

Collaborative partnerships in action



Background

Collaborative partnerships are key to helping educators effectively manage and address diverse learning needs. Partnerships are critical to supporting teachers and school communities to understand and cater to the diverse needs of their learners and to build connections with students, families, and external agencies.



Aim

To identify essential elements in actioning collaborative partnerships that support the inclusion of learners on the autism spectrum in the short and long term.



Who took part

The single case study included 5 key participants involved in an educational collaborative partnership and voluntarily consented to be involved in the project. The participants included:

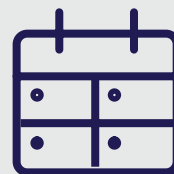
- an adolescent on the autism spectrum
- the student's maternal parent
- the class teacher
- an occupational therapist who worked with the class and student involved
- the teacher aide involved with the class.



How we did the research



We conducted a series of face-to-face or online interviews with each participant involved in the collaborative partnership.



Interviews were conducted once per term across a school year.



Observations of collaborations in action and archival evidence from participants were also collected.

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What we found

Three key themes were generated by the data. They focussed on things that support:



the establishment of student-centred collaborative partnerships



valuing a collective voice in student-centred collaborative partnerships



sustaining student-centred collaborative partnerships.



What this means

Collaborative partnerships are key to helping educators effectively manage and address the diverse learning needs in their classrooms. This project reinforces the importance of establishing and sustaining student-centred collaborative partnerships within inclusive contexts that promote an equitable and collective voice for all partners and maximises the success of learners on the spectrum in their schooling.

Data from this study was used to inform the development of multimedia professional resources, which are now available on *inclusionED*, to support teachers and school communities in developing student-centred collaborative partnerships.



Who did the research



MONASH
University

Acknowledgments

The participants involved in the study and others who supported the development of resources associated with the project.

Find out more

Download the final report and executive summary on the Autism CRC website: autismcrc.com.au/reports/collaborative-partnerships

Visit the inclusionED practice at: inclusionED.edu.au/practices/collaborative-partnerships