Our framework is based around the three domains of teaching (knowledge, practice and engagement) as outlined in the Australian Professional Standards for Teachers. These standards have been used to frame our school community’s response to describing what quality teaching and learning is for all members of Mitchelton Special School.

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1. What we know about our students and how they learn?

Intellectual disability is characterised by significantly below average intellectual functioning, existing concurrently with related limitations in two or more of the following adaptive skill areas (communication; self-care; home living; social skills; community use; self-direction; health and safety; functional academics; leisure; work skills. Adaptive skills are those everyday coping skills which students need to take care of themselves and to relate to others in daily living.

Autistic Spectrum Disorder (ASD) is characterised by marked difficulties in behaviour, social interaction, communication and sensory sensitivities. Some of these characteristics are common among people with an autism spectrum disorder; others are typical of the disorder but not necessarily exhibited by all people on the autism spectrum.

Students with intellectual disability and ASD can present with learning difficulties involving some or all of the following:

**Attention** refers to one’s capacity to focus on an activity. Students need to be able to maintain focus long enough to gain information. They also need to attend to a task long enough to complete it.

**Perception** is the ability to register information through one or more of the sensory modes (e.g. sight, hearing, taste, smell or touch) and to make meaning of it.

**Thought processing** allows students to organise incoming information, to make connections between pieces of information and to interpret symbolic and abstract concepts. It also allows information to be organised for decision-making, communication and action.

**Memory** can be defined as having two main aspects. These are the retaining of information and the recalling of information.

**Generalisation** of learning occurs when a skill is learned in one situation and then applied in another. This process allows a student to operate effectively across a variety of environments without having to re-learn behaviours each time there is a change.

2. What we know about content and how we teach it?

What we know about our students with intellectual disability means it will be necessary to modify prescribed year level curriculum to ensure it is developmentally appropriate. Program content will come from both the Australian Curriculum and Adaptive Behaviour Scale Instruments. For many students providing different curriculum content and learning experiences is necessary. Decisions we make about content and adjustments will be balanced using the following prioritisation principles;

- age appropriateness
- realistic achievement
- functional importance
- generalisation
- future focused
- quality of life determinant

How we teach and plan and the types of methodologies and strategies we use are influenced by a combination of the following evidenced based theoretical models in special education.

- Developmental Model
- Cognitive Model
- Behavioural Model
- Ecological Model
- Humanistic Model
- Medical Model

A summary of these theoretical models is detailed in our Responsible Behaviour Plan (available on our website).
3. How do we plan and implement effective teaching and learning?

Throughout our planning we:
- provide a highly individualised curriculum that aligns with ACARA
- use student profile data to inform planning
- modify, differentiate, individualise programs, content and goals
- implement collaborative/team teaching within all sections of our school
- implement community based instruction
- use explicit teaching models
- encourage self-directed learning and independence
- use targeted visual and verbal prompting

4. How do we create and maintain safe and supportive learning environments?

This is achieved through:
- responding to the diverse needs of individual students with a wide range of approaches and strategies
- establishing school-wide routines
- targeted, explicit teaching
- establishing, as part of the implementation of SWPBS and the Mitchie 5, consistent whole-school approaches to classroom behaviour management
- recognition of student differences
- celebrating successes
- developing and maintaining positive relationships
- the explicit teaching of adaptive behaviours self-awareness and self-regulation in relation to the proactive management of behaviour

5. How do we assess, provide feedback and report on learning?

We do this by:
- engaging with OneSchool in order to report on individual student programs and learning areas
- ensuring curriculum decisions reflect student data
- implementing a wide range of assessment strategies and methods
- identifying alternative methods of curriculum delivery in response to assessment
- monitoring and adjusting teaching in response to the students' progress/learning
- establishing whole-school approaches in relation to assessment and student data
- using explicit, task-specific feedback
6. What does engaging in professional learning mean for us?

We engage in professional learning in order to:

- build on disability-specific knowledge
- improve pedagogy
- respond to the individual needs of students
- adapt to the needs of a dynamic system
- strengthen collaborative practice
- build capacity of staff
- respond to the needs of the community

7. What does engaging with colleagues, parents, carers and community look like for us?

We engage our community through a culture that:

- provides a range of opportunities for community members to participate in social, educational, theoretical activities/events
- creates sustainable partnerships
- engages with professional networks and associations
- values ongoing professional dialogue with stakeholders
- demonstrates commitment to our values and beliefs
- utilises a range of methods to communicate and engage all community members
- builds partnerships with community organisations
- adheres to and respects The Code of Ethics