



2026-2030 LEARNING PLAN



CARING EDUCATORS • CONSISTENT PRACTICES • ENGAGED LEARNERS

PURPOSE

The Purpose of HSD'S LEARNING PLAN (2026-2030):

***To bring alignment
between work that
has been done over
the years:***

- Deeper Learning
- Manitoba Education's Framework for Learning
- High-impact instructional practices

It connects:

- Evidence-based instructional practices
- Rosenshine's Principles
- Manitoba Education's Framework for Learning (Global Competencies)
- Inclusive Education

***all into one coherent,
practical guide.***

EXPECTATIONS:

Superintendents' Team:

- Work with school principals & vice principals to understand the plan
- Invite feedback and revise the plan accordingly
- Provide Professional Learning for all teachers
- Support additional professional learning for teachers as required

School Principals/Vice Principals:

- Review the plan with all teachers
- Check for understanding
- Support teachers in learning new strategies
- Support teachers in refining their teaching practices

Teachers:

- Engage with the plan and work to understand it
- Participate in Professional Learning (school-based and divisionally)
- Work at embedding evidence-based strategies into practice
- Work at embedding global competencies into practice

Learning Coaches/Divisional

Clinicians and Staff:

- Engage with the plan and work to understand it
- Support teachers and other staff with professional learning as applicable to portfolios

GLOBAL COMPETENCIES



CITIZENSHIP



CONNECTION
TO SELF



COLLABORATION



CRITICAL
THINKING



COMMUNICATION



CREATIVITY

Grounded In Evidence-Based Practices



ROSENSHINE'S
PRINCIPLES



COGNITIVE
SCIENCE



HATTIE'S
RESEARCH



MANITOBA
CURRICULUM

Instructional Commitments



REVIEW & RECALL



STEP-BY-STEP
INSTRUCTION



ASK QUESTIONS



MODEL &
DEMONSTRATE



GUIDED
PRACTICE

Our Approach



ONGOING
PROFESSIONAL
LEARNING



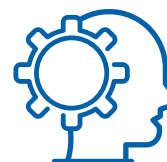
COACHING &
COLLABORATION



DATA-INFORMED
INSTRUCTION



REFLECT &
REFINE



ARTIFICIAL
INTELLIGENCE

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GROUNDING IN EVIDENCE-BASED PRACTICE



ROSENSHINE'S PRINCIPLES OF INSTRUCTION

Clear instruction, modeling, guided practice, and review support learning for all students.

<https://www.aft.org/sites/default/files/Rosenshine.pdf>



HIGH-IMPACT INSTRUCTIONAL STRATEGIES

Research-informed practices that consistently improve student achievement.

<https://www.education.vic.gov.au/Documents/school/teachers/management/highimpactteachingstrat.pdf>



COGNITIVE SCIENCE

Understanding how memory, attention, and cognitive load impact learning.

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom>



MANITOBA FRAMEWORK FOR LEARNING/CURRICULA APPROPRIATE EDUCATION

<https://www.edu.gov.mb.ca/k12/framework/index.html>

<https://www.edu.gov.mb.ca/k12/specedu/aep/index.html>

INSTRUCTIONAL WALKTHROUGH LOOK-FORS

Clear routines, high-quality questioning, guided practice, inclusive supports, and evidence of student thinking are key indicators of effective instruction.

CLEAR ROUTINES



- ☐ Students know what to do
- ☐ Directions are concise and followed
- ☐ Learning time is protected
- ☐ Clear purpose for the lesson
- ☐ Teachers are in charge of the classroom

CONNECTION



- ☐ Create the conditions for success
- ☐ Positive culture is deliberate and intentional
- ☐ Learning should create joy – everyone needs to be seen and valued
- ☐ Connection before correction
- ☐ Students deserve adults who believe in them and their abilities to learn
- ☐ Attendance matters – learning is a social construct

HIGH QUALITY QUESTIONING



- ☐ All students think and respond
- ☐ Teachers check for understanding
- ☐ Questions deepen thinking

INCLUSIVE SUPPORTS



- ☐ All students access learning
- ☐ Tasks are adjusted as needed
- ☐ Students feel safe and heard
- ☐ Gradual release
- ☐ Teacher adjusts instruction

ASSESSMENT



- ☐ How do you know that students have learned?
- ☐ What are you doing about it?
- ☐ All students are held accountable for demonstrating their own learning
- ☐ Reach-back
- ☐ How would this be communicated to parents/caregivers?

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PLANNING QUESTIONS FOR TEACHERS

BEFORE THE LESSON

- ☐ Review curriculum.
- ☐ How will I differentiate this lesson?
- ☐ What background knowledge is required?
- ☐ How will I model the learning?
- ☐ What is the learning objective?
How is this different from an activity?
- ☐ What does success look like for all?
- ☐ Multiple entry points for learning.

NOTES:

DURING THE LESSON

- ☐ How will I ensure all students are thinking and responding?
- ☐ Where and how will I check for understanding?
- ☐ How will I check for engagement?

