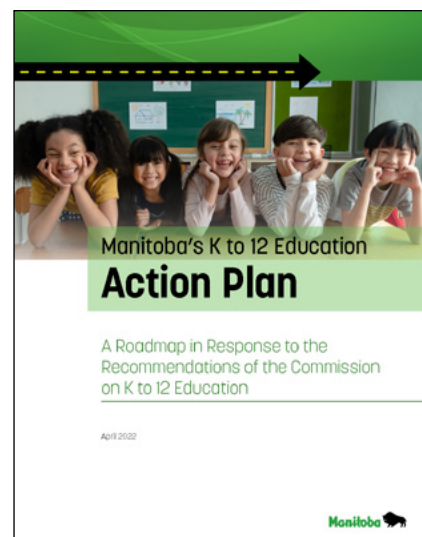
Manitoba's positive history with remote learning, need for continued engagement with education leaders, and guiding principles, as reflected in the *Manitoba Remote Learning Framework*, were discussed throughout engagement sessions held between September 2022 and February 2023. The engagement sessions were aimed at co-creating an online high school model, and included focused discussions on governance, operations, programming, student support, and other administrative areas.

This report summarizes what was heard throughout the engagement sessions, and the next steps planned for remote learning in Manitoba. (Engagement sessions are listed in the [Appendix](#).) Manitoba Education and Early Childhood Learning appreciates and thanks the over 570 individuals who participated in the engagement sessions. Their thoughtful feedback will be the backbone of the online high school model that will serve students across the province.

The Future of Remote Learning in Manitoba

Ensuring that all students have access to high-quality learning, regardless of their circumstances, is a theme in [Manitoba's K to 12 Education Action Plan: A Roadmap in Response to the Recommendations of the Commission on K to 12 Education](#).

The goal is to provide high-quality learning options that respond to the different needs of students, schools, and school divisions in order to support flexibility and increased educational opportunities for learners in Manitoba, regardless of geographic location. The enhanced provincial remote learning opportunities for students in Grades 9 to 12 will provide equity of access and educational opportunities for all students, and help achieve the Province's vision that **All Manitoba children and students succeed, no matter where they live, their backgrounds, or their individual circumstances.**



Leveraging learning and experiences from the COVID-19 pandemic, the provincial remote learning strategy intends to bring together existing and new partnerships to create an integrated system of high school remote learning that complements existing community high schools offering English, French Immersion, and Français programs. The remote learning strategy will support collective efforts to reduce and eliminate barriers to student success, and provide greater learning opportunities for students across the province. Remote learning high school programming will be

- available in English and French
- flexible with synchronous and asynchronous learning options
- aligned with and advance the principles of *Mamàhtawisiwin: The Wonder We Are Born With — An Indigenous Education Policy Framework*
- available as a low-tech remote learning option

Key partnerships to be explored as part of the new remote learning strategy include

- InformNet, an existing online high school that is currently operated by St. James-Assiniboia and Pembina Trails school divisions, and provincially supported via the learning management system Brightspace and provincial funding to extend the services beyond these two divisions
- Teacher Mediated Option (TMO), Manitoba's synchronous high school remote learning option for Manitoba students with or without robust access to Internet connectivity, offered through Pine Creek School Division
- Français remote learning programming, within Division scolaire franco-manitobaine (DSFM)
- Wapaskwa Virtual Collegiate (WVC), offered for First Nations schools via Manitoba First Nations Education Resource Centre
- Best practices and experience across local divisions, from the pandemic and beforehand

For the 2023/2024 school year, InformNet and Pine Creek School Division's TMO (Teacher Mediated Option) will continue to provide remote learning options for Grades 9 to 12 students across the province. These two schools will be open and accessible to all high school students across Manitoba. DSFM will continue to offer Français remote learning, albeit on a more limited basis, to their students who live throughout Manitoba.

Background

Manitoba has a long and storied history with remote learning, starting with the introduction of correspondence courses in 1927. In the years that followed, Division scolaire franco-manitobaine, Pine Creek School Division, other school divisions, Manitoba First Nations Education Resource Centre, and Hutterian groups have developed their own remote learning opportunities in response to local community needs.

The following describe some of the remote learning options that are available for students across the province. It is also recognized that many school divisions have remote learning solutions for their own student population including web-based courses and other alternative programming options.

