Manitoba Remote Learning Framework Primer

The *Manitoba Remote Learning Framework* outlines foundational beliefs and guiding practices for the Manitoba Remote Learning Support Centre to help build common understandings and support the implementation of evidence-based practices for online learning and teaching.

The *Framework* contains **three guiding principles**, described below, that support teachers and student families as they meet the diverse needs of all learners within our province.

These guiding principles reflect a commitment to learners and highlight the importance of creating authentic, relevant, and inclusive learning experiences for students based on shared understanding about how they learn best. They also provide a framework to support system and school leaders and teachers with consistent implementation of evidenced-based strategies in a way that will lead to better outcomes for all students.

To view the full framework, go to www.mbremotelearning.ca.

Guiding Principle 1

Student learning and well-being are enhanced when students feel like they belong to a community in which everyone is valued, accepted, and supported.

Underlying assumptions:

- Positive teacher-student relationships are critical to student success and can be cultivated and maintained online.
- A sense of belonging and community can be achieved through virtual means.
- Parents/caregivers are integral extended members of online learning communities.
- Online class members are comfortable seeking help and exposing what they know and don't know for the purpose of gaining deeper understandings.

Manitoba

Strategies for Guiding Principle 1:

- Practice self-care.
- Build awareness of the benefits of community.
- Interact with students in ways that promote personal connections.
- Structure opportunities for students to learn more about each other.
- Design assignments that facilitate discussion amongst students.
- Incorporate rituals.
- Utilize cooperative learning strategies.
- Gain awareness of the research regarding parents'/caregivers' experiences and support parental involvement.
- Bring the outside in and the inside out.
- Acknowledge and respond to the effects of trauma.

Guiding Principle 2

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.

Underlying assumptions:

- It is important to instill a sense of efficacy for online teaching and learning because improved outcomes result when *everyone* in an educational setting shares the belief that, individually and collectively, they can have an impact on positive change— regardless of their circumstances and/or specific challenges.
- Teachers can utilize evidence-based practices to enhance students' efficacy for online learning while at the same time increasing their own efficacy for online teaching.
- High-expectation, trauma-informed practices, and inclusive mindsets and values are demonstrated in teacher-student interactions, tasks and assignments, and assessment strategies.

Strategies for Guiding Principle 2:

- Convey high expectations coupled by positive reassurance.
- Follow the Goldilocks Principle.
- Help students build evidence of success.
- Foster opportunities for students to observe successful peers.
- Help students understand the value of effort.
- Help students become mindfully aware.
- Engage students in setting proximal goals.
- Share stories of how efficacy beliefs help people and teams overcome setbacks.
- Celebrate success.
- Maintain teacher self-efficacy and collective teacher efficacy.

Guiding Principle 3

Student learning and well-being are enhanced when students feel a sense of autonomy and responsibility fostered through student voice, self-regulation, and metacognition.

Underlying assumptions:

- Students have opportunities to express their voices, and teachers will use information gathered from students to inform their online instruction.
- Through modelling and support from the teacher, students can learn self-regulation strategies in an online learning environment.
- Students can gain knowledge of themselves as learners in order to improve their online learning experiences.
- Exposing students to strategies that facilitate performance while engaging them in critically analyzing the effectiveness and efficiency of strategies can help to support student metacognition in an online environment.

Strategies for Guiding Principle 3:

- Provide students with voice and choice.
- Engage students with learning intentions and success criteria in meaningful ways.
- Provide effective feedback.
- Provide opportunities for students to self- and peer-assess what they do and do not know.
- Teach and reinforce effective learning dispositions.
- In a developmentally appropriate way, provide opportunities for students to show their thinking.
- Help students to self-regulate as developmentally appropriate:
- Help students self-regulate their environment.
- Help students self-regulate their motivation.
- Help students self-regulate their behaviour.
- Help students self-regulate their cognition.

The guiding principles and strategies contained in the *Manitoba Remote Learning Framework* were designed to help build common understandings and increase the implementation of evidence-based practices for online learning and teaching.

As noted earlier, teachers are encouraged to purposefully select strategies based on their student learning needs, try them in practice, and determine, along with their colleagues and with support from school leaders, how to achieve quality implementation.

Teachers are in the best positions to make such decisions. When working with colleagues and school leaders, teachers can determine the following:

- What student strengths can we build upon?
- What is our greatest and most urgent area of need?
- What should work in theory?
- How can we best leverage evidence-based approaches given our unique context and our unique students?
- What is our collective impact? Are we making progress toward our goals? How do we know?

Together, educators can intentionally design a preferable future. Teachers can collaborate in order to determine the strategies that will best support their students' learning and well-being. School leaders can support teachers by learning alongside them and working together to find ways to implement evidence-based strategies for online learning and teaching. The collective belief that everyone in Manitoba school divisions has the capability to effect positive change will help in shaping and realizing a preferable future.