



# Framework for Learning

## **FRENCH IMMERSION** Program

The Framework for Learning is the blueprint on which essential elements of learning and teaching in Manitoba are organized. The Framework creates one access point for educators to find curriculum and curriculum implementation resources, and to access policy and resources related to assessment, evaluation, and reporting for the English, Français, French Immersion, and Senior Years Technology Education programs.

### Mino-Pimatisiwin—The Good Life

**Mino-Pimatisiwin (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.

Mino-Pimatisiwin is an Indigenous traditional teaching that describes how the emotional, physical, mental, and spiritual parts of a person, or the **heart, body, mind, and spirit**, come together in balance to lead the good life. This is a lifelong endeavour where one comes to understand how to live in relationship with oneself and others as part of the natural world with respect, reciprocity, and interconnectedness. The teaching and understanding of Mino-Pimatisiwin is deepened through continuing work with Indigenous communities, Indigenous Elders and Knowledge Keepers. Through this ongoing work, these perspectives and Indigenous phrases expressing values have become a part of how we describe the good work we do for all learners in Manitoba.





## Mino-Pimatisiwin in the Manitoba Framework for Learning

Learner success means learners are prepared to reach their full potential and to live Mino-Pimatisiwin, in which they have a sense of hope, belonging, meaning, and purpose. It means nurturing their gifts to support healthy people and healthy communities. It means the learners have a voice, feel safe and supported, and are prepared for their individual path to and beyond graduation. It means they have the capacity to play an active role in shaping their future as good community members and are able to live in relationships with others and as part of the natural world. Finally, it means honouring and respecting Indigenous ways of knowing, being, and doing, with a commitment to and understanding of Truth and Reconciliation.

## The Good Life in Manitoba's Indigenous Languages

*Mino-Pimatisiwin* (Cree)

*Mino-pimatisiwin* (Ininew)

*Mino Bimaadiziwin (Anishinabemowin)*

*honso aynai* (Dene)

*tokatakiya wichoni washte* (Dakota)

*minopimatittheewin* (Anisininimowin)

$\Delta^a \cdot \sigma^b \cdot \sigma^c$  (Inuktitut)

*Miyo-pimatishiwin* (Michif-Cree)

## Global Competencies

Manitoba defines global competencies as complex ways of knowing, being, doing, and becoming in consideration of the learner as a whole. The competencies are multi-faceted, interdependent, trans-disciplinary, and develop over time throughout one's life.



## Critical Thinking

**Critical thinking** involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgments, and reflecting on the outcomes and implications of those judgments.

The competency of critical thinking facilitates the in-depth examination of situations, questions, problems, opportunities, and perspectives. It encompasses a willingness to challenge assumptions, thoughts, beliefs, and actions.

Critical thinking is fundamental to learning more broadly and deeply and to making ethical decisions as reflective and contributing citizens.





## Creativity

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**Creativity** involves exploring ideas and concepts in order to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction of intuition and reasoning.

The competency of creativity facilitates the generation and expression of ideas, concepts, solutions, and opportunities that are novel and have meaning and value for self, others, or the natural world. It fosters open-mindedness, curiosity, flexibility, risk-taking, and perseverance to put ideas into action.

Creativity is fundamental to finding and expressing a sense of wonder, initiative, ingenuity, and hope.



## Citizenship

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**Citizenship** involves working toward a more equitable, compassionate, and sustainable world through the development and valuing of relationships with self, others, and the natural world.

The competency of citizenship facilitates an understanding of the complex interactions among cultural, ecological, economic, political, and social forces, and their impacts on individuals, communities, and the world. Citizenship fosters consideration of diverse perspectives in ethical, responsible, reciprocal, and sustainable decision-making and action.

Citizenship is fundamental to understanding who we are and how we have the capacity to make a difference and to make choices that contribute to our communities—for the well-being of all.



## Connection to Self

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**Connection to self** involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being, and well-becoming.

The competency of connection to self facilitates the development of reflection, regulation, advocacy, and management, which empowers one to act with mindfulness and intention. Learners will come to know their gifts, strengths, culture, and history. They will build initiative, perseverance, and flexibility, and will manage failure and success as part of the learning process.