Independent Study Option Courses

Up until 2021, the department delivered independent study courses which began in 1927. Homeschool students and students registered in public education were able to register and take these courses, which were mostly available in English and paper-based. A tutor was assigned to support students. Given the low credit attainment and the importance of having a certified teacher to deliver high-quality content, the courses were phased out with new funding directed to InformNet, Manitoba's only fully accredited online high school, and Manitoba's Teacher Mediated Option.

InformNet

In 1997, the Interlake School Division and the former Morris-Macdonald and Fort Garry school divisions established InformNet, an accredited online high school. It is now the largest online high school in Manitoba. The Province has a strong partnership with InformNet, currently operated by St. James-Assiniboia and Pembina Trails school divisions, and provincially supported via the Brightspace platform. InformNet played a significant role in the overall pandemic response and, as such, the Province began funding the school to increase its online enrolment for high school students across the province and offer free high school credit recovery summer programming.

InformNet is delivered via the provincial Brightspace contract and leaders within InformNet work closely with the department's Online and Distributed Learning Unit. A student can receive a full high school diploma in English with expanded French Immersion programming to be developed in the future. Homeschool students can register to receive high school credit, with a fee per course model. School divisions cover the costs for their students when this is approved by their division. Most students enrolled in a public school take InformNet online courses to supplement their studies at their local high schools, versus being a full-time InformNet student.

Teacher Mediated Option

The Teacher Mediated Option (TMO) delivers live high school instruction via a virtual classroom to Manitoba students under the age of 21. TMO is a semesterized program, and all course credits earned go toward a Manitoba Grade 12 Diploma. Students join online or via phone for in-class sessions. The Teacher Mediated Option is a synchronous high school remote learning option for Manitoba students with or without robust access to Internet connectivity. Scheduled live classes and tutorial sessions with teachers take place on the Zoom platform, either online or by telephone connection.

Division scolaire franco-manitobaine

As the only division in Manitoba offering Français education, Division scolaire franco-manitobaine (DSFM) has been the sole provider of remote learning to students enrolled within the Français Program across the province. While this programming grew during the pandemic, the DSFM had operated its remote learning to students of the division prior to 2020.

Wapaskwa Virtual Collegiate

The Wapaskwa Virtual Collegiate is under the leadership of the Manitoba First Nations Education Resource Centre (MFNERC), which was established in 1999, with a given mandate by the Assembly of Manitoba Chiefs to provide education services to 55 First Nations schools in Manitoba. MFNERC facilitates a community education process based on First Nations' needs, priorities, and education plans.



Engagement Process

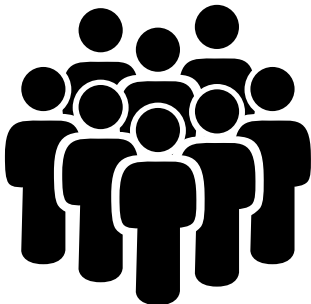
Manitoba Education and Early Childhood Learning values the engagement, participation, and contributions of stakeholders in helping to shape Kindergarten to Grade 12 education priorities in the province. From September 2022 to February 2023, the department conducted focused engagement sessions on how to govern, operate, provide programming, and enrol and support students in remote learning, in addition to other administrative topics. Subsequent engagements were carried out in February 2023 to capture further understanding and feedback on the governance mechanics for the online high school. The department undertook outreach with the following:

- approximately **287 students**, who are enrolled in InformNet or Pine Creek School Division's online school, and members of the Minister's Student Advisory Council
- about **200 education leaders**, who attended the department's Learning Forum (November 18, 2022) with a moderated session on the impacts of remote learning
- **78 superintendents, assistant superintendents, teachers, and members of the following associations:** Manitoba Teachers' Society, Manitoba School Boards Association, and Manitoba Federation of Independent Schools
- a total of **10 Indigenous leaders** from the Manitoba First Nations Education Resource Centre and the department's Indigenous Inclusion Directorate

The engagement sessions were designed to capture views on strengths and challenges of existing remote learning options for students, preferred approaches to pedagogy, governance and funding models, social and mental health considerations, and suggestions on naming the online high school. Comments made at the sessions were recorded and included in the record of each stakeholder session.

In total, approximately **575 participants** provided their feedback.

