

Evaluation Report of Professional Learning using inclusionED

Final Report

Keely Harper-Hill, Loraine McKay, Eunjae Park, Suzanne Carrington

June 2023



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Keely Harper-Hill

Queensland University of Technology

Loraine McKay

Griffith University

Eunjae Park

Griffith University

Suzanne Carrington

Queensland University of Technology

ISBN: 978-1-922365-60-6

Citation: Harper-Hill, K., McKay, L., Park, E. & Carrington, S. (2022). *Evaluation Report of Professional Learning using inclusionED*. Cooperative Research Centre for Living with Autism (Autism CRC). Brisbane, Australia.

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Acknowledgements

The authors acknowledge the financial support of Autism CRC. Staff and non-staff in kind were provided by Autism CRC members.

Autism CRC

Autism CRC is the independent national source of evidence for best practice in relation to autism across the lifespan and the spectrum.

We provide the national capacity to develop and deliver evidence-based outcomes through our unique collaboration with autistic people, families, professionals, services providers, researchers, and government. Together, we are addressing agreed needs and co-producing outputs with these stakeholders for the benefit of the community.

Autism CRC was established in 2013 as the world's first national, cooperative research effort focused on autism under the Australian Government's Cooperative Research Centres (CRC) Program. We receive funding from a number of sources, including the Australian Government. Autism CRC is no longer part of, or associated with, the CRC Program.

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A note on terminology

We recognise that when referring to individuals on the autism spectrum, there is no one term that suits all people. In our published material and other work, we use the terms 'autistic person', 'person on the autism spectrum' or 'person on the spectrum'. The term 'autistic person' uses identity first language, which reflects the belief that being autistic is a core part of a person's identity.

Autism Spectrum Disorder (ASD) is diagnostic terminology used by the healthcare sector and is used in the context of a person being 'diagnosed with Autism Spectrum Disorder'.

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Introduction

This document reports on the barriers and facilitators of teacher engagement with inclusionED, the knowledge translation platform of the School Years Program of the Cooperative Research Centre for Living with Autism (Autism CRC). The School Years Program of research was conducted by research teams in Australian universities and those in autism-specific organisations. Over the eight years since its inception, the School Years Program generated a significant body of findings. Sixty plus research articles and book chapters, two books published with Routledge and a range of professional development resources have been published by researchers in the School Years Program. Twenty-four Scholars (7 PhD, 14 Masters, 3 Honours) and three Post-doctoral Fellows have graduated.

In contrast to the academically focused metrics reported above, the driver for the Australian Government's Cooperative Research Centre (previously known as the Cooperative Research Centre Program) is to fund research that 'strengthens and promotes the transformative potential of collaborative, industry-led research through knowledge exchange, professional development, and advocacy' (Department of Industry, Science and Resources, 2022). Therefore, it is critical to know how the dedicated allocation of resources by Autism CRC towards research, impacts the teaching and learning experiences of autistic students, their teachers, and families.

1.1 Knowledge translation, transfer, mobilisation, or brokerage

With origins in the discipline of medicine, *knowledge translation* is referred to using a range of terms including *knowledge transfer*, *mobilisation* (Graham et al., 2006) and, less frequently *brokerage* (Rycroft-Smith, 2022). Defined by the Canadian Institute of Health Research (CIHR, 2012, Introduction section, para 4) as the "dynamic and iterative process that includes the synthesis, dissemination, exchange and ethically sound application of knowledge", knowledge translation is simply conceived as the use of knowledge in a way which benefits the intended recipients. This is starkly different and more complex than dissemination alone (Spring, Pfammatter, Hoffman & Warnick, 2020).

Within education research, challenges with mobilising education research into schools and classrooms is acknowledged (Rycroft-Smith, 2022). Indeed, a bias towards the production of knowledge for the good of knowledge itself – in contrast for the good of teaching practice – has been suggested (Sleeter, 2014) and this observation is echoed through calls for a greater focus on the impact of research findings on teaching practice (e.g., Jackson & Burch, 2016). Limitations to successfully mobilising autism education research into teaching practice is also acknowledged (Parsons et al., 2013). An educational needs analysis of students on the autism spectrum identified that Australian educators, specialists and parents considered the lack of accessible suitable training for educators and specialists as one of the top three barriers to meeting the needs of students on the spectrum in inclusive school settings (Saggers et al., 2018). Taken together, the (a) general challenges with knowledge mobilisation across disciplines, (b) priorities of the Australian Government's Cooperative Research Centre program, and (c) reported paucity of appropriate, accessible training at the point of implementation, all underscored the importance of concerted efforts to create an efficient and effective means to translate findings and impact the implementation of inclusive teaching practices in Australian schools.

1.2 Implementation science

The need for research knowledge to be mobilised rather than simply made available has led to the emergence of ‘Implementation Science’ (Fixsen et al., 2015). Fixsen describes implementation as well-defined activities that are specifically applied to promote the practical use of knowledge, or ‘a program’ - advocating that the success of these in practice is best supported by deliberate and well-specified supports. In the medical literature, the result of the translation is also described as an ‘intervention’ or clinical guidelines. The purpose of both is critical within a clinical setting where disease is managed and lives saved by the administration of particular therapies in an appropriate dose and at an appropriate time of disease progression. The terminology of ‘intervention’ however is inconsistent with the beliefs and values underlying inclusion and by extension, inclusive education. Based on the social model of disability, efforts to create an even playing field for all students in inclusive school settings is about equity, not equality. The responsibility for providing equitable experiences for students lies with the flexibility of an environment to respond to the needs of all students rather than all students having to fit into an (inflexible) environment. Words such as ‘intervention’ imply that a student requires ‘fixing’ because they have deficits or are lacking in some way. Treating students in a school setting because they are ‘lacking’ is inconsistent with inclusion and the social model of disability. The purpose of the School Years Program’s knowledge mobilisation efforts was not an attempt to turn teachers into ‘interventionists’ but to support them to develop their inclusive teaching practices and this position will be reflected in subsequent language. The term ‘intervention’ will only be used when referring directly to the work of another author. The corresponding inclusionED term is ‘inclusive teaching practice’.

Implementation efforts fall along a continuum (Nilsen, 2015). Passive, more ad-hoc approaches to sharing information sit at one end of the continuum and are referred to as *diffusion* (Nilsen, 2015). As efforts to impact practice become more deliberate, they move along the continuum, becoming increasingly focused on the use of more planned strategies (*dissemination*). ‘Dissemination’ eventually morphs into *implementation* – an active effort to have new practices used by intended practitioners in their real-life settings (Nilsen, 2015).

1.3 Developing the means to *implement* research from the Autism CRC School Years Program

The intended practitioners targeted by the knowledge mobilisation efforts of the School Years Program were primarily educators situated across Australia. In response to their varied geographical locations, an online solution was considered most likely. The research for the initial design of the platform (see Kerr et al., 2022; Whelan et al., 2021) that would become inclusionED asked, ‘How can the design of an online platform support teachers to change their practice by *implementing* our research findings rather than simply receiving them through a process of online diffusion?’

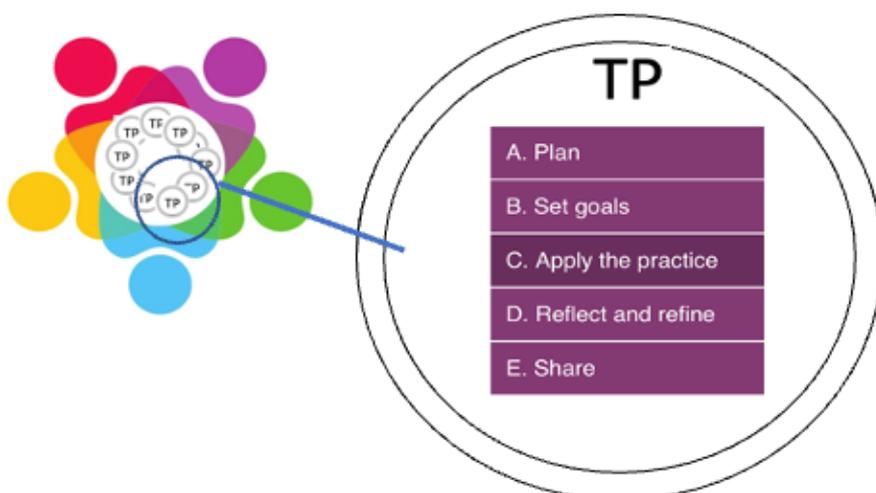
Just as the content, i.e. inclusive teaching practices, on inclusionED was informed by research, so too was the design of inclusionED itself. An interactive transdisciplinary process of *research through design* (Zimmerman et al., 2010) was primarily driven by co-design and multiple stakeholder collaboration (Kerr et al., 2022). The result of this process of co-design led to a platform for educators designed to share information on individual evidence-based teaching practices, which is illustrated in Figure 1. In and of itself, this would meet the definition above of “diffusion”.

Figure 1: Depicting multiple teaching practices housed on inclusionED



Addressing how teachers’ engagement with inclusionED could lead to them enacting what was essentially professional learning, each inclusive teaching practice had integrated within it, a cycle of professional learning as seen in Figure 2.

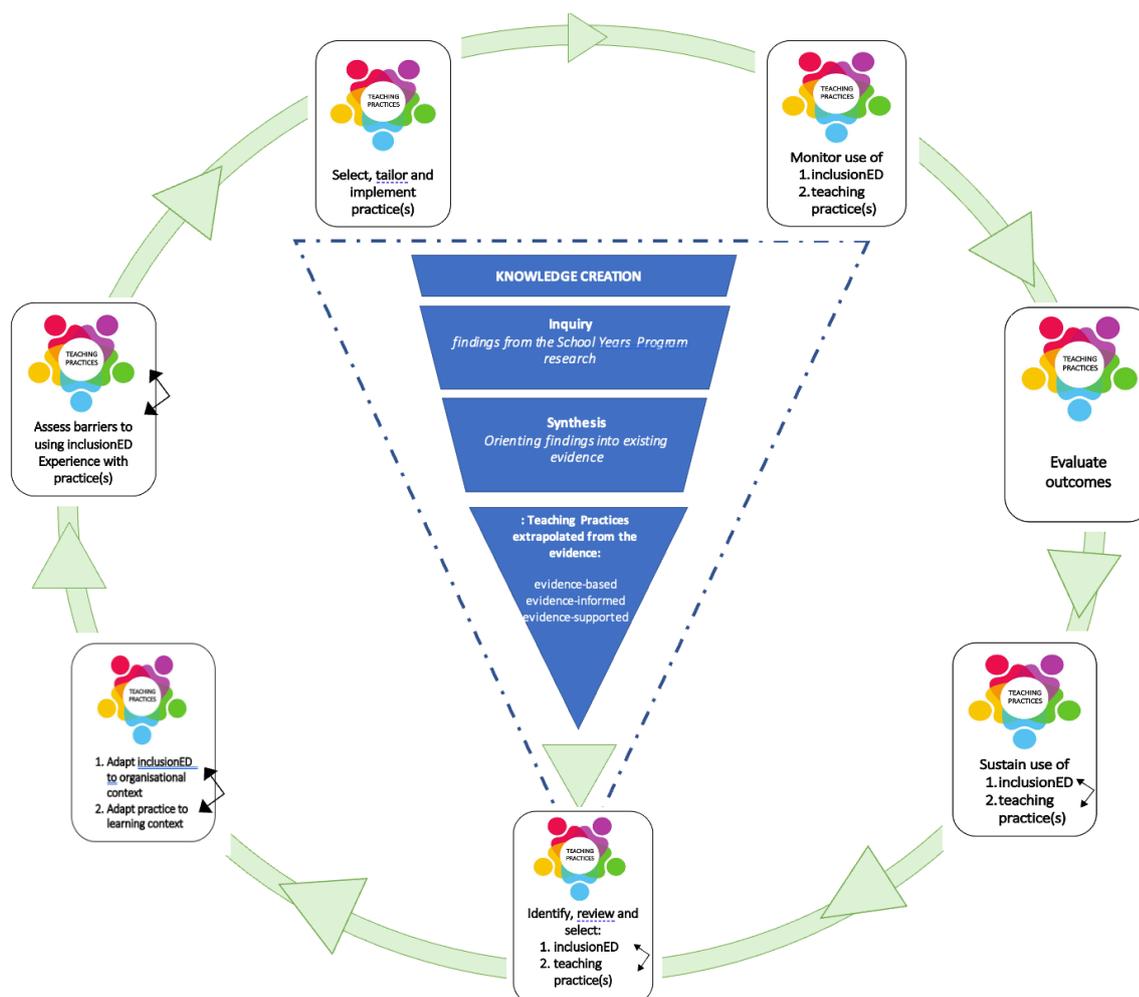
Figure 2: Each teaching practice on inclusionED incorporates a Professional Learn Cycle consisting of Plan, Set goals, Apply the practice, Reflect and refine, and Share



The relationship between the inclusionED *content* and the *platform itself* can be understood as (a) a level of the ‘intervention’ and (b) an implementation level (Fixsen et al., 2005) respectively. Aligned with Fixsen et al. (2005), in their conceptualisation of knowledge translation, Graham and colleagues (2006) consider that the relationship between these levels is symbiotic. The first stage is the creation of knowledge through inquiry, synthesis and the eventual development of tools and products. The individual evidence-informed teaching practices housed on inclusionED represent these tools and products and can be seen in Figure 3 as the lower section of the funnel which is represented by an inverted triangle. The implementation level described by Fixsen et al. (2005) is represented by Graham and colleagues as a cycle of action which surrounds their funnel. In Figure 3, we have combined both positions and placed inclusionED within this representation.

Figure 3: An amended version of the Knowledge Translation action process

The inverted triangle or ‘funnel’ (Graham et al., 2006) correlates to Fixen’s 2005 ‘intervention’ level and the green, outer cycle of the Graham et al. (2006) model correlates to Fixen’s ‘implementation’ level



The ultimate objective of teachers’ engagement with the inclusionED platform is to develop their inclusive teaching practice through the implementation of the inclusionED practices, and the associated information on the site. It is exactly this embedding of practices within the inclusionED innovation that speaks to its complexity because, at this stage in its development, it is not the outcomes of the individual practices when implemented by individual teachers, that are of interest. These individual practices have been informed by research. Rather, it is the outcomes from teacher engagement with inclusionED in order to access and implement the teaching practices which is of initial interest. Adding to this complexity however is our hypothesised symbiotic relationship between practice and platform as suggested by Graham et al. (2006). A teacher’s experience in engaging with the inclusionED platform will likely impact on their development of teaching practices, and experience with the practices themselves will likely impact on teacher’s sustained engagement with the platform.

The objective to support teachers’ implementation of research findings was informed, in part, by the co-design process involving stakeholders such as classroom teachers, specialist teachers, school leaders, policy makers, parents and students on the autism spectrum. Analysis of the contributions from the educators pointed to the importance of incorporating the professional learning cycle within each practice. Incorporating an opportunity to undertake a cycle of professional learning when

engaging with inclusionED content provides the potential for inclusionED to operate as a vehicle of implementation rather than a means for diffusion alone.