Connection to self is fundamental to knowing oneself, and one's relationship to others and the natural world, as well as to developing hope, resilience, self-respect, and confidence. It is recognizing one's own role in learning, happiness, and well-being.





## Collaboration

**Collaboration** involves learning with and from others and working together with a shared commitment to pursue common purposes and goals.

The competency of collaboration facilitates the co-construction of meaning to support collective understanding through the exchange and negotiation of ideas. The process of collaboration demands deeper reflection, an openness to different perspectives, and the sharing of responsibilities and planning. Effective collaboration results in the creation of something better.

Collaboration is fundamental to knowing oneself as a learner (in relation to others/working in a group), developing positive relationships, and participating in the learning process with confidence and motivation.



## Communication

**Communication** involves interacting with others and allowing for a message to be received, expressed, and understood in multiple ways and for a variety of purposes.

The competency of communication facilitates the acquisition, development, and transformation of ideas and information as well as the awareness, understanding, management, and expression of emotions. It allows one to make connections with others, share ideas, express individuality, deepen learning, and celebrate accomplishments. Communication develops the ability and capacity to navigate personal, local, and global perspectives, and societal and cultural contexts.

Communication is fundamental to connecting to others and sharing/thinking about ideas, and to developing one's identity and sense of belonging.

## Guiding Principles for the Design of Learning Experiences and Assessment Practices

The Guiding Principles of Designing Learning Experiences and Assessment Practices in the French Immersion program provide guidance to all Manitoba educators as they design learning experiences and classroom assessments to strengthen, extend and expand student learning. Planning with the learner, the context, and the curricula in mind, creates opportunities for the co-construction of inclusive learning experiences and **assessment practices** where the diverse learning needs, abilities and interests of each learner are met.

Assessment **for and as learning** involves learners in the process, supporting learner reflection, while assessment **of learning**, or commonly known as **summative evaluation**, measures final outcomes. Both aspects, when done well, contribute to informed teaching and reliable judgment of learner progress.





Language is seen as a tool for communication, cognitive development and as a vector for personal and social growth.

### Description

In immersion, the French language surrounds and influences the learner's thinking at all times. Language is not only the focus and vehicle of learning, it also contributes to the cognitive and personal development of the learner. Encouraged by the teacher as a language and cultural model, the learner communicates, reflects and interacts in French, while drawing on the other languages to which they have access.

Learners become aware of the many facets of their cultural identity. They express themselves confidently in French, display their pride as multilingual citizens of the world, and commit to contributing to the Francophone community.

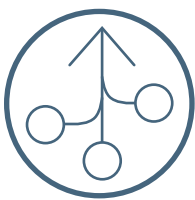
### Questions for Reflection

*These questions are intended to guide reflection and are not exhaustive nor are they presented in order of importance.*

Does the learner have the opportunity to

- express themselves and interact with others in French in a variety of contexts inside and outside of school?
- take risks and persevere to enrich their linguistic repertoire?
- develop confidence and fluency in the language?
- reflect on and discuss relevant issues?
- create, innovate and initiate enquiries in French?
- be exposed to a variety of language and cultural models to develop Francophone reference points?
- value the French language?
- make the most of their multilingual skills?





The learner develops a sense of belonging to the Francophone community, both within the school and in the Francophone community outside the classroom.

### Description

To develop a sense of belonging to the Francophone community, the immersive environment offers opportunities to enrich learners' Francophone experience both in class and outside the classroom environment. Supported by a safe linguistic community in the classroom and encouraged by family and friends, learners participate in social, academic, and cultural activities in French, so they can confidently invest in the Francophone community and space outside the school.

### Questions for Reflection

*These questions are intended to guide reflection and are not exhaustive nor are they presented in order of importance.*

Does the learner have the opportunity to

- experience French as a living, relevant, and dynamic language by helping to build a safe linguistic community in the classroom?
- interact in French with learners in their own and other classrooms, with members of the school staff, with parents, or with Francophone community stakeholders?
- participate in or contribute to community events in French, and share the experience with friends and family?
- learn about and connect with various Francophone organizations in Manitoba, across the country, and beyond?
- be an ambassador for their school or volunteer at school, at divisional or community events?
- make connections between Francophone cultures and their own culture?





