What is *inclusionED*?

inclusionED is an **online professional learning community**, co-designed with educators, for educators. It provides free evidence-based and research-informed teaching practices and tools **to support diverse learners** in inclusive classrooms.

The platform also facilitates a **national community of practice**, enabling social sharing and educator reviews on the experience of implementing specific teaching practices.

Is *inclusionED* relevant for students learning remotely?

Yes, *inclusionED* delivers an online platform that assists educators to support their students, whether they are at school or at home. Parents can also use the free tools to support their children's learning at home.

Many of the teaching practices on *inclusionED* are highly applicable to remote learning scenarios and can support home-school communication; work systems; visual schedules; task analysis; and ways to support student motivation in learning.

Why was *inclusionED* created?

In the average Australian classroom, at least three children have a learning difficulty or neurodevelopmental disability. The support and scaffolding these children receive during school can set the trajectory for the rest of their lives, but many teachers don't feel equipped to effectively support the learning of all students in their classrooms.

In 2016, Autism CRC finalised a national study to understand the educational needs of students on the spectrum, surveying 1,500 educators, parents and students. One of the main needs identified was for evidence-based resources and upskilling for educators, to provide more inclusive environments for students with diverse learning needs, including those on the spectrum.

inclusionED will play an important role in the national approach to addressing this challenge. *inclusionED* is designed to support all students, including those with learning difficulties or neurodevelopmental disabilities, including autism. The teaching practices on *inclusionED* are underpinned by the principles of Universal Design for Learning. They don't provide a single one-size-fits-all solution but rather flexible approaches that can be customised for individualised learning.

The platform also facilitates a national community of practice. During the co-design and development of *inclusionED*, educators reflected on the value of being part of an active, ongoing conversation to share good ideas that work in real classrooms.

inclusionED is an initiative of the Autism CRC, which receives funding from the Australian Government.

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What is available on *inclusionED*?

inclusionED provides access to teaching practices in the form of:

- How-to guides with steps to successfully implement a practice
- Instructional and informative videos
- PDF tip sheets, word templates and handouts
- Research reports and journal articles.

Teaching practices available at launch address topics such as: transition planning; home-school communication; classroom acoustics; work systems; visual schedules; task analysis; work experience; fostering inclusion; robotics social clubs; instructional sequences; responding to student behaviour; sensory needs; classroom organisation; incorporating special interests, and more.

How was the site and its content developed?

inclusionED combines the outputs of more than 25 research and development projects carried out through Autism CRC's School Years Program in more than 300 Australian schools over the past six years.

inclusionED's teaching practices and site concepts were co-designed with a range of stakeholders, including teachers, researchers, inclusive education specialists, principals, policymakers and students on the autism spectrum. Our aim throughout this process was to translate research into research-informed, practical teaching strategies and programs.

Beta release

A beta version of the online platform was released for user testing from November 2019 to March 2020. During this time, the *inclusionED* team regularly reviewed the platform, making usability and content changes in response to teacher feedback and user trends. We also continued working with our research teams, to ensure the teaching practices maintained fidelity to the evidence.

In addition to teacher feedback, we also liaised with state and federal departments of education to ensure the practices were relevant and beneficial for teachers.

This process has resulted in what we believe is a hugely valuable resource for the education sector, a resource that will truly change practice and help make education more inclusive for all learners.

Do I have to pay to access *inclusionED*?

No. Access to everything on *inclusionED* is completely free. Joining the *inclusionED* community is free and involves a very simple registration process.

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Why should I join the *inclusionED* community?

If you are an educator, joining the *inclusionED* community means that you can share with, and learn from, your peers. You can also:

- enjoy free unlimited access to all of *inclusionED*'s teaching practices and resources
- contribute to the Community of Practice
- save your notes and progress as you put the practices into action
- download certificates of completion for evidence of professional learning
- be the first to know when new teaching practices become available.

How does *inclusionED* contribute to my professional development as a teacher?

inclusionED provides detailed information to support implementation of each teaching practice, under the sequence headings: Plan, Set goals, Apply the practice, Reflect and refine, and Share. This aligns with the Australian Institute for Teaching and School Leadership's High-Quality Professional Learning Cycle. You can find out more about high quality professional learning in the [Australian Charter for the Professional Learning of Teachers and School Leaders](#).

When a teacher has completed the full sequence within an *inclusionED* practice, they can download a certificate of completion, in recognition of their professional learning.

What is the depth of research behind *inclusionED*'s teaching practices?

The research that underpins *inclusionED* undergoes a thorough peer-review process. The research teams contributing to *inclusionED* are second to none; they are from universities across Australia, and are working with on-the-ground education partners to address the research questions of greatest priority to students, their parents/carers, teachers, and schools.

Some of the research on *inclusionED* investigates the use of specific approaches and programs in schools. Results may be measured in terms of education outcomes for students, or they may be based on teachers' experience using the approaches or programs.

Other research findings require extrapolation to classroom practice. Our researchers work to do this in a way that is efficient, meaningful, and practical for educators.

The research underpinning the practices on *inclusionED* is primarily focused on students on the autism spectrum. Researchers are keen not to overstate or generalise their findings inappropriately. The teaching practices and resources on *inclusionED* are underpinned by the principles of Universal Design for Learning and aim to support teachers to meet the needs of all students, including those on the autism spectrum.

Will more practices be uploaded to *inclusionED* in future?

Yes. As the major practice dissemination mechanism for Autism CRC's School Years Program, *inclusionED* will continue to grow, with more practices uploaded as they become available, adding ongoing value for educators.

Who developed *inclusionED*?

The *inclusionED* platform has been delivered through a collaboration between Autism CRC and Queensland University of Technology (QUT). More than 200 teachers, parents and professionals have been involved in the co-design, development and evaluation of the *inclusionED* platform.

The research underpinning *inclusionED*'s practices has been undertaken through 25 Autism CRC projects over six years involving many researchers and organisations – including AEIOU Foundation, Aspergers Services Australia, Association of Independent Schools Queensland, Autism Queensland, Autism Spectrum Australia (Aspect), Brisbane Catholic Education, Catholic Education Commission of Victoria, Catholic Schools New South Wales, Curtin University, Department of Education Queensland, Department of Education Tasmania, Department of Education Victoria, Department of Education Western Australia, Griffith University, Positive Partnerships, Queensland University of Technology, University of Queensland, – and many hundreds of schools across Australia, their students, teachers and other school personnel, and parent communities.

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