1.4 Individual teacher professional learning: what do we know?

Professional learning opportunities are designed to translate knowledge into teacher practice and there are characteristics of teacher professional learning opportunities associated with more positive outcomes for teacher practice. These characteristics include those opportunities which provide teachers with greater agency to choose and endorse the topic (Dadds, 2014; Fiszler, 2004) including that the content has professional relevance to participants (Louws et al., 2017; Visser et al., 2014). Teacher agency is critically important to impactful professional learning (Flint et al., 2011; Fraser et al., 2007; King, 2014). It is also important that teachers set goals as part of the learning process (Bubb & Earley, 2010), and that these are followed up through reflection and feedback (Louws et al., 2017). Learning opportunities made up of more than a single or 'one-off' session is also associated with positive outcomes (Darling-Hammond & Richardson, 2009; Yoon et al., 2007), as are those which involve peer learning (Buczynskil & Hansen, 2010) including when they occur within established networks (Kishida, 2011; Lock, 2006; Visser et al., 2014).

While the above characteristics of learning opportunities tend to lead to better outcomes, the impact from these opportunities on teacher practice remains unreliable. Outcomes are individual, variable and complex; no one-size of professional learning fits all and singular outcomes cannot be confidently predicted (Opfer & Pedder, 2011). It is suggested that personal knowledge, beliefs and experiences, referred to as 'intra teacher' factors by Opfer and Pedder (2011) or 'intrinsic teacher' factors (Harper-Hill et al., 2022) play a role in the range of outcomes realised from knowledge mobilisation efforts (Mosher et al., 2014).

The initial design of inclusionED should theoretically address known factors impacting professional learning outcomes for teachers. On the platform teachers enact agency by choosing practices that are relevant to them and drive their own implementation of these. Incorporation of a professional learning cycle enables both goal setting and reflection on progress towards these goals. The learning cycle also provides an opportunity to join an online community. All of these are available to access and re-access over periods of time, avoiding the learning being 'one-off' in nature. As with the intrinsic teacher factors however, a further factor known to impact outcomes from implementation efforts is the school environment within which it occurs and again, this is not determined by inclusionED.

1.5 The importance of context

The power to influence the outcomes of engagement with inclusionED is its fit for use in different contexts (Moore et al., 2015). It is clear that teacher learning is not an event, but a complex process incorporating the individual teacher, the learning activity, and the wider institutional and social context (Opfer & Pedder, 2011). The context will include the international and national imperatives for the implementation of inclusive education; the wider community context in which the school operates; a school's configuration; the 'external' stakeholders in each learning community; and, of course, the individuals who participate in the community. It is clear that outcomes from professional learning are vulnerable not only because of the nature of the learning opportunity itself or the individual teacher characteristics, but also by school and systems level factors (McChesney &

Aldridge, 2019). These include the collective ‘awareness, beliefs, and dispositions’ within schools (Opfer & Pedder, 2011) and adds further to the complexity of studying inclusionED as an implementation effort (Figure 4).

1.6 School leadership

Effective school leadership is an important factor in bringing about any significant change in the education system (Day et al., 2009). Change for inclusion in schools takes time due to the critical reflection, dialogue, and commitment to shared values of equity and inclusion required to support long-term actions for the greater good in schools. A critical and transformative approach to school leadership (Carrington, 2022) will support school leaders to build relationships and work in partnership with students, parents, and educators in schools to initiate transformative reform and support equity in education. inclusionED could support reflection, dialogue, and lead to implementation of new practice in classrooms. We know that schools are communities made up of school leaders, teachers, students, and families and they all have obligations and roles to play in the school to ensure they are respected, included, and belong.

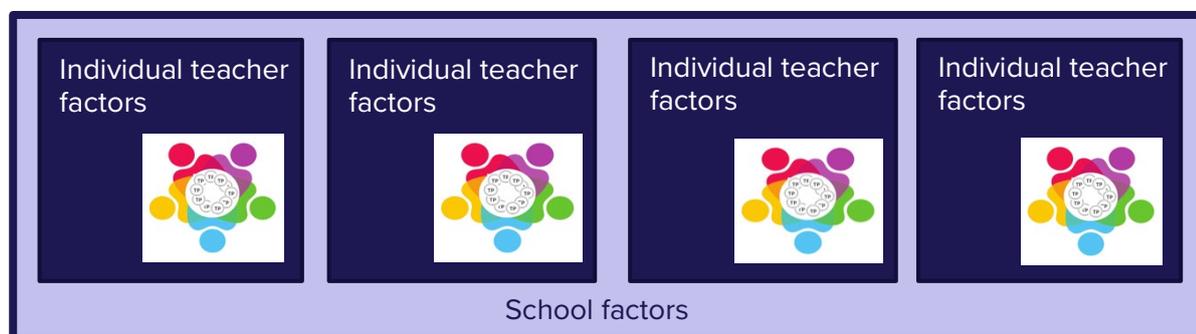
1.7 Implementation strategies

An aspect of school settings that is determined by school leaders and has the potential to impact on successful engagement with inclusionED, relates to the support that is provided to teachers to (a) engage in professional learning, and (b) develop capability to meet the needs of all students by mobilising what they have learnt. Within the discipline of implementation science, these support structures are referred to as implementation strategies and there are existing resources within many schools which could operate as implementation strategies.

These include facilities which are currently responsible for ensuring the educational needs for students with disability are addressed. In their current form, it is unclear whether these structures and facilities can operate to support the successful engagement with inclusionED by classroom teachers however, successful inclusion relies upon building the capacity of individual classroom and specialist subject teachers to meet the needs of all their students.

Figure 4: Each individual teacher’s engagement with inclusionED

Their engagement will be influenced by factors specific to them. The outer square represents that there will be context-specific factors at play



Thus far, we have presented the case for developing a single whole-of-program knowledge translation mechanism for the Autism CRC School Years Program of research. The result of the co-design and advisory collaboration with educators was an online platform called inclusionED. Previous paragraphs have contextualised inclusionED in the field of implementation science and it is the cycle of professional learning within each inclusionED practice that is considered a key factor in supporting teachers to implement inclusive practices, rather than simply disseminating the findings from the School Years Program of research. Whilst acknowledging a likely and important role of the inclusionED learning cycle, the research literature also points to a wide number of additional factors which influence the notoriously variable outcomes of learning opportunities for teachers. Insight into which of these factors, and under what conditions they are most effective is critical to optimising teacher success from engaging with inclusionED across a range of inclusive school settings.

1.8 Program logic

Understanding why or how ‘a program’ works is supported by refinement of its underpinning theory and logic. Presented graphically, a logic model illustrates the “shared relationships among the resources, activities, outputs, outcomes, and impact for your [the] program. It depicts the relationship between your [the] program’s activities and its intended effects.” (Center for Disease Control and Prevention, 2018, para. 1).

Further, Nilsen (2020) propose that the relationships depicted within the model should be supported from the empirical research and represent a series of hypotheses (e.g., if a teacher has inclusive values, then they will be motivated to develop their inclusive practice). Informed by teacher insights which have been further validated by the research literature, the logic model in Appendix A guides our initial understanding of why and how engagement with inclusionED may or may not result in new or enhanced inclusive teaching practice. Essentially the model reflects our understanding of “the mechanisms by which implementation is more likely to succeed” (Nilsen, 2015, p1).

Whilst the hypothesised mechanisms within the inclusionED program logic are grounded in stakeholder knowledge, their experience and empirical support, there have been calls for even greater framing of understanding implementation through the application of appropriate and overarching theory (Nilsen, 2015). As such, to gain greater understanding of which components or factors determine the outcomes from the implementation of inclusionED, the application of a suitable framework is required (Nilsen, 2015). One advantage of considering the implementation of inclusionED through a comprehensive framework is that it provides an opportunity for potential factors that hereto have not been identified or considered. As a ‘backward mapping’ endeavour, the current evaluation is primarily interested in factors associated with the behaviour or practice of individuals who implement inclusionED, namely teachers and members of school communities.

1.9 Theoretical Domain Framework

Informed by 33 behaviour change theories, the Theoretical Domain Framework (TDF) has undergone multi-phase development and validation (Cane et al., 2012; French et al., 2012; Michie, Atkins, & West, 2014; Michie et al., 2005; Michie et al., 2008; Michie, West, et al., 2014) and has been used consistently to interrogate implementation. It consists of 14 domains and 84 component constructs (Appendix B) and has been applied in systematic intervention design, process evaluations, the identification of behaviour change techniques as well as investigations of the enablers and barriers to the implementation of evidence-based behaviours (Atkins et al., 2017). Whilst predominantly used within medicine and allied health disciplines, the application of the TDF has recently emerged in research investigating implementation within educational contexts (e.g., Kennedy et al., 2022; Zucker et al., 2021; Tristani et al., 2022).

Kennedy et al. (2022) used the TDF to determine behaviour change strategies when planning a mindfulness intervention for teachers. The TDF was applied post-hoc to data collected via interviews, focus groups and surveys by Zucker et al. (2021) who identified barriers to the implementation of an academic language curriculum by early childhood teachers. In a planned application of the TDF, Tristani et al. (2022) investigated those domains predicting teachers' intentions to implement inclusive physical education. Whilst each of these studies applied the TDF in different ways with different intentions, similarities in two of the domains identified can be seen with all three studies identifying the domains of knowledge and memory, attention, and decision processes. Of note is the relative variability of the other domains implicated in each of the three studies, as shown in Table 1. This suggests that application of the TDF in the development of data collection tools will indeed provide an opportunity to identify relevant barriers to and enablers of engagement with inclusionED which may not have been identified previously during the initial co-design process or subsequently from the research literature (see Table 1).

Table 1: Theoretical Domain Framework (TDF) domains
Implicated domains in recent studies applying the TDF to educational contexts

Authors	TDF domains	Educational contexts
Tristani et al. (2022)	TDF domains which predicted teacher's intentions to implement inclusive Physical Education	<ul style="list-style-type: none"> • Knowledge • Social/professional role & identity • Memory, attention, and decision processes • Social influences • Emotion
Kennedy, Haley & Evans (2022)	TDF domains implicated in the needs of, and barriers to, a mindfulness-based intervention for teachers	<ul style="list-style-type: none"> • Skills • Cognitive, and interpersonal skills • Memory attention and decision-making processes • Knowledge • Environment context and resources • Social/Professional role and identity • Beliefs about capabilities • Beliefs about consequences • Intentions: goals • Reinforcement: emotion
Zucker, Jacobs & Cabell (2021)	TDF domains implicated in the barriers to teacher implementation of an early childhood language curriculum	<ul style="list-style-type: none"> • Environmental Context • Skill • Knowledge • Memory, attention, and decision processes • Beliefs about consequences

In summary, successful engagement with inclusionED will be evidenced in the development of inclusive teaching practices. In part, these will be dependent on factors which are associated with the design of the site. Other influential factors will arise because of differences in the individuals using the platform and the contexts within which they work. We also hypothesise that each of these factors will interact to influence other factors and the subsequent outcomes for teacher professional learning in the form of inclusive teaching practice.

The question becomes, *What are these site-centric, individual or contextual factors?* and *Which of these factors should we heed?* Answering these questions is important if teachers and school leaders are to bridge the gap between our research and their practice by answering the question 'Will it [inclusionED] work for me/us?' (Joyce & Cartwright, 2020).

In approaching this multi-phase investigation into the implementation of inclusionED, the following were proposed:

1. The first phase of this project focused on user behaviour that occurred between the launch of the inclusionED platform on 18 May 2020 and 31 December 2021. These behaviours were extracted from existing user activity data in the back end of the platform and provide descriptions of user activity.
2. During the second phase, a series of 'pop-up' survey questions were presented to users as they engaged with the inclusionED platform. These questions were designed to probe the intentions and decisions made by users and were present on the site for a three-month phase in 2022 which concluded on 31 July.

3. The third phase of the project involved a cross-sectional multiple case-study investigation that explored enablers of, and barriers to teacher engagement with inclusionED over a 6-month period. Interview and survey questions were informed by the TDF.
4. The final phase of the project followed-up on previous co-design activities conducted with Post-school Option educators from the Diocese of Toowoomba and the Queensland Department of Education. This fourth phase captured feedback in two teacher case studies on the value and feasibility of resources and content of post-school options inclusionED practices.

Each phase is described in further detail and the results reported in the following sections.

1. Phase 1

1.1 Aims

The objective of the first phase of the evaluation was to explore how individual teachers accessed various elements and content of inclusionED during the period from the hard launch of the platform on 18 May 2020 until 31 December 2021 (592 days). The behaviour of individual users and subgroups of users were identified and their activity on inclusionED tracked. The analytics reported on users as a single cohort and included the number of unique visitors, registered users, the average number of sessions (an individual period of time that a user is actively engaged navigating, clicking, scrolling, etc), the average duration of sessions and, the average number of pages viewed per session.

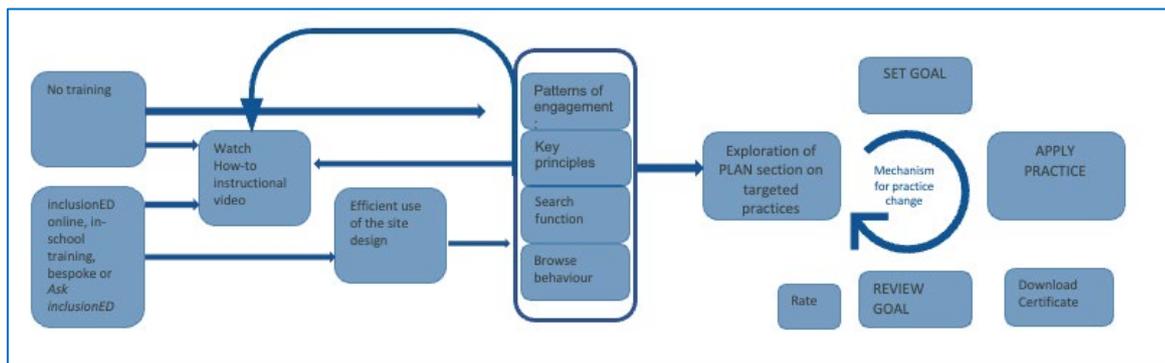
Of interest was whether patterns of activity emerged which distinguished sub-groups of users. Activity by sub-groups of users which were of interest included some elements previously reported for all users, for example the number of sessions, session durations and number of pages viewed, however greater detail was sought, for example *Was the number of sessions associated with access to more content (e.g., visits to more practices)?*

Differences between emergent sub-groups were also of interest as were behaviours whereby users accessed content directly or through categories referred to as 'series'. For example, the individual practices listed in Box 1 belonged to the series 'Sensory Considerations'. All user behaviour reported subsequently will be termed '[patterns of] user engagement' as applicable to the sections of the logic model in Figure 5.