## Learning and assessment situations are learner-centred.

### Description

Learner-centred learning and assessment experiences at school

- take into account the learner's internal resources (talents, gifts, interests, knowledge, experiences, etc.) and external resources (mentors, support persons, resources, etc.)
- value their way of being and thinking
- respect their diverse ways of learning, demonstrating learning and communicating
- contributes to the positive development of the learner's relationship with language and to their social, emotional, physical, personal, and spiritual growth

When learners are respected and recognized for who they are, for their creations and for their contributions, they feel more able to engage in learning and develop a sense of belonging to their learning community.

It is therefore important that learning and assessment situations are learner-centred, so that learners can develop to their full potential throughout their lives.

### Questions for Reflection

*These questions are intended to guide reflection and are not exhaustive nor are they presented in order of importance.*

Do learning and assessment situations

- value:
  - the learner's potential, unique contribution and voice?
  - differentiation and universal design?
  - metacognition and reflection?
  - assessment "for learning", "as learning", and "of learning"?
  - the triangulation of the evidence of learning (observations, conversations, and products)?
- take into account the learner's:
  - interests?
  - emotions and feelings?
  - well-being?
  - prior knowledge and experience?
  - zone of proximal development?



- enable the learner to:
  - set learning goals?
  - co-construct success criteria with peers and the teacher?
  - establish a positive relationship with stakeholders?
  - make connections with other areas of learning?
  - learn and communicate multimodally?
  - be exposed to and mobilize Francophone cultural products?
  - collaborate, produce, and create in French?
  - recognize and celebrate progress?



Learning and assessment situations take place in a rich and engaging learning environment that offers a climate of trust and respect.

### Description

A rich and engaging learning environment is one that makes room for a variety of resources, approaches, strategies, modalities and cultural products to design and actualize learning and assessment experiences.

This environment, which is intentionally designed by the teacher in collaboration with the learner and takes into account the context, must be functional, welcoming, warm, and conducive to positive relationships. For learners to develop a sense of belonging to their community, the school has a responsibility to provide a safe environment in which they can have a variety of experiences that will forge their identity.

By proposing learning and assessment experiences that are varied, relevant, meaningful, and engaging, teachers motivate learners to take responsibility, take risks, innovate, and interact with others to co-construct their knowledge and develop their autonomy.

### Questions for Reflection

*These questions are intended to guide reflection and are not exhaustive nor are they presented in order of importance.*

Do learning and assessment experiences and the learning environment

- make room for:
  - an inviting and welcoming environment that fosters a growth mindset?
  - the development and application of the six global competencies?
  - a variety of relevant and contextualized teaching approaches?



- a variety of relevant and contextualized learning and assessment strategies?
- the mobilization and combination of a variety of resources (human, physical, material, technological, digital, media, etc.)?
- exploration of current questions or issues put forth by the learner?
- the co-construction, empowerment, and affirmation of the learner?
- reflection and metacognition?
- transdisciplinarity and multiliteracy?
- errors as part of the learning process?
- learner empowerment and affirmation?
- allow the learner to:
  - make authentic learning choices?
  - co-construct and give meaning to their learning?
  - co-construct the physical space, frames of reference, etc.?
  - celebrate success?
  - develop autonomy, take charge, and assert themselves?
  - propose initiatives?
  - establish a positive relationship with others?
  - perceive the teacher as a cultural and language role model?




The learning environment and learning and assessment experiences value human diversity.

### Description

To enable learners to progress in a spirit of inclusion and openness to the world, it is important that the learning environment and learning and assessment experiences value human diversity. This includes the differences inherent in each individual, whether physical, personal, intellectual, linguistic, socioeconomic, or cultural (e.g., cognitive skills, competencies, gender identity, sexual orientation, age, ethnic identity, ancestry, heritage, values, beliefs, spirituality, health, family and geographical situation, language, socioeconomic context, cultural references, lifestyles).

