



Framework for Learning

ENGLISH 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)

minopimatitheewin (Anisininimowin)

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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

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

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

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 English 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.



Learning experiences and assessment practices support learner growth and well-being by **being learner-centred.**

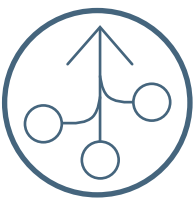
Description

Placing learners at the centre of their learning supports their mental, physical, emotional, and spiritual growth and well-being. Learners engage in learning experiences and assessment practices within a context that respects their individuality, where they realize their gifts and strengths to live a flourishing life.

Reflections

How do we create learning experiences and assessment practices that

- value/honour the voice of the learner, their uniqueness, and their potential?
- provide learners with opportunities to grow socially, emotionally, intellectually, physically, and spiritually?
- meaningfully engage all learners and ensure that they have opportunities to boldly take risks to deepen understandings?
- support all learners as they notice, name, and strategically make decisions about the competencies they use within and across all disciplines and contexts?
- use formative assessment (*for* and *as* learning) to inform instruction and support learner growth?



Learning experiences and assessment practices support learner growth and well-being by **integrating diverse perspectives, lived experiences, and world views.**

Description

Exploring diverse perspectives, world views, and lived experiences helps all learners understand themselves, others, and the natural world around them. Providing safe, caring, and inclusive learning environments reflects and values the diversity of learners in schools. Meaningful learning experiences and assessment practices encourage learners to build shared understandings, broaden their thinking, and enrich themselves with various ways of being in and seeing the world.

Reflections

How do we create learning experiences and assessment practices that

- support and value learner diversity and equity in the classroom/school?
- nurture a sense of belonging, trust, and safety for all learners?
- support openness to others' perspectives/ideas and foster respect for diverse world views?
- identify the concerns, interests, and/or passions of learners to support the learning community?
- honour the knowledge, experiences, cultures, and languages of learners and their families to enhance the learning of all?
- support learners in their metacognition and reflection when considering diverse perspectives?



Learning experiences and assessment practices support learner growth and well-being by **being authentic, social, and purposeful.**

Description

Learning is more authentic, social, and purposeful when it leverages the diverse communities to which learners belong (e.g., families, neighbourhoods, discipline-specific classes/grades, inquiry/project teams, sports clubs, networks). When learners explore and solve authentic, real-world problems with others, both inside and outside the classroom, they construct understanding by actively participating and learning through shared concerns and interests.

Reflections

How do we create learning experiences and assessment practices that

- provide meaningful opportunities for learners to connect with others to explore and deepen learning?
- identify and integrate the concerns, interests, and/or passions of learners?
- support learners in collaborating with community to identify authentic, relevant, real-world problems/issues?
- provide purposeful opportunities for learners to demonstrate, share, and celebrate learning in multiple ways?



Learning experiences and assessment practices support learner growth and well-being by **engaging in Indigenous ways of knowing, being, and doing to strengthen the process of Truth and Reconciliation.**

Description

Building respectful relationships to honour and strengthen the process of Truth and Reconciliation provides opportunities for learners to deeply engage in Indigenous ways of knowing, being, and doing. While there is great diversity among First Nations, Métis, and Inuit Peoples, Indigenous world views see the whole person (emotional, physical, mental, and spiritual) as interconnected with the land and in relationship to others.

Reflections

How do we create learning experiences and assessment practices that

- nurture respectful relationships with learners, families, and communities to strengthen the process of Truth and Reconciliation by promoting Elder, Knowledge Keeper, community, and extended family involvement?
- provide opportunities to take action to support local Indigenous ways of knowing, being, and doing within the classroom and the community (e.g., valuing community and interdependence, using storytelling, connecting learning to place and the land, multi-sensory learning, structuring learning holistically, experientially, and through modelling, incorporating ceremonies)?
- ensure classes include resources, lessons, and experiences that authentically reflect Indigenous Peoples, cultures, and world views?
- provide opportunities to incorporate local Indigenous languages into learning experiences in the classroom?
- support learners in their metacognition and reflection on their own diverse ways of knowing, being, and doing?



Learning experiences and assessment practices support learner growth and well-being by **infusing multiliteracies and technologies through diverse pedagogical approaches within and across disciplines.**

Description

Infusing multiple literacies and technologies into learning experiences and assessment practices enables learners to better understand and creatively solve real-world issues and problems. This promotes deep and flexible thinking, which in turn supports authentic learning within and across disciplines. Through diverse pedagogical approaches, learning environments become places where learners actively participate in their learning.

Reflections

How do we create learning experiences and assessment practices that

- reflect the ever-changing landscape of teaching and learning by adapting pedagogical approaches to strengthen instructional design and practice?
- make connections (across disciplines, classrooms, and teachers) to provide interdisciplinary or transdisciplinary opportunities for learners?
- model and use innovative thinking practices to build authenticity, deepen learning, increase engagement, and nurture curiosity?
- include a selection of resources and technologies for different purposes and multiple modes?
- create learning environments that invite learning through creative, experiential, active, and authentic ways?
- ensure that assessment practices mirror/reflect classroom learning?
- support the triangulation of evidence of learning (observations, conversations, products/performances) through learning experiences?



Learning experiences and assessment practices support learner growth and well-being by **enhancing self-efficacy and encouraging autonomy and responsibility.**

Description

Positioning learners as active participants and co-designers of their learning enhances self-efficacy, so that they may understand why, how, and when to use effective practices, processes, and strategies. As learners grow in independence and assume greater agency and responsibility for making choices in their learning and well-being, they have the opportunity to engage in flexible, reflective, and critical thinking with a voice in how they live, grow, learn, and work.

Reflections

How do we create learning experiences and assessment practices that

- provide opportunities for learners to express opinions and ideas in a safe and supported learning environment?
- provide learners with voice and choice in their learning?
- support learners in critically reflecting on their learning, building resiliency, and planning for next steps on their learning path?
- support and build agency in learners as thoughtful decision-makers and problem solvers?
- are co-constructed and assessed with learners?
- provide multiple opportunities for feedback to build self-efficacy, and encourage autonomy and responsibility in learners?



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.