Box 1. Series example: Practices categorised under the Sensory Considerations series

- Improve classroom acoustics
- Meet students' sensory needs
- Assess your classroom's acoustics

Figure 5: Elements of interest from the logic model in Phase 1 of the 2022 inclusionED evaluation



1.2 Research design and methods

The research question in Phase 1 of the evaluation was:

How have teachers engaged with inclusionED since May 2020?

Informed by the program theory, a three-part exploratory approach to the data was undertaken including visual inspection and descriptive quantitative data and comparisons.

Of particular interest were:

- those patterns of engagement by individual users which could be extracted from the back end of the inclusionED site to inform subsequent descriptions
- additional data from individual users which could feasibly be extracted to provide further data on patterns of user engagement
- patterns of user engagement including any apparent differences between emergent sub-groups.

1.2.1 Ethics

In accordance with the inclusionED Terms of Use, standard data had already been collected during teachers' regular activity on the inclusionED site. Given this, and the planned deidentification of the data by removal of usernames, email addresses and device IP addresses, the research team were advised that Phase 1 was exempt from the requirement to obtain ethics clearance from the QUT Human Research Ethics Committee.

1.2.2 Data collection point

On 19 October 2021, data collection was piloted with feasible adjustments identified and made. The final data collection occurred two months later, on 31 December 2021. It is the data extracted on 31 December that is detailed in the present report.

The descriptive statistics used whole number counts of sessions, page views, visits to individual practices, goals written, and goals reviewed. Extreme outliers were defined as those values more than three standard deviations from the mean and were replaced with the mean of that set. Durations of sessions were rounded to the nearest minute unless stated otherwise.

1.2.3 Participants

Activity by known non-educator users including those with inclusionED administrator rights were excluded. When the IP address of any additional devices belonging to an administrator was known, these too were excluded. Data was uploaded into comma separated value (csv) files and deidentified.

It was intended that the data from the most active 100 teachers or school leaders would be analysed. 'Active users' were defined as those who had (1) set or (2) set and reviewed at least one goal in the inclusionED platform. A total of 41 active users were identified as having met criteria (1) or (2) above. One active user, who identified as an educator, provided a 3-digit post code (888) and is excluded from Table 2 but data retained for analysis.

Educators based in Australia were from five states (see Table 2). Five users listed a country that was outside of Australia. Most users described themselves as educators ($n = 39$) and one as an Australian school leader. No further demographic information was gathered from registered users.

- Active users
- Set goals
 - Set and reviewed goals

On average, just under one in four goals set by users were reviewed.

Table 2: inclusionED users according to geographical location

Role	<i>n</i>	NSW	VIC	QLD	SA	WA	New Zealand	Singapore	Total
Educator	39	7	6	18	1	2	1	4	39
		-	-	1	-	-			
School Leader	1				40				1
Total									40

1.3 Findings

1.3.1 Patterns of engagement by active users

Session activity. Descriptive engagement data from all active users ($n = 41$) includes number and duration of sessions and number of pages viewed per session. These can be seen in Table 3. The 41 active users engaged in a total of 157 sessions. Of these sessions, 25.8% were 0 minutes in duration. The remaining 74.2% of sessions had an average duration of 18.4 minutes (ranging in whole minutes from 2 to 67).

Goal setting and review. Active users set a total of 177 goals and 60 of these goals were also reviewed. The mean number of goals set by users was 4.3 ($SD = 3.2$) and the mean number of goals reviewed was 1.5 ($SD = 2.7$).

Table 3: Engagement with inclusionED by all active users

User activity	Mean (SD)	Minimum-Maximum
Average number of sessions* by all active users	2.7 (1.9)	1 - 8
Average session durations in minutes**	18.4 (15.6)	2 - 67
Number of page views *** (page count)	14.4 (10.5)	1 - 67

* two extreme outliers replaced with dataset mean

** three extreme outliers replaced with mean

*** one extreme outlier replaced by mean

Search behaviour. On average, active users conducted 2.6 searches (SD = 7.8) however only 11 of these 41 users (26.8%) used the search facility. The number of searches by these 11 users was highly variable with a mean of 9.64 (SD = 12.85).

Summary. Session activity and search behaviours by active users were variable.

One quarter of all sessions were completed in less than a minute.

Visits to inclusionED content by all active users. The 41 active users made 553 visits to the available inclusionED practices. With one extreme outlier (± 3 SD from mean) replaced by the mean, the mean number of visits to practices was 11.49 (SD = 10.02). Details on users' access to content on inclusionED is detailed in Table 4.

Table 4: Total number of visits to each practice¹ and/or core research project

Type of visits to inclusionED	Direct clicks on practices and/or core research projects	Total visits	Total users
Visits to inclusionED practices (direct click on a practice from the home page or within a series)	Meet students' sensory needs	68	13
	Use visual schedules to help students stay on task	53	18
	Structure tasks using work systems	36	13
	Use visual supports to increase understanding	23	12
	Establish classroom rules	23	10
	Use instructional sequences in your classroom	23	9
	Incorporate special interests in the classroom	22	4
	Organise your classroom	20	11
	Respond constructively to student behaviour	16	6
	Reduce student conflict through social coaching	14	7
	Reduce student anxiety with routines and schedules	13	6
	Use visual management tools in your classroom	12	7
	Provide a safe calm space for students	12	7
	Assess your classrooms acoustics	11	8
	Structured teaching research project	9	4
	Help students stay on track with visual student planners and timelines	8	7
Improve your classrooms acoustics	7	6	

Type of visits to inclusionED	Direct clicks on practices and/or core research projects	Total visits	Total users
	Foster school connectedness using the WISE model (W=warmth and empathy I=inclusion S=strength focus E=equity)	7	3
	Implement Self-regulated Strategy Development	6	2
	Strengthen school belonging and emotional trust	5	1
Visits to inclusionED core research projects (direct click on a project)	Structured teaching research project	9	4
	School connectedness acceptance, respect and support	4	2
	BOOST-A: From research to practice research project	1	1
	Use collaborative partnerships to foster inclusion	1	1
Visits to inclusionED series (direct click on the series on the home page)	Classroom management	38	13

¹Only data from practices which were visited more than 5 time are included.

Observation of the data suggested that, in comparison to the number of visits to practices (reported in Table 4), active users made notably fewer visits to core research projects.

Through visual inspection of the data, it appeared that some of the most highly visited practices were also situated on the home page where they would be readily seen by users. A *t*-test was run to evaluate whether practices which were visible on the home page were visited more often than those which were not on the home page. Following inspection of the boxplots, two extreme outliers (± 3 SD from mean) in the practice visit data on the home page were replaced with the mean of the dataset. The number of visits to practices on the home page and not on the home page were determined to be normally distributed (Shapiro-Wilk, $p > .05$). The mean number of visits made to the 12 practices situated on the home page was 16.2 ($SD = 11.9$) and visits to those 17 practices which were not situated on the home page was 8.00 ($SD = 6.9$). The assumption of homogeneity of variances was violated (Levene's test for equality of variances, $p = .02$). There was a statistically significant difference in the mean number of visits to practices on the home page and those not on the home page (95% CI, 0.05 to 16.28, $t [16.2] = 2.1$, $p = .02$, $d = 0.87$).

Summary. Those practices which could be seen on the home page were visited more frequently than those which were not.

Is this important?

It cannot be assumed that the practices visited most often only reflected users' interests. In this sample, users may have visited practices simply because they were visible and easy to access. This will be important to decisions about positioning of practices, particularly new practices or those which are visited infrequently.

1.3.2 Patterns of engagement by repeat active users and non-returners

Of the 41 educators who met the criteria as an active user, 26 returned to the site and completed multiple sessions ('repeat active users'). Fifteen of the active users did not return and will be referred to as 'non-returners'. On average, repeat active users engaged in 3.72 sessions ($SD = 1.82$).

Session activity. Data reported in Table 5 describes session duration and pages viewed for repeat active users and non-returners. Again, extreme outliers (± 3 SD from mean) have been replaced with the mean of the relevant data set and calculations of mean session durations and page views have included those sessions ≥ 2 minutes (rounded).

Table 5: Engagement with inclusionED by repeat active users ($n = 26$) and non-returners ($n = 15$)

Engagement	Repeat active users <i>M(SD)</i> [*]	Non-returners <i>M(SD)</i> [*]
Session duration	16.94 (1.53) $n = 95$ sessions ^{**}	28.07 (4.39) $n = 15$ sessions ^{***}
Number of page views per session ['page counts']	13.05 (9.24) $n = 95$ sessions ^{****}	22.53 (3.70) $n = 15$ sessions

^{*}M = Mean; SD = Standard Deviation.

^{**} Two extreme outliers were replaced with the dataset mean.

^{***}One extreme outlier was replaced with the dataset mean.

^{****} Two extreme outliers replaced by the dataset mean.

The data of session duration and number of pages viewed for each group violated several parametric assumptions including the assumption of normality which could not be corrected through transformation. To account for these breaches, Mann-Whitney U tests were run to see if there were differences in session duration and number of pages viewed in a session ('page counts') between repeat active users and non-returners. The difference between session durations for repeat active users (median = 20) versus non-returners (median = 25) was not statistically significant ($U = 191.50$, $z = -.095$, $p = .925$). The difference in page counts for repeat active users (mean rank = 16.38) versus non-returners (mean rank = 29.00) was statistically significant ($U = 75.00$, $z = -3.26$, $p = .001$, $r = 0.50$).

Summary. On average, repeat active users spent a similar amount of time per session as non-returners in their single sessions. While the session duration data was similar between groups, the non-returners viewed significantly more pages in their session than repeat active users across multiple sessions.

Why might this be important?

In the long term, identifying differences in engagement patterns between those educators who are repeat active users and those who do not return may signpost which educators would benefit from follow-up. It would be of most use if group differences were present in the initial session. To this end, two post hoc analyses were conducted.

1.3.3 Post-hoc analysis using first and only session data

After the results above had been returned, differences between the session duration and differences in the number of pages viewed in the *first session* of repeat active users versus the only session of non-returners were analysed. This data violated the assumption of normality.

Session duration. An independent Mann Whitney U test was run to determine if there were differences in session durations in the 'first session' of repeat active users versus the only session of non-returners. The duration of the 'first session' of active returners (mean rank = 19.63) versus non-returners (mean rank = 24.87) was not statistically significantly different ($U = 152.00, z = -1.327, p = .185$). This indicates that both groups of users spent similar amounts of times on the site in their 'first session'.

Repeat active users engaged in multiple sessions on inclusionED.

Non-returners only engaged with the site on one occasion.

Page counts. An independent Mann Whitney U test was run to determine if there were differences in the number of page counts in the 'first session' of repeat active users versus the only session of non-returners. The page count for non-returners (mean rank = 27.47) was significantly higher than for returners (mean rank = 18.19, $U = 113.00, z = -2.353, p = .019, r = 0.36$).

Summary. While both repeat active users and non-returners explored the site for similar lengths of time during their first or only visit, page counts for non-returners were significantly higher. Reasons for this might include that they were scoping content, but this data cannot explain why non-returners moved through significantly more pages in the same amount of time as those who later returned.

Why might this be important?

If confirmed within a larger sample of educators, page counts in the initial session may help to signpost those users who would benefit from communications to encourage them to become repeat users.

Goal setting and review. Repeat active users set 106 of the total 177 goals and 35 of these goals (33.02%) were reviewed. One repeat active user reviewed their goals ($n = 2$) in two sessions on the one day. The 15 non-returners set 71 goals and four of these non-returners were responsible for reviewing 25 goals (35.21%) in their single session.

A single extreme outlier (± 3 SD from mean) was identified in the number of total goals set by non-returners. Mann-Whitney U analyses were run with and without the outlier and the same results were returned. As such the results reported include the outlier in the analysis. The total goals set by repeat active users (median = 2) versus non-returners (median = 4) was not statistically significant ($U = 204.50, z = .312, p = .799$).

Summary. A small number of users set and reviewed goals in a single session.

Are these results important?

These results provide no information on users' intention to return and review their goals. Intention to return is addressed in Phases 2 and 3 of the evaluation. One potential explanation for those non-returners who set and reviewed the goals in a single session is that they were trialling the set goal and review functionality of inclusionED rather than engaging in the professional learning cycle.

Search. The number of searches made by active returners versus non-returners (mean rank = 24.87) was not statistically significantly different ($U = 233.500, z = 1.337, p = .301$).

Practices visited. Of interest was understanding whether users in each group had similar patterns of specifically engaging with inclusionED practices. An extreme outlier (± 3 SD from mean) in each group was replaced with the mean of that dataset. Due to violations to the assumption of normality, an independent Mann Whitney U test was run to determine if there were differences between the number of practice visits made by repeat active users and non-returners. The difference in practice visits by repeat active users (median = 12.00) versus non-returners (median = 5.00) was statistically significant ($U = 281.00, z = 2.33, p = .019, r = 0.36$).

Summary. The group of repeat active users visited more inclusionED practices than those who did not return.

Why might this be important?

It may be important to differentiate the type of follow-up contact made to users who engaged with individual practices with those who didn't visit any practices during their first visit. Ensuring visitors understand the type of content in the practices may determine whether they return to the platform.

1.4 Summary: Findings of Phase 1

A key premise of the program theory of inclusionED is that engagement with the professional learning cycle is a key mechanism for successful outcomes. In this first phase, the online activity by those users who had engaged in the cycle by setting and reviewing goals was of primary interest. Of the several thousand users who were registered at the time of data collection, only 41 had set and/or reviewed goals and this provided a small sample of activity for analysis.

2. Phase 2

2.1 Aims

The data in Phase 1 described patterns of engagement by registered users over a defined period. However, it does not provide any insight into why users took the actions that they did. The aim of Phase 2 was to investigate the reasons for users' actions as they engaged with inclusionED. The focus placed on the key elements of the Professional Learning Cycle were led, in part, by the results of Phase 1 and are shown in Figure 6.

Figure 6: Professional Learning Cycle of the inclusionED program logic

Question development was shaped by those elements shown in green



The 'comment' element of the learning cycle refers to user activity as a member of the inclusionED Community of Practice (CoP). Levels of engagement with the inclusionED professional learning cycle, particularly the goal setting and CoP elements, may reflect the strength of established supports already available to educators in their own contexts.

2.2 Research designs and methods

A single cross-sectional survey methodology was employed.

2.2.1 Ethics

Primary ethics approval was provided by the QUT Human Research Ethics Committee (Approval 4448). Three steps were taken to ensure participants were able to provide informed consent when responding to survey questions as they engaged with the site.

1. Autism CRC advised all registered inclusionED users of the research project by email. This email included the full Participant Information Sheet as an attachment.
2. Project information was included on the inclusionED home page, and a link provided to the Participant Information Sheet.
3. Within each pop-up question box, users were informed that answering the question was voluntary and that by responding they were consenting to the use of their response for the purpose of research.

Users could continue to engage with inclusionED and not answer the pop-up questions.