This allows learners to develop their skills by opening up to others and learning from different ways of being and seeing the world.





## Questions for Reflection

*These questions are intended to guide reflection and are not exhaustive nor are they presented in order of importance.*

Do the learning environment and the learning and assessment experiences enable the learner to

- develop a sense of belonging?
- feel secure?
- be open to others?
- respect different worldviews?
- assert themselves and respect perspectives that are not their own?
- share their differences?
- be heard and listen to others?
- feel respected, valued and welcomed, regardless of differences?
- reflect on different ways of perceiving the world?
- develop cultural intelligence?
- interact with new people?
- adapt to different situations?
- empathize with others?
- interact respectfully with others?
- contribute to the development of their individual, collective, and national identity as informed, committed, and responsible citizens?
- display their multilingualism with confidence and pride as an engaged citizen of the world?
- take into account the close relationships that exist between languages, dialects, and cultures, including French, English, Indigenous languages, and other languages in their community?





Do the learning environment and learning and assessment experiences incorporate Indigenous perspectives and engage the learner in a process of reconciliation?

### Description

The learning environment and the learning and assessment experiences must allow the learner to have experiences in which worldviews, including Indigenous worldviews, are infused in a natural, relevant, meaningful, and authentic way into every subject. Moreover, it is important that this environment and these experiences allow the learner to engage in a process of reconciliation within the framework of the Truth and Reconciliation Commission of Canada. In this way, the learner will be able to recognize and understand different historical perspectives on the establishment of Canada, the contribution of Indigenous peoples, and the harm caused by colonization.

### Questions for Reflection

*These questions are intended to guide reflection and are not exhaustive nor are they presented in order of importance.*

Do the learning environment and the learning and assessment experiences enable the learner to

- be more open to diverse ways of being, learning, and perceiving the world based on Indigenous worldviews?
- learn and demonstrate learning holistically, experientially, and non-verbally, and through modeling, collaboration, or from the general to the specific?
- experience learning that reflects Indigenous knowledge and cultures, and teaching approaches inspired by Indigenous worldviews?
- value collaboration over competition, with the common good in mind?
- value the importance of community and intergenerational relations in Indigenous cultures?
- recognize and contribute to school actions relating to reconciliation?
- understand why there are calls to action?
- become aware of the effects of residential schools on Indigenous peoples?
- be exposed to non-stereotyped resources of Indigenous peoples?
- live in balance and maintain peaceful relationships with self, others, and the natural world?
- develop an informed and well-founded view of historical and contemporary issues concerning Indigenous peoples?





## Guiding Principles for Evaluation and Reporting

These principles establish shared understandings of evaluation and reporting of student learning as it relates to Manitoba curriculum.

They highlight the importance of accurately and clearly communicating what learners know, can do, and understand through the collection of meaningful evidence.

The Guiding Principles for Evaluation and Reporting are currently still under development and not yet available. When completed, a notification will be added to the Manitoba Framework for Learning “What’s New?” page on the website.

## Literacy, Numeracy, and Multiliteracies

**Literacy** is defined as the ability to think and use language for learning, creating, communicating, and interacting with ideas, others, and the world around us.

**Numeracy** is defined as the ability to think and communicate using mathematical and computational understanding, to make sense of data, to identify or develop patterns, abstractions, algorithms, and relationships, and to solve real-world problems.

Multiliteracy supports a **broader and more inclusive** understanding of literacy and numeracy across all disciplines. It is an invitation to expand our knowledge of the numerous literacies that support learners as they interact with ideas, other people, and the natural world around them to interpret, make meaning, solve problems, create, and communicate. Multiliteracies acknowledge our increasingly digital and information-rich world.

**Multiliteracies** are defined as the use of multiple modes of communication in and across multiple contexts for the purpose of communicating and making sense of information in the world around us. A multiliteracies approach makes use of learners’ unique ways of knowing, being, and doing, thereby creating an accessible and more inclusive learning environment that supports the development of languages and literacies in all areas of life.