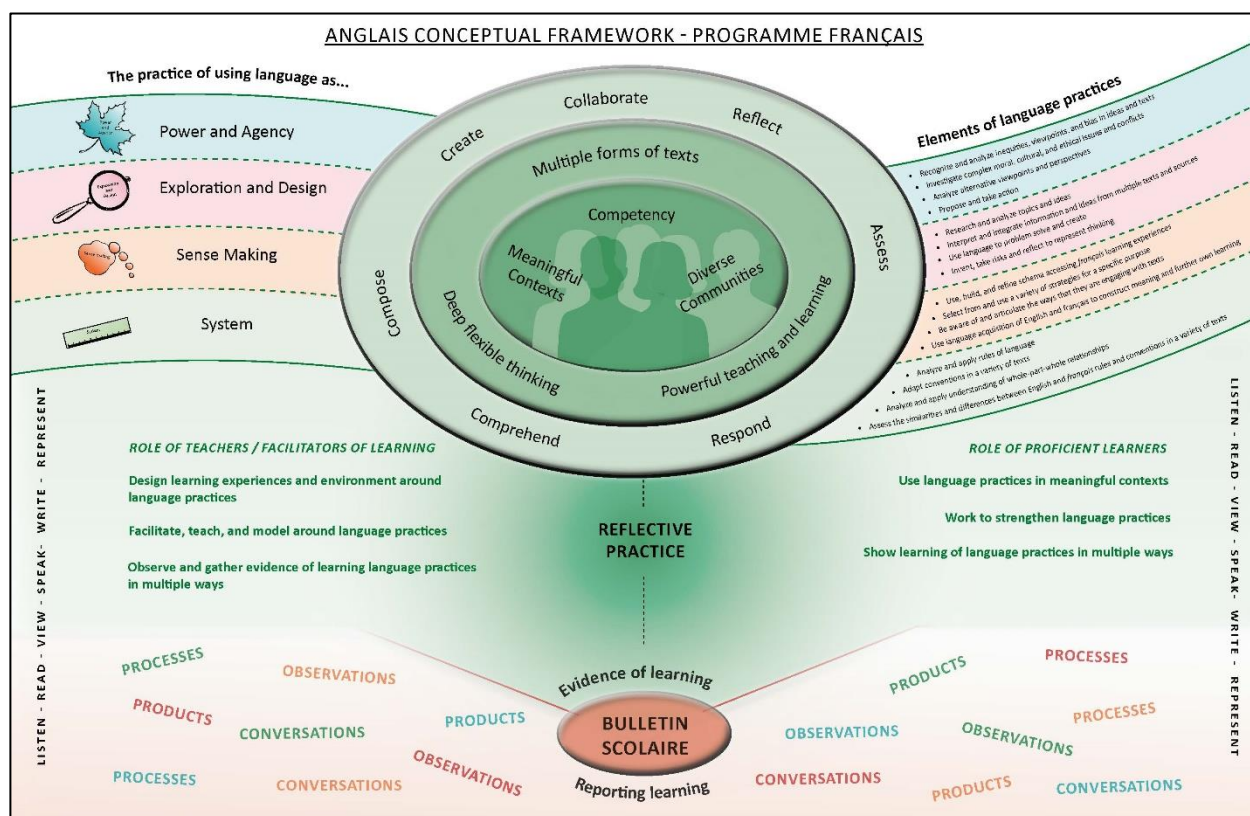


What Grounds the Design of the Anglais Curriculum?

The following graphic represents a large-scale view of the anglais curriculum – its conceptual framework. It represents the relationships and the environments that support anglais learning. Subsequent pages explain each part of the whole.



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Competency, Diverse Community, Dynamic and Meaningful Contexts

The way we view and position the learners in our schools and classrooms impact the way we approach teaching and learning. Learners, teachers and other school personnel, families, and communities work together to value, promote, and develop literacies that are necessary to be active participants in all areas of their lives. Each member of the community is recognized to be **proficient, living, working, and learning in dynamic and meaningful contexts in diverse communities.**

Competency: The Manitoba anglais curriculum is grounded in the belief that all students come with complex, multi-layered sets of experiences and capacity as language and literacy learners.