2.2.2 Participants

Registered users ($n = 41$) were targeted in this second phase of the project. The data collected by Hotjar™ was anonymised and the only demographic information available was the country the user resided in (Table 6). Randomisation of questions resulted in a sub-set of users who were presented with the same questions.

Table 6: Number of users who were presented with the questions

Location	User subset A* $n = 23$	User subset B $n = 12$	User subset C $n = 10$	User subset D $n = 1$
Australia	19	8	10	1
Users outside of Australia**	4	4	-	-
Total	23	12	10	1

* Randomisation of questions resulted in four subsets of users who were presented with the same questions.

** Included users who categorised themselves as from American Samoan, New Zealand, Singapore, Taiwan, United Kingdom, United States of America.

2.2.3 Data collection

An efficient data collection method which minimised inconvenience to users was prioritised with the total number of questions presented to any one user capped at five. Survey questions were designed to be presented in 'pop-up boxes' as users engaged with the platform. These questions were presented using the behaviour analytic and feedback tool, Hotjar™. While only five questions were presented to each user, a total of ten key questions were developed and these key questions included seven closed (Yes/No), one multiple choice and two questions which required the respondent to rate their response, e.g., 'How valuable do you think it will be to...'. Display logic enabled the presentation of follow-on questions after responses to particular key questions (see Table 7).

Display logic enabled the presentation of follow-on questions after responses to particular key questions (see Table 7).

Table 7: Key questions and responses which determined presentation of follow-up questions

Key Questions pertaining to the Professional Learning Cycle	Response to Key Question	Follow-up (determined response to key question)
Did you set a goal?* Y/N	Yes	How likely are you to review your and your students' goal?
		How confident are you that you will meet your goal?
Did you comment on the practices you explored?* Y/N	No	Why not? (multiple choice)
How are you most likely to use the inclusionED information (multiple choice)	N/A	
Do you intend to share inclusionED with others at your school? Y/N	Yes	Who? (multiple choice)
How valuable do you think it will be to join the online community of practice	N/A	
We have four yes/no questions about professional learning and inclusionED:	Yes	Do you apply a professional learning cycle to your own learning?

Key Questions pertaining to the Professional Learning Cycle	Response to Key Question	Follow-up (determined response to key question)
Yes, I'll answer them No, thank you		Will you log your time on inclusionED towards professional learning?
		Will you include the certificate of recognition logging hours of professional learning?
		Is it important that each practice describes the professional standards it was relevant to?
How did you hear about inclusionED? (multiple choice)	N/A	
Have you participated in any inclusionED training opportunities Y/N	Yes	Did this training opportunity influence your decision to use inclusionED?
Did this training influence your decision to use inclusionED? Y/N	N/A	
Are these search results relevant? Y/N	N/A	

* Question only presented to user as they left a practice.

2.3 Findings

Participation rates were low and these can be seen per question in Tables 8 and 9.

2.3.1 Questions pertaining to the Professional Learning Cycle

Table 8: Number of Australian and international participants who answered questions about the Professional Learning Cycle.

Questions	AUS Participants (n=)	International Participants (n=)	Total (n) Participants
Did you set a goal?	2	2*	4
Did you comment on the practices you explored?	1	2*	3
How are you most likely to use the inclusionED information	8	4	12
Do you intend to share inclusionED with others at your school?	8	4	12
How valuable do you think it will be to join the online community of practice	8	3	11
Do you apply a professional learning cycle to your own learning	8	2	10
Will you log your time on inclusionED towards professional learning?	6	2	8
Will you include the certificate of recognition logging hours of professional learning?	6	2	8
Is it important that each practice describes the professional standards it was relevant to?	6	2	8

* Number prior to response removal.

One of the four participants who reported that they had set a goal, however, had written the goal as 'Bghv'. Responses to additional questions by this participant were deemed unreliable and were removed from further analysis. Of the remaining three participants, two set goals in their own planning and one reported 'I am only looking for ideas'.

Almost all (90%) participants ($n = 10$) reported that they applied a cycle of learning to their own learning (Table 9).

Table 9: Contexts in which teachers applied a learning cycle to their own professional learning

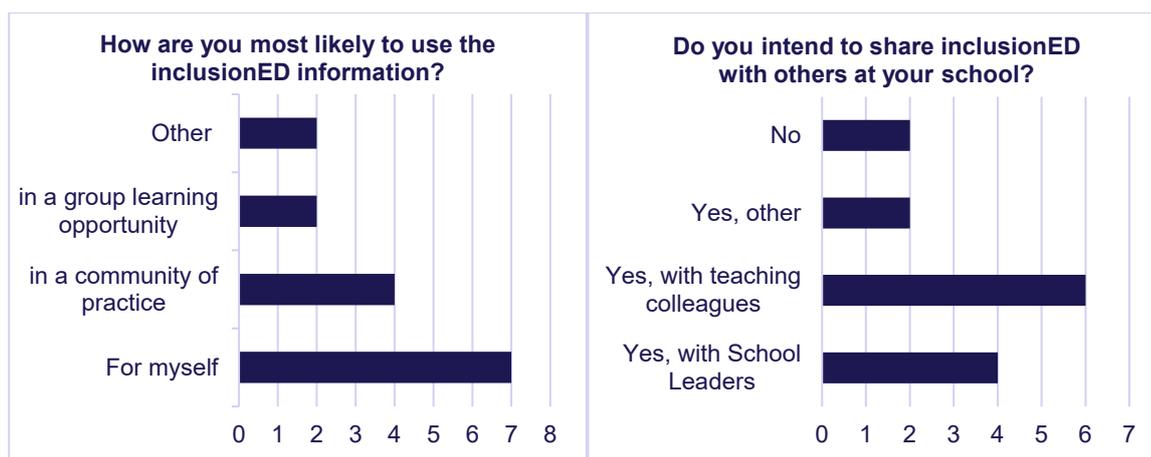
Context	Frequency
in my planning	5
in a Community of Practice	4
in a whole of school approach	2
on my own using a school system	1

Note. Participants could select more than one response.

With regard to the inclusionED CoP, one participant reported that they didn't have time and a second was not interested in being a member of the online community. Of 11 participants who rated the perceived value of the online community, most ($n = 10$) rated it as having a 'neutral' value or less. Five of these ratings were 'of no value'.

Participant responses in terms of how they planned to use and whether they intended to share the information that they had found on inclusionED are illustrated in Figures 7 and 8.

Figures 7 and 8: Intentions for sharing the inclusionED platform and application of the content



Six participants reported an intention to log their time on inclusionED towards professional learning and that they would also include the certificate to support this. The two participants who reported that they wouldn't take either of these actions specified that this was 'not at this time' and because 'I didn't know I could'.

Almost all participants (87.5%) regarded that it is important to have the Australian Professional Standards for Teaching clearly specified for each practice.

Table 10: Number of participants by question

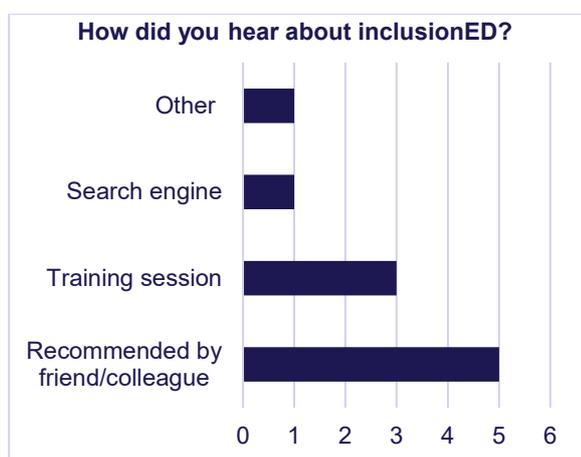
Questions	AUS Participants (n)	International Participants (n)	Total Participants (n)
How did you hear about inclusionED	10	-	10
Have you participated in any inclusionED training opportunities	5	-	5
Did this training influence your decision to use inclusionED?	5	-	5
Are these search results relevant?	1	-	1

Note. One participant was removed from the data due to unreliable responses

2.3.2 Pathways to inclusionED

Three questions considered the way in which participants discovered inclusionED. Recommendations by colleagues was the most often cited means by which participants became aware of inclusionED (see Figure 9).

Figure 9: How participants discovered inclusionED



Participants were exposed to information or training about using inclusionED prior to engaging with the platform. The five participants reported that they had either watched the instructional video on the inclusionED home page ($n = 3$), watched Ask inclusionED (located on YouTube, $n = 3$) or attended an inclusionED webinar ($n = 1$) and these had influenced the participants decision to engage with the site.

The one participant who searched inclusionED was asked if their search results were relevant and replied in the affirmative.

2.3.3 What does this tell us?

The very small number of participants and sampling employed in this second phase undermines any conclusions. The following observations, however, can be made:

1. Participants did not engage with goal setting on inclusionED but did report that they undertook a cyclical approach to their own professional growth
2. The few participants sampled did not engage in the online community and it was rated as likely to offer little or no value by others
3. Platform elements designed to enhance the relevance of inclusionED to educators by contributing to their professional learning evidence portfolios, were regarded positively.

3. Phase 3

3.1 Aims

The first two phases of the project collected surface-level patterns of engagement by users with inclusionED. The aim of Phase 3 was to develop greater understanding of educator-centric factors (e.g., teacher efficacy) and particular elements of the school environments that facilitated or constrained educators' use of inclusionED as it was intended. Structures that support teachers to engage with inclusionED and mobilise their learning can also be referred to as 'implementation strategies'. It was anticipated that such strategies may pre-exist in some participating schools and may have included coaching, communities of practice or even informal support from within existing school structures. The data collected in Phase 3 aimed to capture any role that these strategies played in teacher engagement with the inclusionED site. To this end, the research questions were:

1. Which platform, teacher and school factors are described as constraints or facilitators of engagement with inclusionED?
2. Are there patterns of engagement with the four principle-driven design features of inclusionED that lead to a perception of better student responses to learning as described in the student outcomes section of the platform?
3. How is engagement with inclusionED facilitated or constrained by i) coaching or ii) an onsite inclusionED Community of Practice.
4. How do teachers perceive the impact on their own professional learning and student outcomes following an initial, 6-month period of engagement with inclusionED.

3.2 Research design and methods

3.2.1 Ethics

Ethics approval, and an administrative variation, was received from the QUT Human Research Ethics Committee (Approval 4448). Additional jurisdictional approvals were obtained from the Departments of Education in Queensland (Ref. 550/27/2534) and NSW (2022007). As per sector requirements, school principals from independent schools provided consent for participation by their teachers. Informed written consent was obtained from participants prior to commencement of the data collection and at subsequent collection points throughout the project.

3.2.2 Recruitment

A flyer calling for expressions of interest were sent to schools known to Autism CRC and distributed via Autism CRC social media. Interest was expressed by educators at government and independent schools in Queensland, NSW, and South Australia. School principals were approached, and once consent was received from each principal, teachers in each school were invited to participate and, once informed consent was given, were recruited to the project.

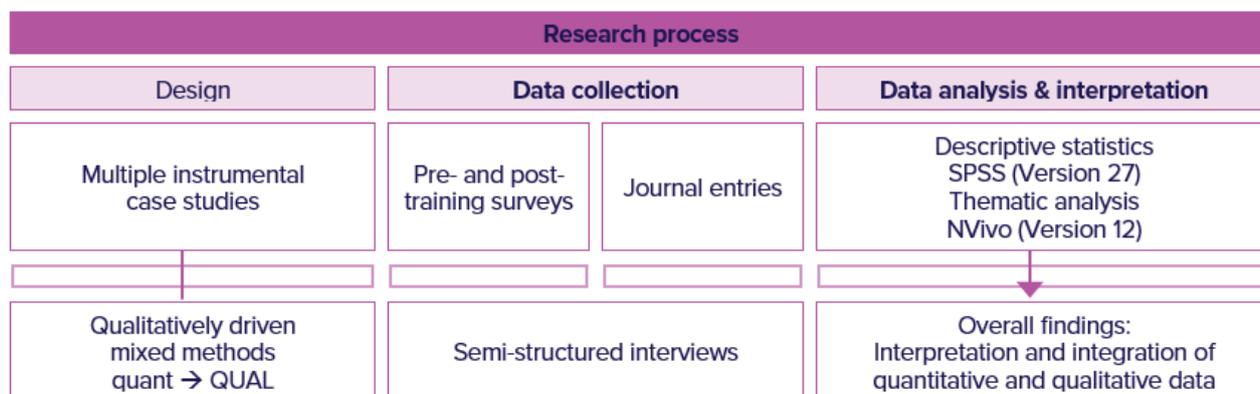
3.2.3 Study design

The current research employed a multiple instrumental case study approach using qualitatively driven mixed methods (Hesse-Biber & Johnson, 2015; Stake, 1995; Stake, 2006). This research methodology permits the exploration of a particular phenomenon (in this case, teachers' professional learning experience using inclusionED) through the detailed study of several cases (Stake, 1995). Multiple case study refers to a type of research in which a set of different case studies are used to enhance the understanding of a common issue (Stake, 2006).

Four school cases comprised the multiple case study in this research which are herein referred to as Site 1, Site 2, Site 3, and Site 4, with 18 teachers serving as a unit of analysis in the case study. Multiple case studies are known to be advantageous because they can generate more substantial and robust findings than a single study (Stake, 2000; Yin, 2009). Driven by the research objectives and research questions, the instrumental case study was deemed appropriate as attention was paid to a particular situation and/or process where a number of cases are jointly studied for further understanding of the situation and/or process (Stake, 1995). This approach helped facilitate an understanding of the barriers and facilitators in the implementation of inclusionED beyond the cases themselves (Stake, 1995).

Privileging qualitative epistemology and methodology, this study adopted a qualitatively driven mixed methods approach, with a quantitative approach taking a secondary role within a single study (Hesse-Biber & Johnson, 2015). This mixed methods design started with a quantitative phase, followed by a qualitative phase to gain an in-depth understanding of the complex situation/process, being the implementation of inclusionED (see Figure 10).

Figure 10: Summary of the research process and methods employed



This study, conducted over the equivalent of two school terms, was informed by several sources of data. Pre- and post-training surveys were administered to profile the participant group and obtain a basic understanding of three major areas: (a) teacher attitudes towards inclusion, (b) teacher efficacy in inclusive practices, and (c) teacher intention to teach in an inclusive classroom. The outcomes of the survey then preceded and guided the main qualitative data collection by establishing preliminary results for further in-depth exploration with a small number of participants. Additionally, fortnightly journal entries were written by participants throughout the duration of the project to provide a snapshot of how they implemented inclusionED and progressed in their teaching practice (e.g., goal setting, planning, refining, supporter/hindrance, and important observations). Interviews were chosen as a primary strategy to provide a more in-depth investigation of teachers' experiences with inclusionED and to answer the research questions. The combination of the quantitative and qualitative data enhanced the capability to interpret the overall findings and provided the

opportunity to develop a detailed understanding of teachers' engagement with inclusionED, identify constraints and facilitators throughout the process, and make recommendations for teachers and school leaders.