575 participants



2 mentimeter surveys



11 sessions

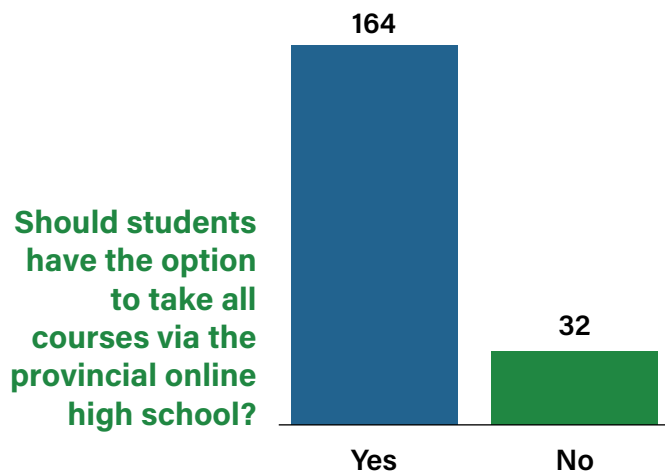


What We Heard: Student Perspectives

The main themes raised by students are highlighted below.

Course Offering

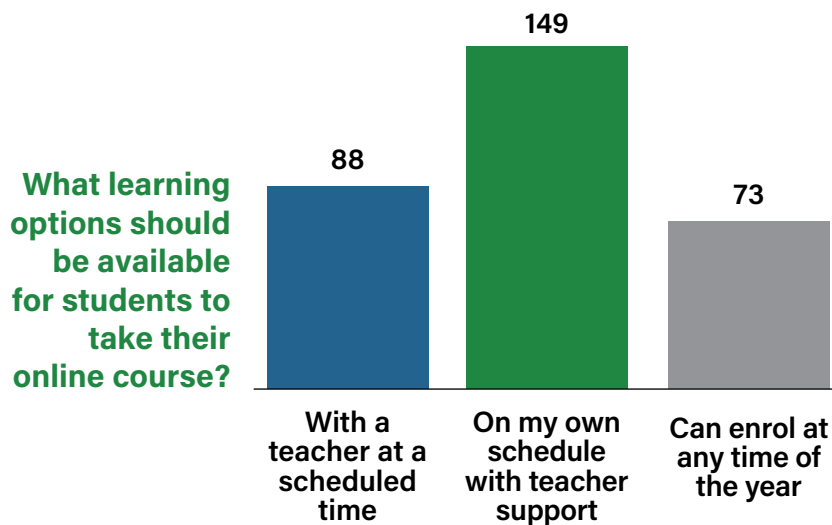
Most students strongly endorsed the view that, in addition to taking one or two courses online, they should have the opportunity to take all of their high school courses online.



Students suggested that the following courses should be options in the provincial online high school model: trade and art courses; physical education; language classes; French Immersion; computer and information technology courses; as well as history, music, chemistry, physics, biology, psychology, statistics, world religions, and financial literacy courses. Additionally, students requested that all advanced placement courses be available.