Competencies are:

- deep and multi-faceted ways of knowing, doing, and being
- representative of the ways in which knowledge is held, passed on, worked with, and created in the world
- owned by the learner as a transferable tool for problem solving and decision-making
- changeable over time to meet the needs of particular contexts

Learners come to school as literate beings having experienced and engaged in language learning since birth. These experiences may be similar to the ones that they will engage in at school or they may be very different. They may be in a different language or be representative of different values, beliefs, and cultures than the dominant school context. The anglais curriculum supports these learners in building upon and developing their practice of using language for different purposes including for success in academic literacies.

Living, working, and learning in dynamic and meaningful contexts in diverse communities:

Contexts suggest that all things are considered based on the circumstances in which an event or idea is formed. The context frames the way that ideas and events are fully understood and considered. For example, a student who lives in a farming community, a student who is a Canadian newcomer from a tropical climate, and a student living in an urban setting may have different understandings and vocabulary around "seasons". The relevance, importance, and value that each of these learners brings to the learning about seasons also affects the motivation to learn more.

Learners need opportunities to develop, build upon, and deepen their learning within dynamic and meaningful contexts or rich learning experiences. The Manitoba anglais curriculum considers learning to be done in rich and complex contexts/experiences rather than as a series of skills, strategies, or decontextualized content.

The context or experience provides focus for learning and gives learners opportunities to explore significant and complex ideas about the world while enacting the Anglais practices. For example, learners do not learn about "apples", but they may consider the idea of apples within a context of an environmental lens in which they would have opportunities to explore the ways apples are considered as a sustainable crop.

Contexts or experiences can be developed within classrooms but it is also important for teachers to value the cultural and social contexts in which learners live, and to use these contexts to help learners make meaning and understand how they are positioning themselves in relation to the world and their learning.

[L]earning is a process of developing understanding through problem-solving and critical reflection . . . learning is most effective and efficient when learners are engaged in learning by doing. Pedagogical designs that embody this [constructivist] perspective make use of learning scenarios, problems, incidents, stories and cases that are authentic (i.e., that reflect real life situations), to situate and anchor all learning experiences. (Naidu, 2006)

As educators and learners build deeper understandings of their communities, languages, and identities, they deepen their respect and value for the diversity in classrooms, schools, and other communities and the multiple ways of coming to know within learning communities.

Tapping into learners’ identities and communities along with co-creating meaningful and rich contexts or experiences can provide a focus for anglais language learning and give learners the opportunity to explore significant ideas that have enduring value beyond the classroom. If learners are to understand, develop, and deepen their sense of self, draw upon and harness multiple ways of knowing, thinking, and doing, and live well together in an interconnected world, learners need many opportunities to explore questions and concerns about themselves and the world.

Context, rich learning experiences, and lenses are illustrated and explained further in “Planning for Effective Anglais Teaching and Learning.”

Teaching and learning are effective when they are purposeful, dynamic, fulfilling, and authentic. This curriculum invites and challenges educators to think about education, schooling, and anglais as they might be rather than the way educators might currently know them to be.

Effective Anglais Planning, Teaching and Learning

Effective anglais planning, teaching, and learning are rooted in research-based practice that includes rich, authentic, and interconnected experiences in which learners can engage in interconnected ways with language. These experiences should include the following:

- **Powerful teaching and learning:** Effective anglais planning, teaching, and learning help learners make decisions to use critical and powerful learning strategies. Learners need to learn and use a range of language skills and strategies while engaged in authentic language learning experiences. Effective anglais teachers employ a range of instructional approaches to help learners move from teacher-supported and guided practice to independent learning that requires varied instructional methods and strategies.
- **Multiple forms of text:** Learners should have opportunities to work with a variety of texts including print, non-print, human, electronic, and virtual resources. Texts should be current, relevant, credible, and representative of many viewpoints and worldviews, including the ways of knowing of Indigenous peoples. Different texts should be accessible for different purposes. Learners can engage with more complex texts with appropriate support and may need different texts when being asked to independently access and construct meaning.
- **Opportunities for deep and flexible learning:** Learners should have opportunities to explore significant and complex ideas and questions that lead to deeper understandings. Anglais provides opportunities for learners to use interrelated language practices that are specific to the discipline and also transfer across languages. Questions for deeper understanding can be used and/or co-constructed to initiate and guide inquiry and give learners direction for developing deep understandings about a topic or issue. Learning that is evoked by student interests has the potential for rich and deep learning. Supporting deep and flexible thinking can help learners grasp the important disciplinary ideas that are situated at the core of a particular curricular focus or context. Exploring ideas alone or with others helps learners connect what they are learning to personal experiences and life beyond school. Deep and flexible thinking also encourages self-reflection and goal setting.

Approaches and structures to support effective anglais planning, teaching, and learning are described in “Planning for Effective Anglais Teaching and Learning in a Minority Language Context.”

Assessment As, For, and Of Learning

Effective anglais planning ensures ongoing and synergistic assessment as, for, and of learning. Assessment plays a major role in how learners learn, their motivation to learn, and how teachers teach. Assessment is used for a variety of purposes.

Purpose of Assessment

Assessment *for* learning: where assessment helps teachers gain insight into what learners know and do in order to plan and guide instruction, and provide helpful feedback to learners

Assessment *as* learning: where learners develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning

Assessment *of* learning: where assessment informs learners, teachers, and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan next steps, and support continued progress

The nature of anglais as a discipline requires ongoing assessment to move learners along a continuum from teacher support to independence. In many ways learning in anglais is similar across the grades with many experiences deepening in complexity and sophistication. This requires an understanding of how learning deepens so that teachers can better support learners as they move toward independence.

Language learning may look different and progress in different ways for learners, and assessment in anglais must be planned to accommodate for this diversity by providing learners with multiple ways to show their learning and understanding. Anglais cannot be assessed by collecting data on discrete skills but must be observed within a range of interconnected practices that demonstrate increasing proficiency. In fact, much learning is internal—in audible and invisible.

To assess learners' increasing proficiency in anglais, teachers require a variety of tools and approaches. They engage in conversations, observe learners in a variety of learning experiences, contexts, and processes, and examine student work in progress. They also provide opportunities for learners to take part in peer assessment and self-assessment. Effective anglais planning provides learners with multiple ways to demonstrate understanding and achievement. The information that teachers and learners gain from assessment informs and shapes what happens in the classroom.