3.2.4 Research sites

In this multiple case study, four different school sites located from three different states in Australia were explored. To help ensure anonymity of each school they will be described without specifying their State or jurisdiction. The description of each school site includes a classification of the site location as assigned by the Australian Bureau of Statistics based on the Modified Monash Model (MMM) of geographical remoteness (Department of Health and Aged Care [DHAC], 2019).

Site 1 (S1) is a relatively young government school, operating for less than 5 years in a metropolitan area classified as a Major City (MM 1). The school caters for students from pre-school to Year 6 with current enrolment numbers around 1,000 and a reasonably balanced split between boys and girls. Students enrolled in the school are from culturally and linguistically diverse communities and include Indigenous students and students with disability. The school is situated within a developing community. The school uses a distributed leadership model, respecting and building the capacity of its staff. In terms of in-school implementation strategies to support teachers in their engagement with inclusionED (refer to Section 1.7), S1 used their existing inclusion coaches who worked with cohorts of teachers and students.

Site 2 (S2) is an independent, non-denominational co-educational day and boarding school for students from pre-school to Year 6 located in a metropolitan area classified as a Major City (DHAC, 2019). In addition to the Australian Curriculum, the school offers an international baccalaureate program in the senior school. The school is well-established and has been operational in its current form for more than 50 years. The current enrolment numbers are greater than 1,600 students with a slightly higher enrolment of boys to girls. Families generally fall into high socioeconomic status and fees to attend are relatively high when compared with other Australian fee-paying schools. Eligible students can attend on full and partial scholarship. Cultural, linguistic and religious diversity is supported through programs for international and Indigenous students. Decision making for students with a range of disabilities is supported through a learning support team. There is also a specialist unit supporting students with hearing impairment. Various opportunities are offered to all students in various sports, music, and drama activities, and community service. The implementation strategy within S2 was a pre-existing collegial partnership with teacher members who were interested in developing inclusive practice.

Site 3 (S3) is an independent, denominational co-educational school in a rural town within a 10km drive of a town with between 5,000 to 15,000 residents (DHAC, 2019). The school is well-established, serving the community for over 150 years and offers an international baccalaureate program. Enrolment is around 450 students from pre-school to Year 6 with a slightly higher male cohort (boys: 54%, girls: 46%). The economic demographic of families is mixed and includes families who receive financial support. School fees are relatively low compared to other independent schools. The school is set on a large property and has undergone significant changes in recent years resulting in physical changes to school buildings and the organisation of flexible student groupings. Students are typically grouped by age in home groups for pastoral care and select activities. Home groups are situated within larger student cohorts that cover a 2–3-year age band. Students are grouped on a needs basis for the subject being taught. While small in number, Indigenous students as well as students with language background other than English are enrolled.

School leaders formed two CoPs as an implementation strategy to facilitate teacher engagement with inclusionED.

Site 4 (S4) is a small government school in a remote mainland community. The school caters for 120 pre-school – Year 12 students, from low socioeconomic backgrounds with a larger number of girls (57%) than boys (43%). Approximately 56% of students identify as First Nations people. Because of the remote location, resources and medical support is limited and families seeking support for students with disabilities are required to travel significant distances. Seeking professional support, both medical and education, is challenging for parents who fear or mistrust authority. The school has recently experienced high staff turnover. A specialist teacher responsible for students with disabilities supports school staff to meet the educational needs of all students within their classes. In this capacity, the specialist teacher operated as an implementation strategy.

3.2.5 Participants

The study began with 19 teacher participants, 3 school leaders and 5 coaches. Two teacher participants withdrew from the study. One teacher-participant withdrew early in the data collection period and was excluded from the data set. The second teacher-participant withdrew close to the end of data collection and their data was retained.

Information on each participant's sex was not considered relevant to the research aims or questions, and to protect participant anonymity, all teachers and coaches are referred to using female pronouns. The teaching experience of teacher-participants (S1 – 4) ($n = 18$) in inclusive classrooms ranged from 0 to 20 years. The majority of teacher-participants completed an undergraduate degree ($n = 13$, 72.2%), and a further five participants (27.8%) completed postgraduate qualifications in education. One of the two teacher participants with undergraduate degrees in special education had teaching experience in special education settings. None of the teacher-participants had used inclusionED to support their teaching practice, although two teacher-participants explored the website and had professional conversations about it.

All coach-participants completed undergraduate education degrees, with one having a special education qualification. Coach-participants had 1 to 14 years of classroom teaching experience in inclusive classrooms and special education settings. Years of coaching experience ranged from 0 to 6 years.

The demographic details of each teacher-participant and coach-participant are presented in Tables 11a and 11b below.

Table 11a: Demographic information of teacher participants

Site	Teacher No.	Pseudonym	Qualification	Qualification in special education	Teaching experience in inclusive classrooms (years)	Teaching experience in special education settings (years)
S1	T1	Annie	Postgraduate	No	4	0
	T2	Betty	Undergraduate	Yes	10	0
	T3	Callie	Postgraduate	No	5	0
	T4	Donna	Undergraduate	No	16	0
	T5	Eve	Undergraduate	No	0	0
S2	T6	Fay	Postgraduate	No	3	0
	T7	Gail	Postgraduate	No	20	0
S3 CoPA*	T8	Harri	Undergraduate	Yes	20	0
	T9	Ivy	Undergraduate	No	10	0
	T10	Jo	Undergraduate	No	16	0
	T11	Kitty	Undergraduate	No	3.5	0
S3 CoPB*	T12	Lena	Undergraduate	No	17	0
	T13	Mel	Undergraduate	No	3	0
	T14	Ollie	Undergraduate	No	1	0
	T15	Pat	Undergraduate	No	11	0
	T16	Quinn	Postgraduate	No	16	0
S4	T17	Rose	Undergraduate	No	12	11
	T18	Sue	Undergraduate	No	1	0

*denotes Community of Practice (CoP) group A or group B

Table 11b: Demographic information of coach participants in Site 1

Coach No. and pseudonym	Education background	Qualification in special education	Coaching experience (years)classrooms (years)	Teaching experience in inclusive classrooms (years)	Teaching experience in special education settings (years)
C1 Elliot	Undergraduate	Yes	1	1	10
C2 Jude	Undergraduate	No	1	7	1
C3 Charlie	Undergraduate	No	0	8	Not specified
C4 Evan	Undergraduate	No	5	6	6
C5 Noah	Undergraduate	No	6	14	14

3.3 Data management and procedure

The data collection, management, and analysis procedures were conducted with some collaboration between the host university (QUT) and an independent research team (Griffith University). Three types of data were collected: (a) pre- and post-training surveys at the start of the project, (b) journal entries during the project, and (c) semi-structured interviews at mid and end points of the project. The surveys and journal entries were housed on a secure research website hosted by the host university. Survey responses and journal entries were completed and submitted online and administrated by a senior research assistant at the host university. This research assistant was the only member of the host team with access to these data sources.

The independent research team comprised of a lead investigator, two senior research assistants, and a junior research assistant. The lead investigator in the independent research team was a senior lecturer and internationally recognised researcher in the field of inclusive education. Data collection and analysis were led by the independent research team and conducted over two school terms (approximately 10 weeks per term). The independent research team was actively involved in collecting, coding and analysing data from the interviews which were data based on the initial findings from their independent analysis of the surveys and journal entries.

The lead investigator of the independent research team communicated directly with the first author to report on organisational matters and to provide updates that confirmed timely accomplishments of project goals.

3.3.1 Survey instrument

The pre- and post-training surveys were developed based on published literature. The pre-training survey consisted of 20 questions across three major areas: (a) demographics, (b) background knowledge and understanding of inclusion and professional development experience, and (c) teachers' attitudes towards inclusion and their efficacy in inclusive practices (See Appendix D). A combination of close-ended and open-ended questions was designed. In the first section, participants were asked to report their gender, cultural identity, qualifications, and teaching experiences in both inclusive and special education settings. In the following section, participants were requested to provide short written answers to open-ended questions regarding their views on inclusion in general and the strength, skills, and knowledge they have to teach inclusively. In the last section, using the attitudes towards inclusion scale (AIS) developed by Sharma and Jacobs (2016),

participants were asked to indicate their extent of agreement and disagreement (1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = undecided, 5 = slightly agree, 6 = moderately agree, 7 = strongly agree). Additionally, informed by Sharma et al. (2012), teacher efficacy for inclusive practices (TEIP) was measured through a 6-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = disagree somewhat, 4 = agree somewhat, 5 = agree, 6 = strongly agree).

The post-training survey consisted of 14 open-ended questions and one set of questions with six statements. Participants were asked to provide short written answers to questions regarding their feelings about their skills and anticipated outcomes from their involvement in the project. Using the intention to teach in inclusive classroom scale (ITICS) developed by Sharma and Jacobs (2016), participants were asked to indicate how they would work with students who need additional support through a 7-point Likert scale (1 = extremely likely, 2 = very unlikely, 3 = somewhat unlikely, 4 = not sure, 5 = somewhat likely, 6 = very likely, 7 = extremely likely).

Before sending the survey out to the teacher-participants, two researchers at the host university checked and discussed the survey's questions and wording and provided feedback. Accordingly, changes were made to make the survey easier to read and understand. Thereafter, an email invitation to this research with the online survey URL was sent to the teacher-participants, with 18 participants contributing data in the study.

3.3.2 Journal entries

Online journal entries were designed to elicit specific examples of the teacher-participants' goals, planning and refining, and challenges faced in reaching those goals during their involvement in the project. Teacher-participants at the four sites were asked to record in fortnightly journals their responses to six questions in their own time (See Appendix E). Coach-participants at S1 were also asked to provide a description of their coaching practice and any additional information that they felt was important throughout the coaching process. Three close-ended questions were developed to understand how they used inclusionED and three open-ended questions were developed to ask about barriers and facilitators for their fortnightly engagement with inclusionED, along with important personal observations during the process. Teacher and coach participants had eight opportunities to complete journal entries throughout the process. The URL for the online journal was emailed to 19 participants at the beginning of the project, with 18 contributing responses following the withdrawal of one teacher-participant early in the study. Within a week, a reminder was sent to the participants who had not responded.

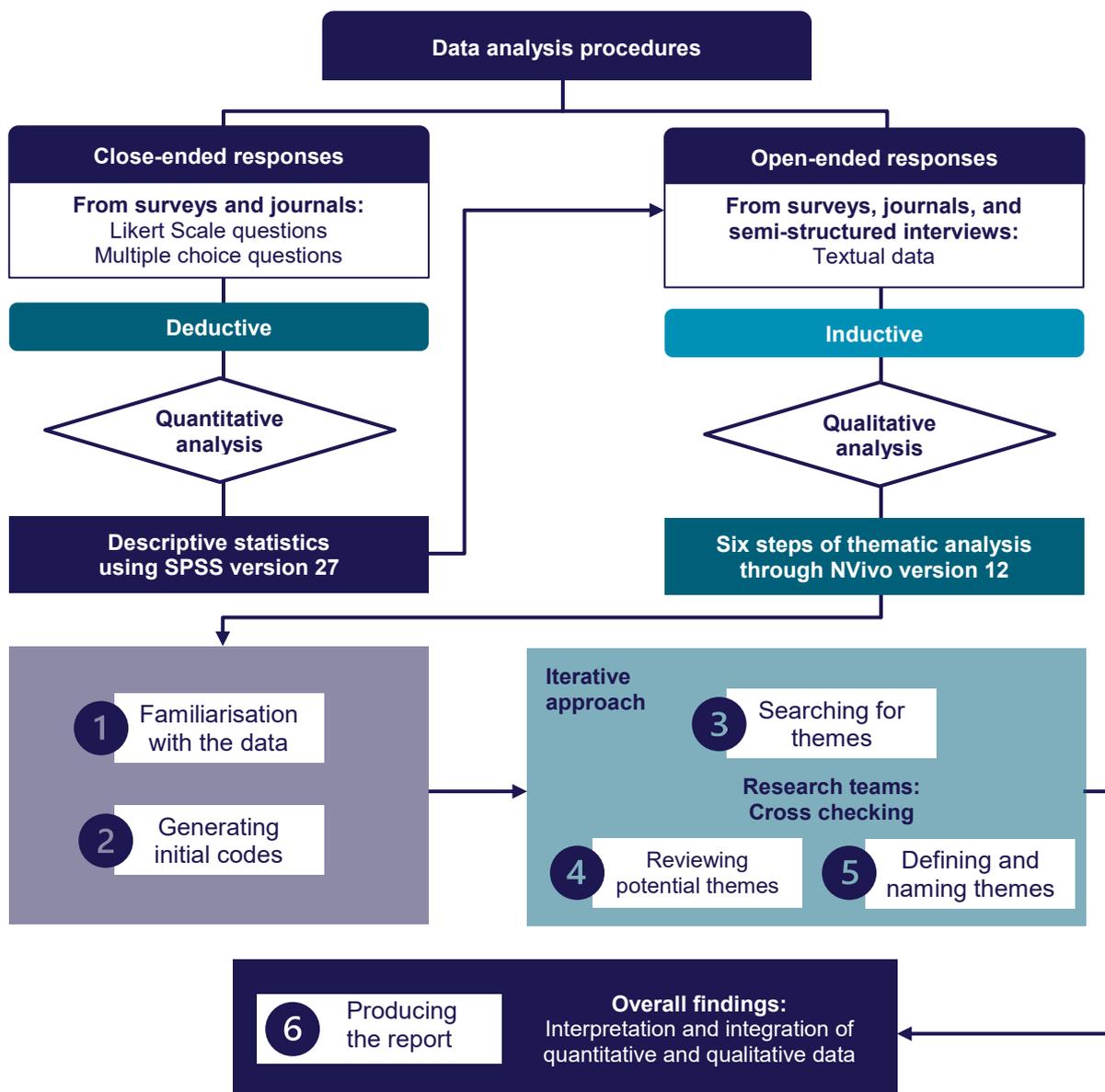
3.3.3 Semi-structured interviews

Two online interviews were conducted approximately 10 weeks after the training and at the end of the data collection period. Interviews with each participant were conducted via Microsoft Teams and scheduled according to participant's availability. Informed by the preliminary analysis of the survey and journal entries, interview questions were designed to create opportunities for the participants to talk about their perceptions, thoughts, understanding, and feelings about using inclusionED in their teaching practice. The interview was semi-structured (45-minute format) and conducted by the independent review team with questions used as a guide without dictating the flow of the interviews (See Appendix F). Both first and second interviews focused on four major areas: (a) how participants developed goals and strategies to be implemented in their teaching practice using inclusionED, (b) their overall progress, learning performance, and achievement, (c) issues they encountered during their involvement in the project, and (d) views on how inclusionED might help their future practice. Semi-structured interviews became a significant source of qualitative evidence for a deeper understanding of participants' professional learning experience regarding inclusionED. Additionally, interviews with school leaders ($n = 3$) and coaches ($n = 5$) were conducted to provide further insights into their perspectives on inclusive practices, contextual information about their schools, and coach feedback and modelling.