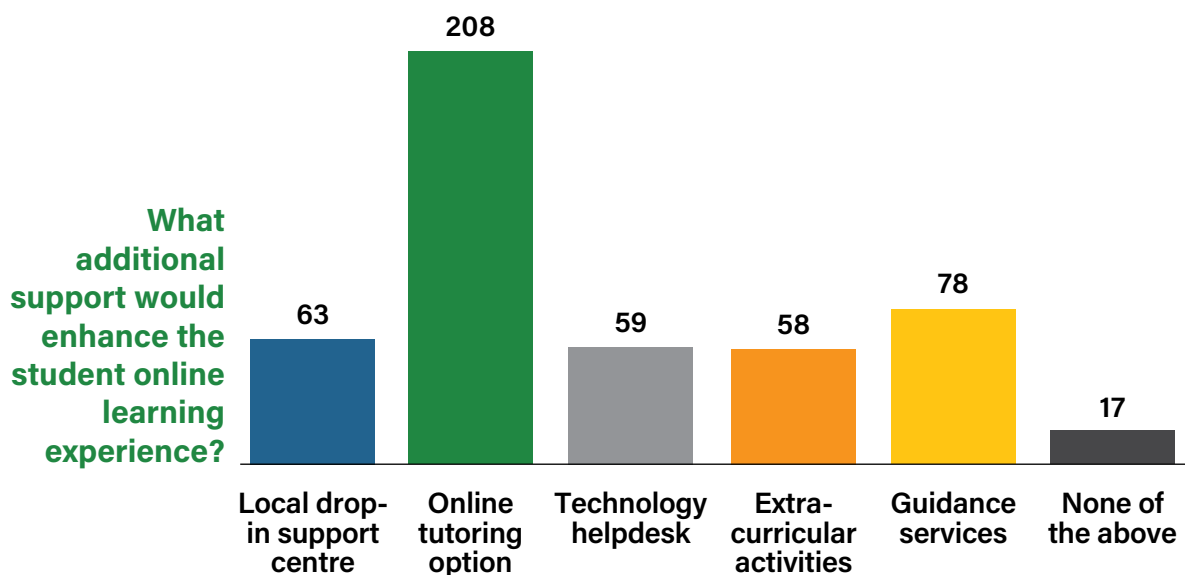
Course Scheduling

Most students recommended that their online courses be tailored to their own schedule with support from teachers. If online courses are available at a scheduled time, there should be teachers to support learning. Some students noted that, ideally, it should be possible to enrol or transfer into an online course at any time during a semester.



Supports to Enhance the Student's Online Learning Experience

Most high school students suggested that tutoring options be available to support the student online learning experience. They also suggested the need for a local drop-in support centre, a technology helpdesk, guidance services, and extracurricular activities. These supports would help enhance the high school students' online learning experience.



Students also made general comments that they would like more mental health and learning disability resources, either at their local school or online.

The surveyed students supported the online format for the high school grades. Some noted that remote learning could be provided for students from Grades 5 to 8 in situations where the student could not attend school because of illness or vacation. In situations like these, remote learning should be available to ensure students are able to stay connected with their teacher, peers, and learning.

Internet Connectivity

Students commented that they faced Internet connectivity issues from time to time. The challenges hindered some from attending online classes, submitting or accessing school projects, and completing assignments during online and remote learning. The underlying causes varied widely, ranging from too many devices running simultaneously in a home with stable Wi-Fi, to poor Internet service from their provider. It was evident from student comments that expectations for connectivity are high and that, by and large, they expect exceptional Internet service. It was acknowledged that service to rural and northern Manitoba is constantly improving and appreciated.



What We Heard: Perspectives from Participants at the Post-Pandemic Learning Forum

In November 2022, the department hosted a Learning Forum with roughly 200 education leaders, with a day-long session focused on the impacts of remote learning. The main themes that were raised by forum participants are highlighted below.

Influence of Remote Learning on Students

Participants noted that some students benefit from remote learning options. For example, students struggling with attendance might want remote learning options in order to access assignments more readily and maintain connection. Overall, participants pointed out that remote learning is best when it is part of a larger education program for students at the local school level.

Participants reiterated that remote learning can be problematic in some homes with distractions, especially in multigenerational homes, with the challenge of finding a place to learn. There is a need for careful consideration of the time students spend online while learning. The concern about social isolation was raised. It was noted that younger students in Kindergarten to Grade 8 are best served through in-classroom learning with their peers and dedicated teaching staff. This speaks to the important roles schools play beyond the academic role, including offering broader student services and a strong social support network.

Need for Further Teacher Capacity and Development

Remote learning accelerated the need for digital tools and skill sets. Participants reported that professional learning and capacity development are needed for teachers and staff across the education sector. Remote courses should be staffed carefully. The remote learning teachers need updated job descriptions and opportunities for collaboration among remote learning teachers. Participants also highlighted the need for a single platform to house all resources for both teaching and learning tools.

Participants noted that both remote and online professional development was a benefit for schools and school divisions. Staff could access online training, come together easily for online meetings or training, and be easily connected because technology was more accessible.

Rural and Northern Opportunities

Participants expressed the hope that the provincial online high school model has the potential to keep students in their home communities and perhaps change the current situation where some students need to relocate after completing Grade 8 in order to complete high school.



What We Heard: Perspectives from Education Leaders

The main themes raised by education leaders are highlighted below, including those raised by superintendents, education associations, and school leaders.