Anglais Practices

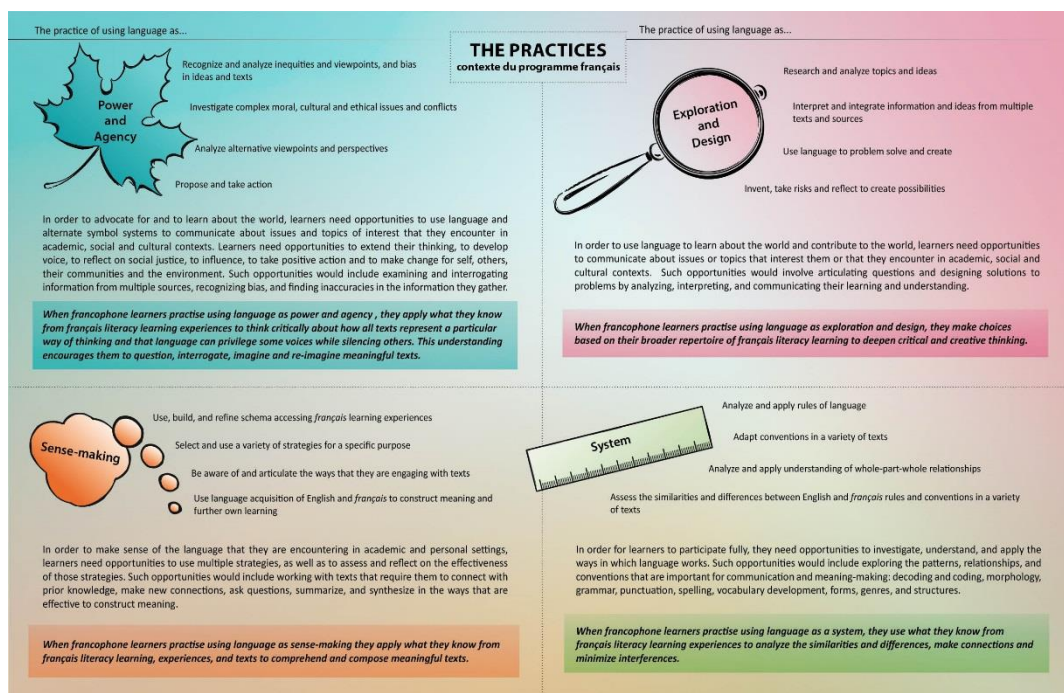
The concept of discipline-specific practices suggests that each discipline has particular ways of thinking, doing, and being. These include the types of language and texts that are used and how these languages and texts are used.

Effective anglais planning provides opportunities for learners to use interrelated practices that are specific to the discipline and also transfer across disciplines. Identifying language learning by practice rather than skill clarifies how language can be used for a variety of interconnected purposes. These practices also help teachers make decisions about text, method, and assessment (Luke and Freebody, 1999).

The four practices that the curriculum identifies as anglais practices are interconnected and interrelated, and are used during authentic experiences. In Manitoba, we are using the term “anglais practices” to describe the ways that literate beings in classrooms and beyond in everyday social contexts use language. Like Luke and Freebody’s “families of practices,” each anglais practice is a necessary part of literate practice, but not sufficient on its own. “It might be best to visualize the four families as inclusive, with each being necessary but not sufficient for the achievement of others” (1999, p. 4). Effective literacy learners draw on their full repertoire of literacy practices to fully engage in experiences with text. Serafini (2012) stresses the multi-modal nature of texts and the implications for literate practices when proposing that “readers” are navigators, interpreters, designers, and interrogators. Practices also provide a way to make explicit the links between the learning experiences in classrooms and the authentic and purposeful ways that people engage in these experiences in all areas of their lives (Barton and Hamilton, 2000).

Practices for the anglais curriculum are described on the following page

THE PRACTICES – contexte du Programme français



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Francophone learners apply what they know from français literacy experiences to enact the anglais practices.

When Francophone learners use language **as power and agency** they would ask the following:

- How do I use my *français* learning experiences to extend and deepen my thinking in anglais?
- How does what I hear, read, and view influence what I think?
- How do I use language to influence others when I write, represent, and speak?
- How do I decide what and whose stories to tell?

When Francophone learners use language **as exploration and design** they would ask the following:

- How do I use my *français* learning experiences to explore, enquire, create, and problem solve?
- How do I use texts to inform me about topics, ideas, and information?
- How do I use language to create new ideas, solve problems, extend my knowledge, and communicate those ideas to others?

When Francophone learners use language **as sense-making** they would ask the following:

- How do I use my *français* learning experiences to construct meaning and further my learning?
- How do I understand what I hear, read, and view?
- How do I communicate to others when I write, represent, and speak?

When Francophone learners use language **as a system** they would ask the following:

- How do I use my *français* learning experiences to make connections and minimize interferences?
- How do I use what I know about how language works to read, write, represent, listen, speak, and view?
- How do I use texts to inform me about topics, ideas, and information?
- How do I use language to create new ideas, solve problems, extend my knowledge, and communicate those ideas to others?

Initially, Francophone learners might need support to make these types of connections between languages. Over time, they will reflect on their practice using both languages. (See Annexe 2 for more examples).