3.3.4 Data analysis

Data collected via the survey included both close-ended and open-ended questions to understand participants' views, professional experiences and skills in teaching inclusively. Journal entries also included both types of questions to capture an account of how they used the website as well as their progress in engagement with inclusionED. The surveys and the journals informed the subsequent qualitative data collection through semi-structured interviews. For these reasons, two different analytical techniques were applied for the survey, journal entries, and interview data analyses: (a) descriptive statistics, and (b) thematic analysis. To minimise potential bias and misinterpretation issues, the independent review team played a primary role in the analytic procedure. In this process, the initial data screening and preliminary analysis of open-ended responses from the pre- and post-training surveys and journal entries were revisited after the completion of all data collection (see Figure 11).

Figure 11: Summary of how all types of data were brought together and analysed



A total of 19 pre- and 18 post-training surveys were completed. However, one participant withdrew in the middle of data collection and was excluded, leaving 18 pre- and 17 post-training surveys. Responses from both surveys were cleaned and prepared for analysis in Microsoft Excel (2022). Thereafter, close-ended responses were electronically imported into SPSS (Ver. 27). Descriptive statistics such as frequencies and percentages were used to present the demographic information of the participants. Responses from multiple choice questions and Likert scale questions were also analysed with descriptive statistical tests (e.g., frequencies, percentages, and mean scores).

A total of 93 journal entries were completed by teacher-participants across the four sites. At each site this included: S1: 27; S2: 16; S3: 46 (CoPA: 20, CoPB: 26); S4: 4). The number of journals completed by each teacher ranged from 0 to 8. In addition, a total of 17 journal entries were also completed by coach-participants (range = 1 to 6). However, these were only used to provide a more detailed contextual background of their coaching practices and levels of teacher-coach alliance and thus excluded in this procedure. Using Microsoft Excel (2022), responses were transformed numerically where possible and imported into SPSS. Frequencies were calculated and tabulated to

summarise how they engaged with the inclusionED website and what features were used more frequently.

Open-ended responses from the surveys, journals, semi-structured interviews were imported into NVivo (Ver. 12) and analysed by following six steps for the thematic analysis described by Braun et al. (2019). The independent review team first performed a case-by-case analysis and then a cross-case analysis synthesising similarities and differences across all interviews. The process began with reading and re-reading the open-ended responses from each case and taking notes. The following step involved developing initial codes from the data using open coding. Three researchers in the independent review team developed initial codes independently and compared and cross-checked the codes in regular analysis meetings. The lead investigator invited the project leader (first author) to conduct early coding on a set of randomised and de-identified transcripts as a form of inter-rater reliability which confirmed the early coding of the independent review team. Subsequently, the team searched for themes and reviewed potential themes to find concepts and patterns. They intended to establish general patterns for each case and cross checked for inconsistencies and discussed until an agreement was reached. According to Stake (2006), a cross-case analysis in multiple case study research is to understand commonalities and differences between the cases. With this notion in mind, the team carried out cross-case analysis by exploring the commonalities and differences in responses of all cases, reviewing pre-defined concepts and patterns, and developing them into themes. The process of identifying, defining, and redefining themes and linking them back to the accounts given by the participants was iterative until a consensus was reached. The final step was to report the findings by integrating and interpreting the results. The independent review team worked with the first and fourth author to formulate a set of recommendations from the combined phases of the project.

3.4 Independent review teams' contribution

Each member of the independent review team fulfilled particular roles during the research process. These included:

- **Lead investigator:** oversight of Phase 3 of the study, conducting interviews, analysing data and initiating processes to ensure inter-rater reliability, report writing, and coordination with host research team to safeguard the integrity of the project implementation.
- **Senior researcher 1:** managing the data bank, initiating quantitative analysis or surveys and closed ended journal questions, inductive coding of interview transcripts and journals, reporting on methodology, contributing to the refinement of interview 2 open-ended questions proforma.
- **Senior researcher 2:** conducting semi-structured interviews in round 2, inductive coding of interview transcripts, distillation of findings and report writing.
- **Junior researcher 1:** conducting semi-structure interviews in round 1, early discussions to understand the meaning being extrapolated from the data.

3.5 Presenting the findings

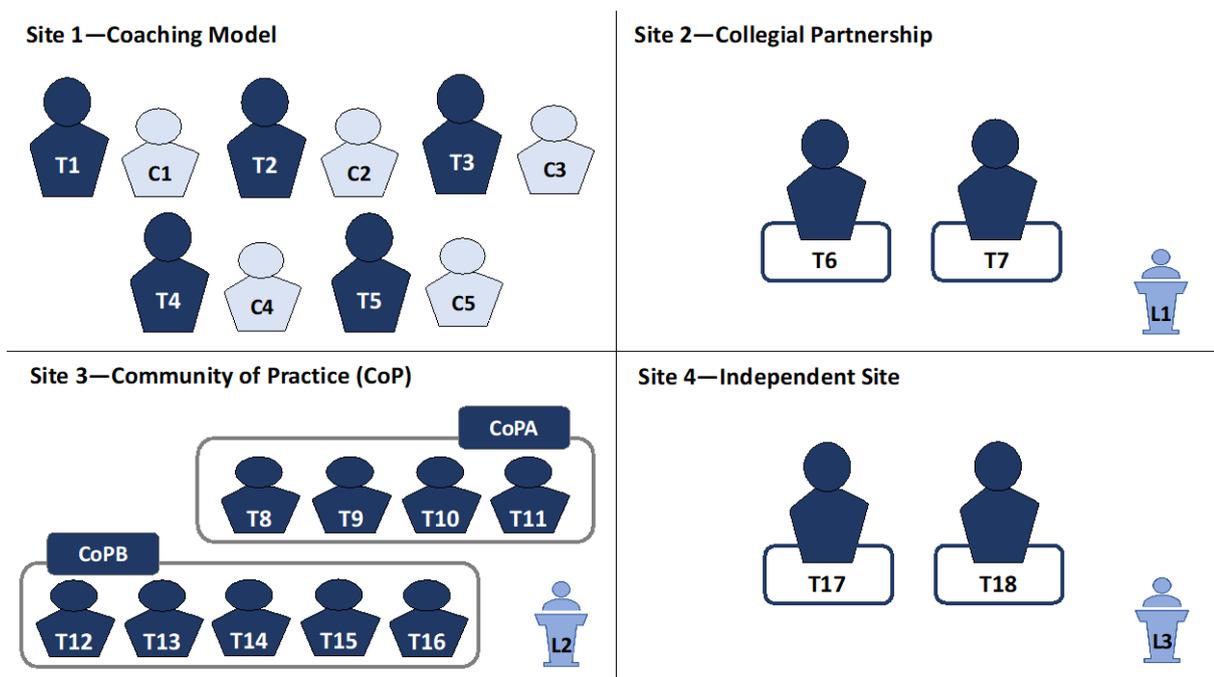
The findings from this phase of the project are reported in two ways:

1. Each of the four sites is presented as an individual case. Each case is unique and bounded by the implementation model that was adopted to implement the inclusionED professional learning program.
2. A cross case thematic analysis of the 18-individual teacher-participant cases is presented. Taken together, these findings, in conjunction with other phases of this study, support a set of key recommendations or guidelines that are designed to inform users of the inclusionED site.

3.6 Findings of implementation models from four case study school sites

Each school site is examined in relation to the implementation model that was adopted at the school to engage with inclusionED. The background of each research site is described in the methodology section. Informed by Phase three research question two, reporting of data at each site responds to how teachers perceived the enactment of inclusionED as a professional learning cycle as facilitated or constrained by school, teacher and platform factors, and the implementation model adopted by the school. Each site is numbered 1–4 and Figure 12 illustrates the four implementation models adopted. These included coaching, collegial partnership, formal CoP models and teachers working independently at each site. The number of participants at each site and their roles is detailed, and pseudonyms are used to protect the anonymity of the participants and school sites.

Figure 12: An overview of the implementation model adopted by each school.



3.6.1 Site 1_Whole Site Case Study Summaries

The site background has been introduced previously in the methodology section. In the findings below, the site-specific teacher information (4.6.1.1) is followed by the findings specific to the implementation model (4.6.1.2).

3.6.1.1 Site Specific Teacher Information

The inclusionED teacher professional development workshop was implemented with five teachers who were each supported individually by an allocated coach. Demographic information, collected through an electronic survey showed that the five teachers indicated Australian cultural identity. They completed either undergraduate ($n = 3$, 60.0%) or postgraduate degrees ($n = 2$, 40.0%) in Education with only one teacher holding a degree in special education at the undergraduate level. They had varying levels of teaching experiences in inclusive classroom (Mean = 8.8, $SD = 4.8$). However, no teachers had any experience in special education settings with one teacher having 2-months experience as a preservice teacher.

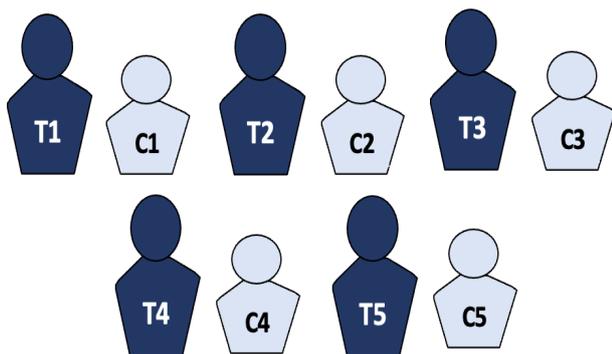
Table 12: Demographic information of teacher participants at Site 1

Site	Teacher No.	Pseudonym	Qualification	Qualification in special education	Teaching experience in inclusive classrooms (years)	Teaching experience in special education settings (years)
S1	T1	Annie	Postgraduate	No	4	0
	T2	Betty	Undergraduate	Yes	10	0
	T3	Callie	Postgraduate	No	5	0
	T4	Donna	Undergraduate	No	16	0
	T5	Eve	Undergraduate	No	0	0

3.6.1.2 Site Specific Implementation model

The implementation model used in Site 1 was based on a 1-1 coaching model. The five coaches were each assigned to a teacher with the purpose of mentoring the mentee-teacher's professional learning and assisting with the navigation of inclusionED. The majority of the coaches identified as Australian with one coach identifying as having a non-Australian background. All coaches held undergraduate degrees in primary education with one holding a dual degree in primary and special education. Their experience in coaching teachers in inclusive classrooms ranged from less than a year to 6 years. They also reported their own teaching experiences in inclusive classroom and in special education settings ranged from 1 year to 14 years.

Figure 13: Site 1 implementation model



Note. T: Teachers, C: Coaches.

3.6.2 Strengths of the coaching model

Informed by the thematic analysis described in the methodology, the strengths of this implementation model were identified as being (a) values and respect shared amongst the colleagues that reflected the ethos of the school, (b) the practical contribution of the coaches which the teacher-mentee's reported enhanced their experience with inclusionED, and (c) the guidance the coaches provided which supported the teacher-mentee's commitment to professional learning opportunities and helped to reduce or remove potential barriers. Teachers who experienced success attributed to the coaching support, reported positive outcomes related to their teacher efficacy, persistence and agency. However, the coaching model also had limitations. These included not establishing clear expectations and accountability in the initial phases of the project, problem solving for teachers which reduced or removed the teachers' responsibility, and therefore, their sense of personal accomplishments when success occurred.

3.6.2.1 Shared values related to inclusive education and respect for staff and students

Initial survey data illustrated excitement about the expectations and positive learning outcomes that they envisaged would result from their engagement in the inclusionED professional learning. Most teachers reported that they were "eager to learn new skills" (Callie) and a "willingness to try new things to broaden their knowledge and help them to break things down so they were not overwhelming" (Betty). Betty recognised that high expectations and a desire to stay in control can impede her success, but she demonstrated persistence and commitment, especially when supported by her coach. She recognised that achieving the first goal is only a small part of the issue in the classroom and can appear to be impatient in moving on. She self-identified as an over-achiever which she attributed to her big picture thinking that tends to lead to feeling overwhelmed with the size of the task she creates.

And I can overdo it, which is where my coach was amazing because he was like 'Calm your farm, lady. Just slow down' ... it's been good for me to learn a lesson about ... sometimes less is more. (Betty)

Similarly, Eve was able to clearly articulate how inclusive values are enacted in her classroom and takes ownership of her role in enacting them, to create equitable learning outcomes for all students. She acknowledged that her rich teaching background, where she has been able to see quality teaching examples, and her family connections with teachers who she acknowledges provide mentorship, have provided her with a strong platform from which to grow in this experience. Eve also appeared to be persistent in her approach to finding what she needs. She explained her willingness to re-visit strategies that may have been unsuccessful in the past as an approach to finding solutions. She recognised that children and their needs change, and through this persistence found strategies that responded to students' current needs.

While Annie could describe her beliefs about what inclusion for all students looks like, she did become more aware of the assumptions that had been underpinning her practices. While not directly attributed to the coaching model, Annie described greater awareness of and the need to check assumptions that may have previously limited her practice and indicated a shift to a more strengths-based approach through the implementation of the WISE (W=warmth and empathy I=inclusion S=strength focus E=equity) project, a strategy taken from inclusionED.

I've had to stop myself multiple times by saying 'I don't think they would understand' because that's, I don't know that and that's an assumption based around a physical, and I don't want to do that anymore. So it's just 'no they can, and they will, and they are capable' and keeping my expectations just as high for those kids as well as all the other kids that I teach too. (Annie)

3.6.2.2 Contribution of the coach/experienced other

Eve's coach noted her professional growth during the project, demonstrated by Eve's capacity and willingness to lead the conversations. The coach's expertise, and the ability to guide Eve, supported her growth. Driven by big picture thinking and whose enthusiasm is high, Eve was helped by the coach to find greater balance and to keep her goals simple and relevant.

Donna was part of a supportive coaching partnership that was built on trust and allowed her vulnerability to be exposed. Donna learnt to ask for help which then allowed her coach to initially provide resources. Teaching is a collaborative endeavour and working as a team can enhance productivity related to supporting students' needs. Donna also recognised the strengths of her coach, as a good listener with a role different to that of a supervisor. Similarly, the coach recognised her role was to lead her mentee through questioning and provide solutions. Coaching is "around not providing the answers. It's about providing the right questions for the teacher to take the next step and to unravel themselves" (Coach 4) what the specific needs are of that child and why. Coaches who used questioning through conversations scaffolded teacher-mentee's reflection.

Eve seemed confident, but at the same time had a willingness to learn more and sought to improve her teaching practice. She ascribed value to the process of reflection with her coach and therefore prioritised it. Positive feedback and encouragement supported her persistence. She explained,

When you see how effective it can be, how powerful it is in the classroom, when you, when you get your inclusive practices right, or at least when you're trying your best to incorporate your inclusive practices, I guess seeing that first-hand and getting that encouragement that you're on the right track definitely keeps you going. (Eve)

She used the word “powerful” to highlight how important it was for her to make progress, and the coach support and encouragement around reflection was very much based on trust.

