Framework for Learning

Vision

From every part of Manitoba, from every background, all children and youth matter, belong, and are respected, successful, and safe.

The vision puts learners at the centre and requires focusing all talents, efforts, and resources on improving learner success. Learner success will look different for every child, but it always means they are prepared to reach their full potential and to live **Mino-Pimatisiwin** (*The Good Life*) in which they

- · have hope, belonging, meaning, and purpose
- have a voice
- feel safe and supported
- are prepared for their individual path beyond graduation
- have capacity to play an active role in shaping their future and be active citizens
- ${\boldsymbol{\cdot}}$ ${\boldsymbol{\cdot}}$ live in relationships with others and the natural world
- honour and respect Indigenous ways of knowing, being, and doing with a commitment to and understanding of Truth and Reconciliation

Mino-Pimatisiwin

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)

△°ってらてくらっても (Inuktitut)

Miyo-pimatishiwin (Michif-Cree)

Learner success means learners are prepared to reach their full potential and to live Mino-Pimatisiwin, in which they have 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.

Foundations

The Framework for Learning was developed by Manitoba Education and Early Childhood Learning, in collaboration with education stakeholders. At its foundation, the Framework for Learning guides learning in Manitoba by supporting the following:

Equity

Access

Cohesion

Flexibility

Agility

Purpose

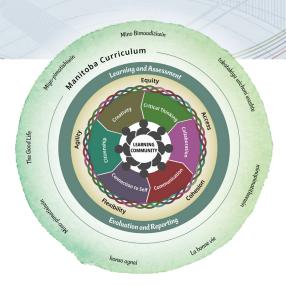
The Framework for Learning is the blueprint on which essential elements of learning and teaching in Manitoba are organized. The Framework creates one access point for educators to find curriculum and curriculum implementation resources, as well as policy and resources related to assessment, evaluation,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

Manitoba's Global Competencies

Critical Thinking	Creativity	Citizenship
Connection to Self	Collaboration	Communication

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, transdisciplinary, and develop over time throughout one's life.

Council of Ministers of Education, Canada (CMEC). Pan-Canadian Systems-Level Framework on Global Competencies. 2018, www.globalcompetencies.cmec.ca/global-competencies.



Literacy, Numeracy, and Multiliteracy

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.

Guiding Principles for the Design of Learning Experiences and Assessment Practices

These principles establish shared understandings of teaching and learning in Manitoba for school leaders and teachers. They highlight the importance of creating authentic, relevant, and inclusive learning experiences that will lead to improved outcomes for every learner.

Guiding Principles for Evaluation and Reporting

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

Curriculum

Organized by discipline, course, and grade level, each curriculum maintains a consistent language and format, including the following components:

- · a discipline overview
- a course overview
- guiding principles of designing learning experiences and assessment practices
- · guiding principles of evaluation and reporting
- enduring understandings
- six global competencies illustrated within each discipline
- grade-level learning outcomes

Curriculum Development and Implementation

Curriculum development, renewal, and refinement follow a consistent process to ensure the provincial curriculum is contemporary, relevant, inclusive, and responsive to societal and technological changes.

Through the lens of each discipline, curriculum implementation comes to life in Manitoba classrooms through learning and assessment experiences designed by teachers as they transfer their knowledge and professional learning to actionable teaching strategies that are responsive to student learning strengths and needs.