Governance

Leaders involved in the engagement sessions discussed three different governance models for online learning that can be seen across Canada: school division–hosted and –operated; government-led and –operated; or, operated by an external agency like a special operating agency or crown corporation.

The majority of education leaders expressed preference for a governance model whereby one or more school divisions host and operate the programming, since it is likely to be more responsive to student learning needs. They emphasized the necessity to be mindful of and responsive to the varying needs of students from rural, northern, and more densely populated parts of Manitoba. They also noted the concern about taking on additional responsibilities, and the importance of provincial funding support for incremental administration costs.

Leaders stated that teaching should exist within the bounds of the collective agreements, whether local or provincial, and the provincial online high school teachers should be certified and entitled to the same benefits and working conditions as other Manitoba certified teachers and members of the Manitoba Teachers' Society.

There was some support among leaders for a government-operated model. However, leaders noted that it might be challenging to use this model while ensuring that the teachers are also members of the Manitoba Teachers' Society, holding a Manitoba Teaching Certificate. Furthermore, the direct delivery of education, beyond what is provided by the Manitoba School for the Deaf and some provincially coordinated inclusion support services, is outside the scope of the department's own mandate.

Education leaders viewed the special operating agency model as being too distant from the students' learning experiences and needs and, therefore, not as responsive to student learning needs.

A critical design feature accepted by the department and the education leaders interviewed is the importance of remote learning being a part of the public education system and funded by the Province. Consideration and priority are needed for French language programming as evidenced by the low number of available online courses for French Immersion students. Furthermore, there is a recognition of the important role that DSFM plays in delivering remote learning for Français students.

Lastly, there were more in-depth discussions on how the school division(s)-operated model could be rolled out across the province. Interviewed superintendents expressed support for a fair and sustainable way to determine which school division(s) will operate remote learning, for example, via an expression of interest. Education leaders encouraged the department to invite school divisions to submit a plan that follows provincial standards and guidelines for providing high school courses online for all Manitoba high school students. Opening this opportunity up to all school divisions was valued by education leaders who simultaneously acknowledged that the larger school divisions would likely be in a better position to come forward. A broader segment of school divisions and key remote learning partners is critical to being successful in ensuring provincial perspective in planning and implementation.

In this delivery model, a provincial coordinating committee for cross learning, planning, and collaboration will be critical, especially to reflect the needs of students from across the province and to ensure that the diversity of the province is represented in the teaching staff. The model may also promote sharing of resources, whenever possible, and avoid duplication of services.

Some superintendents expressed the desire for the department to remain connected to the school divisions who are involved in the provincial online high school to provide coordination and direction. This government support could be offered via the existing Online and Distributed Learning Unit and would keep the government role more aligned with its mandate.

Ongoing Response Planning

Education leaders recommended that the provincial government continue to consider options for students who might require alternative programming, and to help provide greater Internet access for families in need. Continued support for high school students who are immunocompromised or require mental health supports were discussed. Stakeholders noted the importance of continuing to train teachers in the use of online learning at the local school level. Some anticipated that occasional online learning at the local school might be needed for teachers and younger students in Grades 1 to 8. Services for younger students are best kept at the local school-division level. There was a consistent message that younger students are best served in person in a classroom with their peers. Learnings from the pandemic, including extensive resources developed with and by Manitoba teachers, can support this on an ongoing basis, as can the student-specific planning that has been used extensively prior to, throughout, and beyond the pandemic.

Education leaders recalled that attendance reporting during the pandemic for online learning was essential to local schools and school divisions in following up with students. During disruptions and response planning, student presence and engagement is needed as well as close teacher-student interaction. Leaders noted that assessment of student progress is an important component of student success. They emphasized that having students in school whenever possible is a priority.