By encouraging reflection, a major contribution of the coach was to move teachers from big picture thinking to detailed goal setting that was more manageable. Donna explained skills of her coach and how she was able to benefit.

I tend to see big pictures ... and then there's too much and it becomes too difficult ... So I found my coach really helped me ... to write my goals. Because that's a skill, you know, I'm not that good at. (Donna)

Teachers consistently report being time poor. Assessment, reporting, meeting the requirements of curriculum and additional tasks related to extra-curricular duties created competition for their time and availability to commit to inclusionED, their own professional learning, and its application to their planning. Other unexpected interruptions like the wave of sickness, the disruption to student attendance, and teacher relief coverage contributed to demands on available time. However, Eve was encouraged by the fact that her coach remained solid in offering support and working together on the project kept inclusion front of mind which influenced certain practices in her classroom. She explained,

You're in the middle of the classroom and you've got behaviours that are occurring, and you're in that, you get a bit yellow zone, red zone. And I think having that inclusionED project in the back of the mind also made me think 'hang on, stop and think ... Where's this behaviour coming from? Like, what's going on and what does this student need that is maybe not happening right now?' And that was a big thing to have in the back of my mind that I didn't expect to think about. ... And I mean, I would say you do think about those things, but I think remembering in the heat of the moment, because it was an inclusionED project that we were doing. Sort of keeping that more on my mind going 'ohh. What's going on for this kid right now that might be the problem? Or what does he need?' (Eve)

While experience builds knowledge and strategies, Betty noted how the coach helps to reflect on that experience. She explained that “you don’t know what you don’t know” and having the coach support her reflection encouraged her risk taking and flexibility of thinking. She moved beyond searching for the exact resource to exploring options that could be adapted in her setting. Her coach described the coaching role as being the cheer leader to encourage persistence and consistency, and to act as a sounding board for teachers to reflect, refine and adapt ideas into the current context.

3.6.2.3 Contribution to professional learning opportunities and support

The school's coaching partnership was also noted for its potential in initiating and sustaining motivation for teachers. Donna valued the support offered by her coach and its contribution to her own professional learning. She commented,

I think if you just gave this inclusion website to a bunch of teachers that hadn't been part of the project and said 'here, have a go', I think you'd find they would not do anything with that. So I think coaching is a huge aspect. I think coaching in schools is ... important, and it has to start being looked at as one of your most important things that you do, and then everything else is a resource that goes with that coaching and collaboration. (Donna)

Besides keeping teachers on track, coaches also supported their mentee-teacher through the discomfort associated with change and new learning. Movement through discomfort to efficacy and agency was developed through success that teachers reported.

Betty indicated that she likes to be in control and feelings of uneasiness, likely to be the result of her growth process, were a concern to her. She likes to be in control, independent and with a clear plan. Betty described her uneasiness in the initial stages of the project.

I think that what I'm concerned about at the moment is because we are tracking along really well with what the goal was. In moving forward ... I'm already feeling like what's my next step? You know, where do we go now? (Betty)

She revisited this in the second interview explaining that she “started to get a bit frustrated with the process because I felt like the kids were moving along and I couldn't find the next step for them”. However, success acted as a motivator and kept Betty persevering which enabled a group of students to experience success. By using the expression “smashed them out of the ballpark” she highlighted that the use of the visual organiser was very successful. Her coach support was important to keep her on track and to keep her goals achievable. Betty referred to the coaching partnership as “we need to refine” what is next and that it was important to persevere as she was only part way to her initial goal.

I do feel like it's not the end because the issue I had initially is still there ... I think it is going to be a longer process than I thought it would be ... need to keep refining all the way along. This is only just one tiny little part of what I feel is the issue in my classroom, so it's certainly helping. And I feel like we then need to refine what's next at some point soon to actually achieve what I initially set out to achieve. (Betty)

Eve had some success in achieving her set targets, and along with the ripple effect in her classroom it may have helped to sustain her enthusiasm and persistence. However, it is the clear goals that she set, her reflection on those goals, and new approaches to find the solution that are significant to her personal capability. InclusionED stimulated her thinking processes and helped her become more responsive, critical and creative about her practice, especially in the way she assists and supports her students to meet their needs. These outcomes may be attributed to her personal capabilities or enhanced by the coaching partnership where together they completed the goal setting, planning, exploring the website, and reviewed the outcomes. The coach played a pivotal role integrating Eve's espoused and enacted beliefs.

Donna appeared to move from confusion and reliance on her coach through to a willingness to have a go, supported by the success she experienced between interview one and interview two. During the project she starts to make links to different parts of the site and making intentional decisions about when to implement the strategy and challenging the target child several times a day. The ideas of small achievements and the ripple effect on the class seems to be a surprise. She talked about not only the new learning but the affirmations that professional learning offers on established practices.

Sometimes learning is not necessarily new, but it's like, at the time when you see it, it refreshes, like you remember it, or it refreshes you, and that's the time that you need it, because you know, when I've been around for a long time, you kind of learned so much, but you don't always take it on, and then you forget. But I found that was a great resource to go, 'Ohh, that's right. I remember that. (Donna)

Through persistence and using the additional links Donna found using the site more helpful and is now more able to make connections.

So I think it kind of allowed you to think a little bit more laterally or outside of the box, so that you might go 'OK, well they need to learn this, but maybe they also need this.' So it would kind of work together as more the whole. Umm, the whole student and also lead your teaching into an area which you hadn't really thought of, maybe. I thought the benefits were so that it did have how to write your goals, your student goals, your teacher goals and then some ideas of what to observe, and then what you actually were observing, and then your reflections. Like, it was a neat little process to go through. (Donna)

This change is significant when initially Donna expressed frustration at not having access to ready to use resources or other time saving initiatives.

3.6.3 Limitations of the coaching model

Teacher's needs vary. In cases where the coach perceived the teacher's emotional vulnerability, the role of the coach seemed to waiver. In some instances, the support from the coach appeared to respond to supporting the teacher's emotional needs by making time to supervise the supports for the target child. This meant withdrawing the student from the setting, which the student may have needed, but it also provided respite for the teacher, and in doing so provided emotional support. The limitation this imposed reduced the connection into classroom learning and organisation and removed peer support and recognition for student achievements. Although the coach mentioned the aim to move the supports into the classroom and to work less with the student and more with teacher in future, the immediate need appears to have been the emotional support for the teacher who "had tried everything and was at her wits end" (Coach 3). The outcome was the coach leading the risk taking and when the supports were successful the teacher did not appear to own the achievement and noted that the student did not receive recognition or feedback from peers.

Some teachers reported difficulties in meeting up with coaches as a result of absenteeism due to sickness and other time pressures. In these instances, teachers may have benefitted from a model where a number of teachers were included under the coach's remit. A wider community allows teachers to reach out to the coach and other colleagues. Given the right combination of colleagues, where trust is firmly established and perceptions of hierarchical power are diminished, vulnerability may be allowed to be exposed. Limitations on the opportunities for teacher collegiality were attributed to the size or culture of the school by one teacher. It appears that she may have been looking for wider support than that provided by her coach.

I think something that impeded it was, I guess as a school we are so large, we didn't really, I think it would have been beneficial to get together, the people who were looking at inclusionED, to get together and kind of discuss things that you'd found that maybe someone else hadn't been able to find. Umm, so I guess it was very much run, kind of like individualised. You know, I didn't really talk to anyone else that was doing the project about it and didn't really have the opportunity to. (Callie)

Annie reported that she was both time poor and that her preferred approach was to scroll through the site to find new resources and ideas. While scrolling to find relevant practices and resources was Annie's preference this may be inefficient as a search strategy and not fully meet her needs. She explained,

There has been some good resources, but I didn't find it got updated very often. So I'd go and have a look and see 'Oh, well it's the same as what last time I had a look.' I didn't find. I set a goal for a child, but that way of using it, which I initially started, was pick a child. We find a goal. It wasn't as useful as me sitting and scrolling through and looking through what was there and thinking 'ohh, I like that, I can apply that,' or that suits a child in my class. So that I found it better using it like that, or, than picking a student, setting a goal and then going to try and find something on there. (Annie)

Annie indicated that she found goal-setting difficult and only did so with coach support. She explained that using the site was more helpful when she searched for strategies with her whole class in mind. Consequently, she was looking for more frequently updated resources. She consistently indicated a desire to engage more with inclusionED but this was not facilitated by her search strategy which was not goal-led. Consistent with a search strategy that was not focussed, Annie questioned how she would measure students' outcomes related to social and emotional growth, questioning the value of her subjective observations.

3.6.4 Summary of findings

The coaching model implemented here brought five different coach-teacher partnerships together. Each partnership met at different intervals, in informal and formal settings. Creating time to meet with a clear agenda and prioritising that time, while difficult, was important to show that the process was valued and delivered positive results. Setting SMART goals was challenging for these teachers, and those who had focussed coaching on goal-setting reported greater success and satisfaction in using the site. They were more productive in using the site as a professional learning tool, setting realistic goals and timeframes rather than engaging a reactive response when certain behaviours presented in the classroom.

3.6.5 Site 2_Whole Site Case Study Summary

3.6.5.1 Site specific teacher information

Two teachers from Site 2 engaged in the inclusionED. Project. They have both completed postgraduate degrees in teaching and languages. Teacher 6 (T6) has been teaching for about 3 years in inclusive classrooms, whereas Teacher 7 (T7) had been teaching for 20 years. Both teachers had no experience in teaching in special education settings.

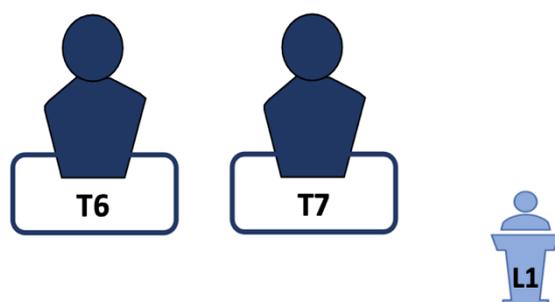
Table 13: Demographic information of teacher participants at Site 2

Site	Teacher No.	Pseudonym	Qualification	Qualification in special education	Teaching experience in inclusive classrooms (years)	Teaching experience in special education settings (years)
S2	T6	Fay	Postgraduate	No	3	0
	T7	Gail	Postgraduate	No	20	0

3.6.5.2 Site specific implementation model

The team of two teachers worked very closely together and their espoused beliefs about inclusion were aligned closely with their enacted practices. While they essentially worked independent of a supervisor, they were offered support from the Dean of Studies and Head of Learning Support. Teachers' professional learning is highly valued in the school financially (cost of courses and teacher release time) and through opportunities. The teachers were self-motivated and met deliberately regarding inclusionED. They had a close working relationship prior to commencing the project, sharing some classes and a friendship out of school which allowed out of school meeting time.

Figure 14: Site 2 implementation model



Note. T: Teachers, L: School leader.

3.6.6 Strengths of the Collegial Partners Implementation Model

Informed by the thematic analysis described in the methodology, the strengths of this implementation model were based on the following pillars: (a) the quality of the relationship between the colleague based on (b) shared values and respect, (c) their commitment and sense of agency to professional learning, which was supported by the school, and (d) their own teacher-efficacy which was enhanced through the successful implementation of their goals. The implementation of this model could be expanded through a focussed professional learning project across a wider network of teachers that is supported by leadership.

3.6.6.1 Quality of the partnership

The quality of this partnership was underpinned by a healthy respect.

I think us as a team work really well. We understand each other very well and I think too we like to push each other too to learn. And you know, there might be things, like she and I will send each other things through about different PD, or about learning, or about this website or about this and that. And we, just that team approach to wanting the best for each of our students. (Gail)

Despite the difference in the years of teaching experience, the strengths that each partner had, open communication and similar expectations underpinned their partnership. The importance of the relationship was highlighted by Fay, who noted that it was the shared commitment, practices, and expectations that she enjoyed with her colleague that made their team effective.

So if I looked broadly into kinds of communities of practice with other teachers, I know that ... we would have very different standards for what we expect in the classroom, or very different ways of getting there. So, I feel like if I was working with some of my other colleagues that would be, it's almost like we'd have to establish the relationship and then start doing the work, if that makes sense, whereas [co-teacher] and I already had that really strong relationship, so we could jump straight into it. (Fay)

An advantage of working collaboratively may have made the process more time efficient and reduced the cognitive load on each of them. It also allowed them to focus more on the process of implementing inclusionED with fidelity to the model.

Fay's IT skills are awesome, and sort of, I'll go 'Oh we want to do this or that.' And she just quickly, because we're doing it as a team, she's been great at, if we looked at our goal and we wanted to upgrade our goal or add more things in or the planning bit and all those four steps. (Gail)

3.6.6.2 Shared values and respect

Their teacher identity is underpinned by shared values and respect and reflected through an ethos of inclusion. Therefore, they adopted the learning that inclusionED offers as part of their professional growth and into their daily planning. As they value collegiality, they were open to sharing with others and challenging the notion of it being time preventative or additional to their workload.

There's a lot, you know, we've gained from this, that I think would be great to share with others. And it wasn't that time-consuming. I think that's the other thing too, ... there's just initially setting up and planning and thinking sure, but it then became, you know, much more routine and part of our own daily practices. (Gail)

The website design and functionality helped to enhance their productivity and to monitor their success. They reported that it allowed for easy edits to goals when required, a clear record of progress and easy communication with a colleague.

So edit goals and reflection, and then you can add in a goal. And I just put the date at the top. And so it meant that I could actually track the progression ... I really liked that you can save your work. That's great. Because yes, I could save it in a document, or I could save it somewhere else, but inevitably, I then have to share it with my co-worker, and all these other things. (Fay)

The importance of this finding is its contribution to time management and validation of mastery experiences, both of which are likely to support continued use of inclusionED.

3.6.6.3 Commitment to professional learning

Time is the currency to which we assign value in schools. Both members of this team were prepared to commit time to their own professional learning, which was also strongly supported at the site. In addition to professional learning driven by school needs, staff were also encouraged to seek opportunities for their own learning. This context enabled the duo to enact a sense of agency in relation to following what they valued in relation to professional learning.

Passion projects was an initiative supported by the school as professional learning forums (PLF). Designated professional development meeting time was set for teachers to follow a passion which they come together as a school to showcase biennially. While the time allocated to Gail and Fay created chunks of time to explore and implement resources from inclusionED, they recognised it also took an intentional commitment to focus and prioritise how they spent the time.

We've had this thing called a professional learning forum, so part of our PD at our school is, you follow a passion, so we've said to our school, our key thing ... is inclusionED. So, what we're working towards this term is that, we're trialling it this term and next, and at the end of next term, there's like a showcase day of PD, what we show, people can choose to come and listen to this and that and do a little presentation. So that was sort of our impetus, so that's what we were heading towards. But the barrier has been time ... both of us kept saying 'Oh, we have to do that,' but it was just actually finding the time. (Gail)

Time was an issue raised throughout the data, but not perceived or reported as a barrier or condition that could not be navigated to make progress and engage with inclusionED. While they identified tasks that took up time, such as report cards, following up on daily admin associated with student behaviours, planning and curriculum, and other task priorities and obligation related to extra-curricular roles, they found ways to make time to engage with inclusionED productively. They noted the time saving benefits when used for goal setting and focussing their expectations of students and sharing the responsibility for learning with them.

