



WINNIPEG SCHOOL DIVISION

THE PRINCIPLES OF LEARNING

OUR PURPOSE

All Winnipeg School Division schools provide a learning environment that fosters the growth of each student's potential and equitable opportunity to develop the knowledge, skills, and values necessary for meaningful participation in a global and diverse society.

OUR VISION

is engaged, confident, inspired and successful learners.

THE PRINCIPLES OF LEARNING

	PRINCIPLE	INSTRUCTIONAL LEADERS	LEARNERS
INCLUSION	Learners' individual needs are acknowledged and supported in an inclusive learning environment in which diversity is valued.	<ul style="list-style-type: none"> How is the diverse range of learners' needs, learning styles, and interests reflected in the learning environment? What support and differentiation is provided through instructional practice and learning resources to assist learners in achieving learning outcomes? 	<ul style="list-style-type: none"> Learners see themselves reflected, accepted, valued, and supported in the learning environment. Learners have a variety of learning resources and technologies which allow for further development of their skills, talents, background knowledge, and personal experiences. Learners have knowledge of the historical and contemporary experiences of various groups. Learners have an understanding of and respect for Indigenous peoples and the cultural diversity of Canada.
ASSESSMENT	Learners monitor, confirm, and direct their own learning through assessment practices designed to create independence.	<ul style="list-style-type: none"> How are learning expectations and criteria for success such as intent, task, criteria communicated to learners? How are learners actively involved and supported in the learning and assessment process? How does the descriptive feedback and support provided to the learners allow for reflection, planning and implementation of the next steps? 	<ul style="list-style-type: none"> Learners articulate and demonstrate an understanding of the learning intent, task and criteria for success. Learners monitor and assess their learning through the use of goal setting, feedback, criteria, exemplars and reflection. Learners are aware of their individual strengths and of the strategies needed to support their learning.
ENGAGEMENT	Learners achieve success when the purpose for learning is known and meaningful.	<ul style="list-style-type: none"> How is the purpose and relevance of instruction communicated to learners? To what extent does instruction involve the learners in goal setting, planning, exploring, creating, evaluating and reflecting? How are instructional strategies implemented to involve and engage the learners and develop their problem-solving and critical thinking skills? 	<ul style="list-style-type: none"> Learners personalize the relevance and purpose of learning tasks. Learners set goals and plan for their learning, explore their knowledge, generate questions, create new understandings, apply what they have learned, and reflect on the process. Learners demonstrate engagement in their own learning as they develop problem solving and critical thinking skills.
COLLABORATION	Learners work together productively in a positive learning environment.	<ul style="list-style-type: none"> How are collaborative opportunities structured and guided to be productive and purposeful? How have opportunities for developing and learning pro-social skills and leadership skills been provided? 	<ul style="list-style-type: none"> Learners demonstrate the skills required to work together productively and collaboratively in supporting one another in the learning process. Learners apply their social skills, leadership skills and understanding of issues and events to create positive change for themselves and others.
UNDERSTANDING	Learners acquire knowledge, become critical thinkers, problem solvers and facilitators of their own learning.	<ul style="list-style-type: none"> How is the level of understanding demonstrated by learners? How do the learners demonstrate critical thinking skills, problem solving skills and independence? How have learners applied the knowledge and understanding gained through collaboration to the local or global community? 	<ul style="list-style-type: none"> Learners demonstrate and apply their conceptual understandings in a variety of ways. Learners provide evidence to demonstrate their critical thinking skills, problem solving skills and growth over time. Learners understand the potential impact humans have on local and world environments.

These learning principles are congruent with Manitoba Curricula and Support documents



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The Principles of Learning have been developed in response to feedback from staff requesting that Winnipeg School Division have a common guide. The principles are not new: they simply reflect expectations that already exist within Winnipeg School Division.

The Principles of Learning are based on:

- Expectations from Manitoba Education, making implicit expectations more explicit
- Research regarding effective practice in teaching and learning

The Principles of Learning are intended to:

- Clarify expectations for learners
- Provide learners with a common language and framework
- Provide learners with a document upon which a common understanding is built

It is expected that all school administrators, support personnel and district parent councils create on-going opportunities for dialogue. These opportunities will support learners in developing a common language and understanding of the Principles. Growth will take place as each learner reads, interprets, reflects and communicates their learning to others. The understandings will then be applied to the daily practice of the learner.

The terms instructional leader and learner apply to all individuals irrespective of role within Winnipeg School Division. The role of leader or learner is defined by the purpose and context of each circumstance.

By focusing on the Principles of Learning we are all...
Contributing to our children's tomorrow.