General Operations

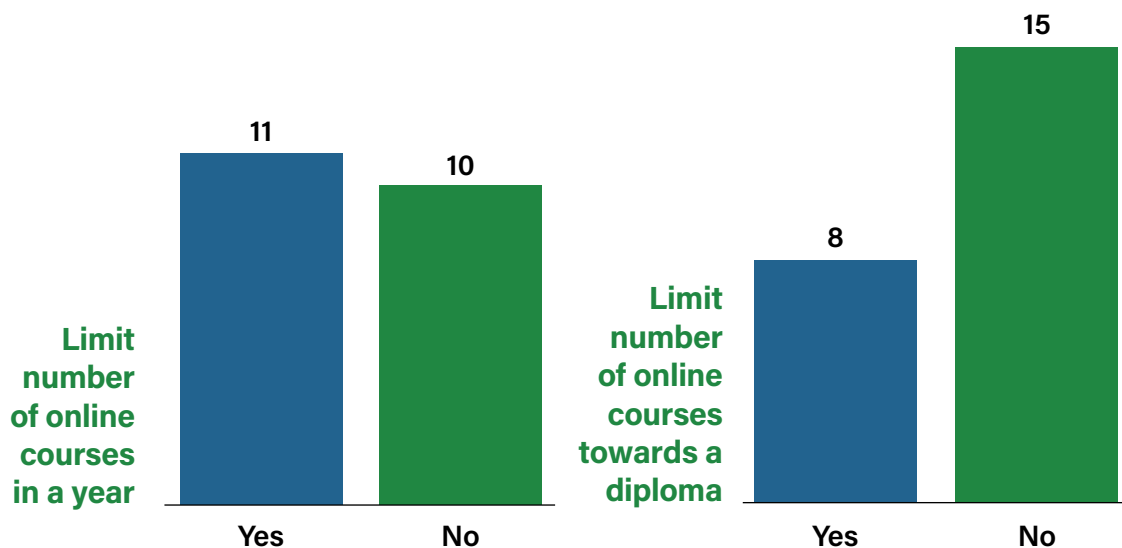
The majority of education leaders emphasized that online high school programming should complement the local, traditional brick-and-mortar schools and not replace local schools. They stressed that students should register with their local school division, and then choose their online high school courses. It was noted that students will be better prepared for future learning opportunities if they have online learning experiences during high school. Some leaders expressed support for a full service online high school experience, especially for the most remote parts of Manitoba.

Education leaders recommended that there be a clear process for registration with set intake dates, provisions for continuous intake to accommodate northern students, and a clear partnership between school divisions and online high school programming. It was recommended that there be a centralized database for student records to allow for ease in sharing and accessing student information.

High-Quality Learning and Teaching

There should be a limit on the number of online courses a student can take in a year, but there should not be a limit on the number of online courses a student can take towards a diploma on the provincial online high school.

– *Education Leaders*



Education leaders suggested that programming available at the online high school should include the following: synchronous and asynchronous learning options, continuous intake, semester system, and summer school. It was noted that administrators should consider the flexibility of an open-ended completion date for coursework.

Education leaders consider it vitally important that the provincial online high school employ Manitoba certified teachers and ensure that the [Standards for Appropriate Educational Programming in Manitoba](#) are followed when developing the online high school. School divisions should be involved in the admission process and decisions for the online high school.

Stakeholders emphasized that it is important to ensure educators have sufficient time to navigate, build, plan, and administer online and remote learning with adequate training and supports. They noted there should be a focus on funding and developing a comprehensive human resource strategy (recruitment and retention) to ensure sustainable access to certified teachers within the system.

Student Connection and Sense of Belonging

Education leaders emphasized that the provincial online high school should be an extension of the student's local school. It was recommended that the provincial online high school include programming that would acknowledge student participation, ensure there is regular communication between students and teachers, and include collaborative and interactive activities such as having breakout rooms, group projects, and interactive lessons that would help students build human connections.

Stakeholders suggested the online high school could offer extracurricular activities, either online or in-person, such as special events, spirit weeks, guest speakers, and clubs. This needs to be implemented carefully so as not to duplicate or replace the opportunities that may be offered locally at high schools across the province. Student stories and experiences could be shared on the provincial online high school website. Local staff should be made available to provide academic and administrative support to students taking a course in the online high school classroom. Class profiles and student support plans should be shared between home and the online school.

Leaders also recommended that when students are enrolled in remote learning opportunities there should be mental health resources and supports, including Elders and Knowledge Keepers, as well as technical supports, if needed. Again, this should not duplicate in-person supports available at their local school such as Elders, counsellors, and clinicians, as well as local school advisors to support both students and caregivers.

Opportunities for collaborating, discussing, and socializing online with both teachers and peers made a big difference when studying. These opportunities can be synchronous and asynchronous, but they are essential.