NOTES:

AFTER THE LESSON

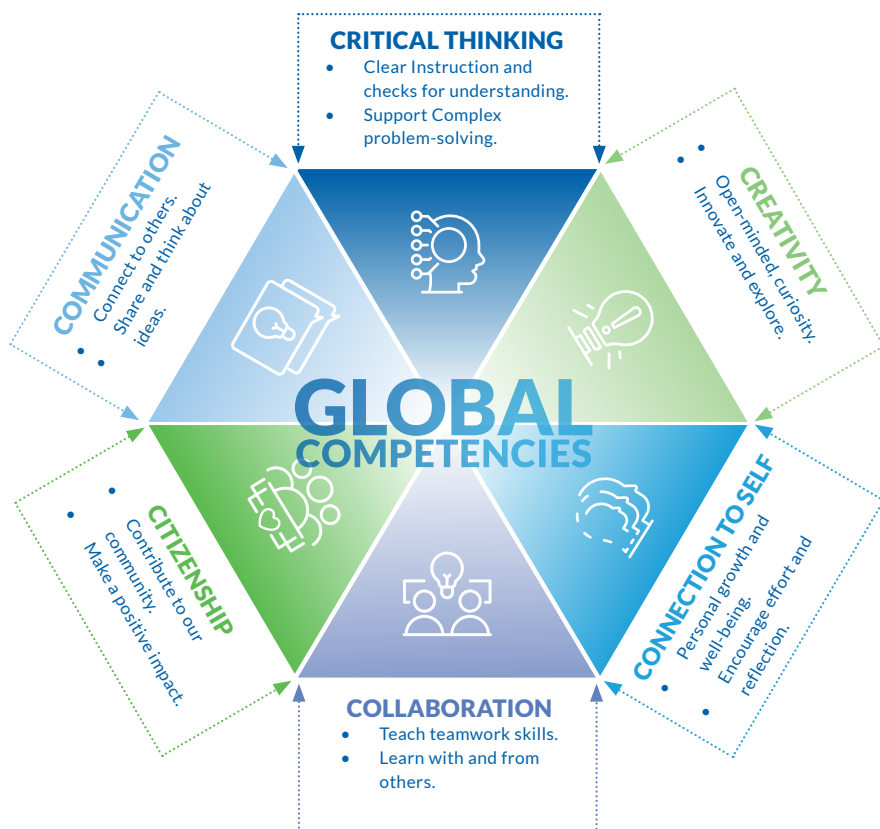
- ☐ What evidence shows that students understood?
- ☐ What needs review and reteaching?
- ☐ Have I gathered formative and summative assessment?

NOTES:

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PRIORITIZED SUPPORT

HSD BELIEVES ALL STUDENTS ARE IMPORTANT



TEACHERS

- Use class profiles to determine the learning needs of all students.
- Use the RTI model when identifying interventions.

PRINCIPAL VICE PRINCIPALS

- Support teachers in creating and using class profiles.
- Work with school teams to identify learners who require additional support.
- Collate class profiles to create a school profile.
- Use the RTI model when identifying interventions.

DIVISIONAL SUPPORT TEAM

- Support teachers and principals to create class and school profiles.
- Meet with school teams to review.
- Use the RTI model to support teachers and school teams when identifying interventions.

HOW ROSENSHINE'S PRINCIPLES SUPPORT AND DEVELOP THE GLOBAL COMPETENCIES

Explicit Instruction – Competencies – Improved Student Outcomes

TEACHER ACTIONS Principles of Instruction

-  **Review, Recall**
Start lessons by reviewing previous learning to “warm up” thinking and make connections.
-  **Step-by-Step Instruction**
Introduce new material in small chunks, providing checks for understanding.
-  **Ask Questions**
Ask questions to prompt deeper thinking, check for understanding, and involve all learners.
-  **Model and Demonstrate**
Offer worked examples, solutions, and clear models that set students up for success.
-  **Guided and Independent Practice**
Provide support and sufficient practice, providing coaching until learners reach fluency.

EXPLICIT INSTRUCTION Grounded Research

- Structure helps all students reach goals and build competence.**
- Clarity:** students understand expectations
- Practice:** students reach accurate, fluent recall
- Success:** students achieve small goals and master the steps
- Guided and Independent Practice:** provide support and sufficient practice, providing coaching until learners reach fluency
- Provide support and sufficient practice**

TEACHER ACTIONS Global Competencies

-  **Critical Thinking**
 - Focused lessons
 - Problem-solve systematically
-  **Creativity**
 - Foundational skills allow flexible, innovative thinking
-  **Collaboration**
 - Explicit, scaffolded lessons build teamwork skills
-  **Communication**
 - Models and develops a variety of communication skills (*Oral and written*)
-  **Citizenship**
 - Guidance and success create confident, informed contributors
-  **Connection to Self**
 - Clarity and practice build persistence, resilience and self-regulation

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COMMON MISUNDERSTANDINGS ABOUT ROSENSHINE'S PRINCIPLES

Rosenshine IS...

- A FRAMEWORK THAT SUPPORTS INCLUSION
- ALIGNED WITH THE GLOBAL COMPETENCIES
- FOCUSED ON CLARITY, SUCCESS, AND STUDENT WELL-BEING

Structure
supports
creativity...

... it does not
replace it.

Rosenshine is NOT...

- A SCRIPT OR RIGID LESSON PLAN
- IN CONFLICT WITH CREATIVITY OR INQUIRY
- ABOUT WORKSHEETS OR COMPLIANCE

RESOURCES

1. COGNITIVE SCIENCE:

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom>

2. MAMÀHTAWISIWIN - The Wonder We Are Born With:

<https://www.edu.gov.mb.ca/ice/mamahtawisiwin.html>

3. MANITOBA EDUCATION FRAMEWORK FOR LEARNING:

<https://www.edu.gov.mb.ca/k12/framework/index.html>

4. MANITOBA EDUCATION - Standards for Appropriate Education in Manitoba:

https://www.edu.gov.mb.ca/k12/specedu/aep/pdf/standards_for_student_services.pdf

5. HIGH IMPACT STRATEGIES:

<https://www.education.vic.gov.au/Documents/school/teachers/management/highimpactteachingstrat.pdf>

6. ROSENSHINE'S PRINCIPLES OF INSTRUCTION:

<https://files.eric.ed.gov/fulltext/EJ971753.pdf>

7. SAFE AND CARING SCHOOLS:

https://www.edu.gov.mb.ca/k12/safe_schools/w