What does good teaching look like at Ashford?

**Relationships**
- Good team members
- Inclusive
- Good communication
- Respectful
- Positive relationships with students
- Tolerant of backgrounds and cultures
- Building a strong, cohesive staff team

Having a strong, cohesive team of educators is essential in creating a positive and productive learning environment. The Ashford School Community consists of team members who work positively and respectfully with one another to deliver 'best practise' to our cohort of students. We share responsibility for all students and invite colleagues to make contributions to the whole team. We strive to develop and maintain strong communication between ourselves, with family members, specialist agencies and staff, (including speech pathologists, occupational therapists and disability coordinators); and most importantly, with our students.

**Learning Environment:**
- Integration of students in sub schools through electives
- Structure and Routine
- Conformity and order
- Quiet, calm
- Clear rules and expectations
- Stimulating yet safe learning environment
- Students actively engage in environment

A positive and productive educational community is conducive to student learning. Our cohort responds well to a quiet, calm and structured learning environment with clearly set rules and expectations. Students feel safe in their learning environment and with those around them, and they are willing to take risks when they are confident and can make accurate predictions about their day. Our teaching focuses on integrating these important concepts of learning.

**Effective Teaching:**
- Being mindful of processing difficulties by giving extra time to process verbal instructions
- Integrating technology
- Individual programming
- Integration of students within and outside of subschools
- Age appropriate
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- Functional learning
- Use calculated, controlled risks to create progression
- Relevant teaching
- Knowing curriculum
- Reflective practices
- Maintaining data
- On task learning
- Genuine and appropriate feedback and reporting
- Providing various learning activities
- Promoting independence

At Ashford, we strive to bring out the personal best in each of our students. Through knowledge of current curriculum and teaching practices, we are able to develop individualised programs that are meaningful and relevant to our students. We strive to foster independence in each individual by taking risks and exposing them to experiences that will support them both within and outside of the school environment (e.g., transport training, work experience, community access) and use reflective practices and a data-based approach to evaluate student learning, effective teaching and the impact of student behaviour.

**Student Engagement:**

- Maximising potential and independence
- Effective classroom management
- Appropriate resources
- Use of Technology
- Behaviour Programs – motivating students

To learn, students must be actively engaged with their learning environment, motivated to engage in new opportunities and experiences and are interested in the lessons and activities they are exposed to. They must also choose to participate in learning rather than engaging in non-productive behaviour. At Ashford, we strive to inspire interest by creating hand-made individual resources/programs and exposure to technology (Interactive whiteboards, computers and iPads). We attempt to manage behaviours by using proactive measures and specific behaviour programs.