– Education Leaders

Technology and Internet Connectivity

Education leaders noted that Internet connectivity remains a challenge that both students and educators face. Although there has been progress with online learning within some school divisions, it is still a challenge for other divisions. The lack of strong, reliable information technology (IT) infrastructure may hinder the teacher's ability to provide immediate feedback and engage with students during online learning. Education leaders also shared that there is constant competition for Internet connectivity between educational and entertainment activities in many homes, which can make remote and online learning difficult. Participants recommended that technology and Internet connectivity supports be included in the development of the remote learning program.

Lastly, education leaders recommended that the same technology software and applications be used across school divisions to foster student connection and belonging. There should be considerations for partial credit completion, and all work by the provincial online high school should be completed by mid-June to ensure all credits are transferred back to the school divisions and/or local school to accommodate graduation timelines.

Funding Model for the Online High School

Education leaders recommended that, when developing the funding model for the online high school, the government consider the size of the school division, the demographics, the socio-economic profile of the target population, the predicted student enrolment numbers, and the number of courses to be offered. Leaders noted that government should be cognizant of the need to promote equity and to use data to support informed funding decisions.

A small number of education leaders raised concerns about the online high school programming leading to elite programs. These leaders added that funding the online high school should not be at the expense of other needs at the student and school levels.

Stakeholders recommended that the funding model should recognize that the student who is taking a blend of in-person and online courses still requires supports at the local school (for example, counselling or clinician supports). For this reason, the funding model should take into consideration that the local school would retain the primary functions associated with administration and support services for students. Based on the engagement sessions, a blended cost-sharing model is a likely path forward to support the remote learning strategy for Manitoba; however, no clear proposals or recommendations were identified. Consideration should also be given to the number of courses a student takes locally versus via remote learning.

Although stakeholders noted the challenge of a fixed external cost (for example, a fee per course that would be paid by the local school division), there was a general understanding that funding support would follow the student to their local school or online high school to reflect their enrolment choices.

What We Heard: Learnings from Manitoba First Nations Education Resource Centre (MFNERC)—Wapaskwa Virtual Collegiate

Leaders from Manitoba First Nations Education Resource Centre spoke about the successes of the online learning at the Wapaskwa Virtual Collegiate for First Nations students. The Centre engages schools at the grassroots level, and develops courses to ensure they are grounded in Indigenous languages, teaching, and ways of knowing. Leaders shared that it has an advisory committee that provides feedback to the school principal and staff, and helps guide the collegiate when it navigates challenges such as the pandemic and Internet connectivity. Many First Nations homes have insufficient Internet connectivity to support online learning.

Wapaskwa leaders noted the importance of being mindful of continuing to develop new courses and update existing courses. They intentionally aligned their intake model with the local school, chose the semester model, and decided to offer only synchronous courses.

They constantly market their course offerings to local communities, so that schools and students know of online opportunities, and noted the importance of marketing and promotion for students across Manitoba.

What We Heard: Future Planning

One of the general questions asked at the engagement sessions was what the provincial online high school should be called. All participants suggested that the name should be simple and descriptive, accommodating a bilingual translation, and reflecting the community it serves. Given that the educational programming will also include a low-tech option for those students not able to access Internet, either because of connectivity issues or other related concerns, there is a desire to consider the broader context of remote learning versus limitations of "online." For this reason, Manitoba Education and Early Childhood Learning will proceed to select a name in keeping with these criteria.

During this time of engagement with external stakeholders, the department also had many discussions with colleagues in the department on future planning. Department staff emphasized the importance of working closely with teachers and guidance counsellors in the local, community high schools to build relationships that support student learning. There was a strong recommendation to more broadly communicate the online high school programming across the province. It was mentioned that, too often, students and teachers are unaware of the breadth of service already in place to support student success.

To highlight this, the Manitoba Indigenous Inclusion Directorate noted that this work holds much promise to increase the graduation rates for Indigenous students. Directorate staff noted they are committed to working alongside the online school staff to assist with the development of courses that include Indigenous perspectives, cultures, and ways of knowing.

