

# Mansfield State School Pedagogical Framework.

Mansfield State School offers every student authentic learning opportunities in a Safe, Supportive, Connected and Inclusive learning environment.

## Curriculum Intent

### Do:

- \* Intended Curriculum identified from Australian Curriculum, QCAR, EYCG & C2C documents.
- \* Planning consistent in Year Level teams.
- \* Differentiate through 3 steps:
  1. Know the Curriculum Intent.
  2. Know your Students.
  3. Vary the Pathways.
- \* Targeted, scaffolded instruction.

### See:

- \* Planning documents including differentiation.
- \* Strategies that support differentiation - Content, Process, Product, Environment (Maker Model of Differentiation.)

Differentiation planning / folder

Whole School Curriculum Plan

## Assessment

### Do:

- \* Assessment front-ended in Year level planning process.
- \* Consistent assessment across Year Level.
- \* Tasks & criteria sheets clearly explained to students.
- \* Assessment communicated to parents.

### See:

- \* Assessment for Learning – use data to inform teaching.
- \* Assessment as learning – students reflect on learning to set learning goals.
- \* Assessment of learning – using evidence to assess students against standards & goals.

Whole School Testing Plan

## Explicit Instruction

### Do:

- \* Explicit Teaching:
  - I Do – We Do – You Do.
  - 1. Set the purpose for learning.
  - 2. Explain the concept/ tell students what to do.
  - 3. Model how to do it.
  - 4. Guide hands-on application of the new learning.
- \* Break learning into small parts.
- \* Think aloud.
- \* Integrate higher order thinking skills.
- \* Employ innovative use of IT to engage students.

### See:

- \* High expectations of students
- \* High levels of student engagement.
- \* Variety of contemporary teaching strategies.
- \* Data driven teaching – focused, explicit

## Feedback

### Do:

- \* Feed back to students continuously throughout unit.
- \* Feedback is purposeful, timely, ongoing & instructional.
- \* Feedback gives specific instructions on what Students need to do next.
- \* Teachers & students set comprehensive, challenging learning goals based on agreed data.
  - Students & teachers feed back to parents continuously.

### See:

- \* Feedback given is spoken, gestural or written.
- \* Celebrations of success.
- \* Goals are visible.

## Student Centred Curriculum

ESL Framework

Gifted Education Framework

Literacy & Numeracy Improvement Framework

Community Engagement Framework

### Vision.

Mansfield State School... where every day, in every classroom, every child strives to achieve a personal best. We aspire to provide a rich learning environment that is innovative and progressive and one that meets the high expectations of the school and the wider community for optimal student learning.

## Making Judgements

### Do:

- \* Make judgements against specified standards using evidence (student work)
- \* Task-specific descriptors of quality agreed to by year level team prior to assessment.
- \* Use ACARA & QCAR assessment descriptors & achievement standards.
- \* Whole school moderation plan to ensure consistency.

### See:

- \* Consistency of teacher judgements across Year Levels (Moderation)
- \* Judgements qualified through evidence in student work samples.
- \* Consistent use of Guide to Making Judgements

Whole School Moderation Plan

Stephanie Alexander Kitchen Garden  
Responsible Behaviour Plan / 3 Bs.  
Leadership Program

Curriculum Enrichment Programs & Clubs.  
Student Welfare

## Our School Values:

Real world, purposeful, innovative and explicit learning

Every child sets realistic goals and works towards personal best.

Empower students to make responsible choices.

Achieve excellence through team work.

Value the efforts of all staff.

Learn from past, plan for future.