Overall, at the engagement sessions, participants referred to the guiding principles in the [Manitoba Remote Learning Framework](#), which was a powerful reminder of our collective commitment to learners and the importance of creating authentic, relevant, and inclusive learning experiences for students based on shared understanding of how they learn best. The three guiding principles are as follows:

- Student learning and well-being are enhanced when students feel like they belong to a community in which everyone is valued, accepted, and supported.
- Student learning and well-being are enhanced when students have a sense of efficacy in their ability to demonstrate progress and achievement in an online environment.
- Student learning and well-being are enhanced when students feel a sense of autonomy and responsibility fostered through student voice, self-regulation, and metacognition.

Learnings from the experience of establishing the Manitoba Remote Learning Support Centre will be leveraged, along with the comprehensive repository of remote learning for Kindergarten to Grade 8 students that schools may continue to require if some form of short-term remote learning is part of their student-specific plan. While there are no plans to continue delivering full-time Kindergarten to Grade 8 remote learning for immunocompromised students at this time, the supports for teachers across the province for when such need arises will continue to be assessed and developed as part of Manitoba's overall remote learning strategy.

Summary and Next Steps

Manitoba Education and Early Childhood Learning thanks all who participated in the engagement sessions. Feedback from these consultations will inform the development of the provincial online high school model and programming. All perspectives are being taken into consideration as the department works to achieve its commitment, as stated in [Manitoba's K to 12 Education Action Plan](#), to develop a provincial remote learning strategy, including an online high school, to enhance access to programming and learning across the province.

Based on the engagement feedback to date, the department is in a solid position to move forward with detailed operational planning as follows:

1. For the 2023/2024 school year, InformNet, Teacher Mediated Option (TMO), and DSFM will continue to operate remote learning programming for Manitoba students in Grades 9 to 12. All students and families can work with their school division to explore online course offerings and how they might complement the students' high school studies.
2. The department will explore options for the remote learning delivery model based on the consultation findings. Findings from this report will be used to inform the development of a plan for designing the operating and funding model. The department will include key partners from across the province in next steps.
3. The department will create a larger remote learning steering committee with members from the department and key partners from across the province, including Winnipeg, rural and northern school division representatives, Division scolaire franco-manitobaine, and Manitoba First Nations Education Resource Centre. This committee will help plan and coordinate implementation.
4. The department will also leverage the work of provincial teachers and leaders who came together to collaborate and co-create the [Manitoba Remote Learning Framework](#). Thousands of educators from every region of the province engaged with the *Framework*, and learned about its guiding principles and strategies for the classroom and community. The teaching resources developed through the Remote Learning Support Centre will continue to be available through an updated remote learning website. The department will continue discussions regarding school, division, or provincial supports needed for student-specific planning to ensure students continue to engage in learning when they are not able to attend school in person. This may include, but not be limited to, options for temporary remote learning leveraging the experiences from the pandemic.

Appendix: Engaged Stakeholder Groups

Student Voices

- Minster's Student Advisory Group
- Students from InformNet
- Students from Teacher Mediated Option, Pine Creek School Division

Education Leaders and Experts

- Manitoba Association of School Superintendents (MASS) Region — North
- Manitoba Association of School Superintendents (MASS) Region — South-Central
- Manitoba Association of School Superintendents (MASS) Region — South-West
- Manitoba Association of School Superintendents (MASS) Region — South-East Interlake
- Manitoba Association of School Superintendents (MASS) Region — Metro
- Manitoba School Boards Association (MSBA)
- Manitoba Association of School Superintendents (MASS) Executive
- Manitoba First Nations Education Resource Centre (MFNERC)
- Manitoba Indigenous Inclusion Directorate
- Manitoba Learning Forum Participants, November 2022

Teachers

- Teachers from Teacher Mediated Option, Pine Creek School Division
- Manitoba Teachers' Society

Definitions of Terms

remote learning: Remote learning is synchronous and/or asynchronous learning, and includes a variety of formats and delivery methods, such as online learning, video calls, phone calls, and hard-copy packages.

online learning: A method of learning that relies primarily on communication between students and teachers by means of the Internet.

synchronous learning: Synchronous learning is learning that involves a teacher and their student(s) interacting in real time.

asynchronous learning: Asynchronous learning is independent learning that does not require real-time communication between a teacher and their student(s).

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- Manitoba Education. *Manitoba Remote Learning Framework*. 2020. Available online at www.mbremotelearning.ca/_files/ugd/d14545_682a66230aa24fa29bcebb8a8c7630a0.pdf.
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