Incidental and dedicated time to plan achieved different purposes. Incidental time, being more spontaneous meant they could fit it into their day, but they also found that the disadvantage was that the day-to-day issues of their shared class often took away the focus of the discussion. Dedicated time where opportunities for collaboration and sharing the cognitive load and decision making was a more productive and time efficient way to problem-solve and plan. Finding and devoting time is evidence of their personal commitment to professional learning on inclusionED.

The partners were motivated by a strong sense of professional responsibility. Their approach to introducing a new strategy involved careful planning, preparation, and consistency. They considered how the strategy could be implemented to share responsibility among all relevant teachers and to avoid singling out a child.

We've now got those things in place now, the last few weeks, that's where I've really seen the progress, that's because it was all there ready, it's very simple: we've got a folder ready to go for each teacher, we stand at the front, we're actually doing it a lot more regularly, and we're starting to see the success of that. So, I feel soon we'll be wanting to move on to some more, different goals. (Gail)

3.6.6.4 Teacher-efficacy and fidelity to the implementation model

Both teachers enjoyed benefits from volunteering in this project. The initial connection between the duo and their willingness to commit to this professional learning experience highlight the importance that positive attitude and open-mindedness plays in professional learning and teachers' work. Their efficacy was enhanced through mastery experiences, validation of success from each other, and other teachers. In summary, this team demonstrated:

- a strong willingness to make some changes and evidence of persistence
- persistence in developing new practices until they became habits/consistently applied
- creative thinking to envisage wider application of the strategies
- strong commitment to inclusive education
- willingness to challenge the deficit view of time associated with differentiated instruction.

The detailed diary entries and fulsome interviews reflect the nature of their engagement with inclusionED and fidelity to the program. The descriptions of the resources on the site are very positive and praise their accessibility, usefulness, and adaptability. They have gained confidence throughout the process and established what they need to do in the future to improve. This suggests they now feel ready to use inclusionED continuously as a means of improving their practice and tracking success. They are also confident and enthusiastic about sharing with their peers and adopting the program across the school.

3.6.6.5 School Leader Input

Time again was noted as a barrier. However, the school leader also indicated if taken up in the future it would be good to plan in more time with a focus across the school.

I suppose the difficulty has really only been about teachers having enough time to be able to use it as effectively as they'd like, and to use it as much as they'd like. So that's probably been the trick needed ... finding time to implement something new is always tricky.

An enabling factor was the team teaching that was timetabled intentionally, and the qualities of the staff involved - including their open-mindedness and willingness to take risks with new ideas.

An administrative advantage was the collection of Nationally Consistent Collection of Data (NCCD) data and recording adjustments (Education Services Australia, 2022). This data is important in terms of securing funding and can be quite time consuming so the time invested in inclusionED was also time effective.

While aware of the project, the head of learning support (HOLS) was the person who checked in with the teachers about the project. The school had a focus on trying to develop more inclusive approaches and the HOLS vision of future use of inclusionED would include ensuring it was a whole school priority:

I think the way that you do it well is you have it as a specific part of your plan for the year. I think it becomes problematic when it becomes something extra that no one's really accounted for in their plan for the year, because inevitably life comes up, and it makes it hard. So having that in the plan for what you're wanting to do at the start of the year is really important.

3.6.7 Limitations of the model

While this partnership appeared to have successful outcomes for the teachers and students, the reach of the positive students' outcomes was limited to a small number of English immersion classes. Interest shown by other teachers was high at the professional learning forum and embracing this interest and adopting a whole school/ cohort focus for professional learning would grow the reach of this project.

3.6.8 Summary of findings

The quality of the educator partnership characterised by respect for each other's strengths, open communication, shared values, and an ethos of inclusion was key to the success of the collegial partners implementation model. Working collaboratively improved time efficiency and reduced cognitive load allowing educators increased time for implementation and fidelity to the model, demonstrated through their consistent application. Website design and functionality further contributed to productivity and experiences of mastery. Experiences of mastery related to the project enhanced teacher-efficacy. The school leader supported the educators to seek professional learning opportunities and made an intentional commitment to prioritise time for inclusionED. Educators used both dedicated and incidental opportunities for planning, however, dedicated planning proved to be more productive and time efficient. When reflecting on the project, the school leader indicated future use of InclusionED would be a whole school priority.

3.6.9 Site 3_Whole Site Case Study Summary

3.6.9.1 Site Specific Teacher Information

Two groups of teachers were involved in the inclusionED professional development: Community of Practice A (CoPA) and Community of Practice B (CoPB). In community CoPA, teachers had undergraduate ($n = 4$) mostly in education. They had various degrees of teaching experience in inclusive classroom environments ($M = 12.4$, $SD = 7.2$), but no one had experience in special education settings. Similarly, the CoPB also had five teachers with both undergraduate ($n = 4$) and postgraduate educational degrees ($n = 1$). While they had no teaching experience in special education settings, their average teaching experience was about nine years ($M = 9.6$, $SD = 7.3$). Two teachers from CoPA, one the CoPA leader, commenced a leave of absence and withdrew from the program prior to the final interview. One teacher's data was removed from the set due to the limited collection points. The CoPA leader data were retained and its contribution consisted of six journal entries, although quite brief, and the initial interview.

Table 14: Demographic information of teacher participants at Site 3

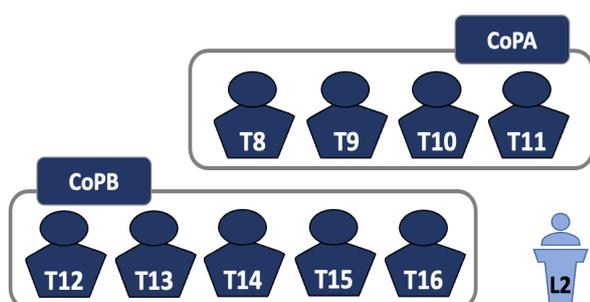
Site	Teacher No.	Pseudonym	Qualification	Qualification in special education	Teaching experience in inclusive classrooms (years)	Teaching experience in special education settings (years)
S3 CoPA	T8	Harri	Undergraduate	Yes	20	0
	T9	Ivy	Undergraduate	No	10	0
	T10	Jo	Undergraduate	No	16	0
	T11	Kitty	Undergraduate	No	3.5	0
S3 CoPB	T12	Lena	Undergraduate	No	17	0
	T13	Mel	Undergraduate	No	3	0
	T14	Ollie	Undergraduate	No	1	0
	T15	Pat	Undergraduate	No	11	0
	T16	Quinn	Postgraduate	No	16	0

3.6.9.2 Site Specific Implementation model

The site implemented a Community of Practice (CoP) model. Each CoP consisted of five teachers. One CoP contained teachers from the lower school, and the membership of the second comprised upper-school teachers. An inclusion teacher led each CoP, made up of classroom and specialist teachers (HPE and STEM). Teachers in CoPA did not report meeting regularly as a CoP for inclusionED, but rather in their cohorts for general planning purposes when reference to the site might be made. CoPB teachers reported greater collegiality around inclusionED process. Overall, teacher sentiment reflected a general commitment to providing individualised support within the ‘cohort model’ with many claiming a desire for continued growth. Mel’s comment reflects views of many teachers, claiming,

I’m very passionate about inclusive ed. I really want to get better and I believe I am already doing the things that I need to be doing and ... I just want to keep on learning more ... just getting better with my inclusive ed practice. So, yeah, I think I was just excited to be a part of something like this because ... my goal to get better at it. ... I think I'm quite hard working. So I think that's I guess the quality of me that helped me here, and just my desire to do better.
(Mel)

Figure 15: Site 3 implementation model



Note. CoP: Community of Practice, L: School leader.

3.6.10 Strengths and limitations of the CoP model

In relation to the implementation of inclusionED in this context, factors are combined to reflect the varied views expressed amongst and across the CoP groups. That is, when one participant reported a factor as a strength, there were others whose experience of this same factor was perceived as a limitation. Informed by the thematic analysis described in the methodology, the strengths and the limitations of this implementation model were identified as being competing factors on teachers' time, the organisational structure of the school, collegial support, teachers' propensity for reflection and goal setting, persistence and success, and the individual CoP arrangements.

Teachers consistently identified time as an obstacle to engaging with inclusionED. Time to engage with inclusionED was in competition with other school-based demands. Many teachers noted the priority required for other meetings, planning and assessing for the large groups of students in their 'cohort', and family given the amount of personal time already invested in school commitments. It is interesting to consider if Ivy saw these demands on her time as occurring within the lesson or as part of the lesson design and planning.

The fact is, as teachers we are incredibly time poor, trying to multitask and are suffering from decision exhaustion. We are trying to think 5 steps ahead to help those who are needing extension, but meanwhile also trying to break down tasks into smaller, more manageable chunks for some other students. It is exhausting and feels like we are being stretched in so many different directions to meet the needs of so many different students. (Ivy)

The intense scheduling demands and flexible groups used in this school were seen as limiting teacher's agency and flexibility to choose a target student, predominantly in CoPA. These limitations detracted from specific goal setting and teachers' purpose for using inclusionED. While Jo found ways to work more efficiently by bookmarking the site and having access when teachers were planning as a team, it appears that she may have been using it in a more ad hoc way. She also mentioned strategy searching when the need arises in class. Recently she attended a study tour where there was "a lot of talk about goal setting. And I know there's a component in yours on the goal setting" (Jo). While she spoke positively about her future use of the site it appears she had not engaged in the stages of professional learning but the interest evoked by respected colleagues may be a future influence.

Lena valued the set times for the inclusionED CoPB to meet. She explained that having time to discuss the goals and other aspects of inclusive education with colleagues was important but often did not get the priority it deserved in amongst competing demands associated with day-to-day teaching.

Well, it was very good to get time, cause teaching has just got more and more busy. And I don't think we have the time to do the most important things, and it was nice, because we were given the time to sit and really think through those goals, and talk to other people, and get their feedback. So that was the high. (Lena)

Ollie appears to be challenged by time constraints which impacted the time she invested into inclusionED,

I have not had the time to engage with this website. The website does not provide me with anything that will meet the needs of my classroom teaching at the moment. (Ollie)

Ollie is a teacher who expressed difficulty in meeting the diverse needs of her class and reported the website offered limited value in terms of adding new resources. Her use of 'equal time' below, suggests confusion between equity and equality in meeting students' needs.

I find the greatest challenge is managing time for all the needs of various students. Particularly when you might spend a lot of time implementing strategies to support the students with higher needs, ensuring I am giving equal time to those with lower needs is challenging. (Ollie)

3.6.10.1 School structure

For many teachers, the structure of the school created a barrier for using the site as a professional learning tool and for individual goal setting. The school is structured into cohorts based on groupings of students across several year levels. Within each cohort group the students are arranged according to their immediate needs around a curriculum topic or goal. Grouping is fluid, the teacher in charge of a group is flexible, and class sizes vary, with students who are working at the lower end of expectations in much smaller classes compared to those exceeding expectations. Teachers cited goal setting for individual students as being problematic because they sometimes did not teach that particular child on a given day.

The school has a strong focus on flexible grouping to meet students' academic needs. Each cohort has an inclusion teacher. Because the school is so focussed on adjusting student groupings to match curriculum and academic goals at a particular level of ability, there is a risk that some teachers, perhaps those early in their career, see inclusion as other people's responsibility. Ollie reported that the site is not providing information that will help her to respond to the diverse needs of the students, but she is willing to recommend it as a useful site for preservice teachers. Maybe teachers are seen as too busy to engage with this information and this professional learning opportunity is too theoretical and more connected with perceptions of university learning. To highlight,

I think, as teachers, we don't have the time to go and research things, it's something that I find either leadership, or our support, our inclusive educators, could do that kind of thing, and bring it back to us, and feed that information to us. I think a lot of the stuff would have been super helpful when I was in uni. So I'm only in my 2nd year, so a lot of that would have definitely relevant to me heading out onto pracs [professional experience] and that, when I didn't know stuff. But now that I'm in the space I'm already implementing, I've already tried. (Ollie)

Ollie does not go on to elaborate on the effectiveness, success or otherwise that resulted from her earlier attempts or practices. It is interesting she echoes other, more experienced colleagues who see the site as particularly relevant to preservice teachers studying at university.

Mel identified that her school was well resourced, and as a consequence it may have reduced the need for teachers to engage with outside resources, including inclusionED. She explained that,

Our school already has a really great collection of resources, and you know, great leadership to help us ... [that didn't] ... necessarily impeded the use of the website, but I guess that, you know, when you've got something within your school you know, I guess you use that first.

Therefore, she suggested that teachers may be less likely to look outside their school resources at sites such as inclusionED when they are well supported by leadership, school resourcing and colleagues.

3.6.10.2 Collegial support

Most teachers reported strong collegiality and support existed at the school. However, one of the specialist teachers appeared to feel isolated within her CoP. As a specialist teacher, Kitty initially could not relate the material on the site into her teaching context. The mentor-leader was able to help with the search and direct attention to areas that appeared more relevant. The collegial support also helped with goal setting and making the goal more focussed which resulted in smoother lesson transitions.

I have however found it difficult to zone in on one area where I can set goals which are achievable short term as a specialist teacher. I am hoping by implementing some changes to practice and routine over the next term or 2, I will see long term impacts to students' engagement. (Kitty)

In contrast, Quinn, also a specialist, reported the collegiality within her CoP was positive. However, she did comment on wanting set times for CoP meetings, which other CoP teachers discussed as happening. Despite this contradiction, as a specialist teacher no longer working in one classroom setting, she felt there was a strong element of trust and community of practice, everyone was willing to share, was willing to be honest and reflective, willing to improve, and just to help each other out. "Like you know, even though I'm not in the classroom anymore, and they're not teaching specialists, everyone is just still really supportive and trying to help each other with their different contexts, and that sort of collegiality is amazing. That's what you want to do" (Quinn).

3.6.10.3 Teacher propensity for reflection and goal setting

Goal setting and reflection are key elements of the inclusionED professional learning process. In many instances, setting SMART goals for students and themselves was challenging for the teachers. For Pat, the challenge was in measuring success related to self-regulation for her target child.

And that's one thing that I actually don't know, how do I measure how successful they are at self-regulating? Like I think that's really, that's something that I probably need to keep working on, is to keep checking, and how are they going at you know, describing and using, verbalizing feelings and things, but I haven't. That's something I haven't done well. Again, that could come down to time. ... I probably need to put some structures in place to even time aside, just with him, with conversations too. To kind of, you know, that conferencing with him to gauge where he's at and I, and I haven't done that. (Pat)

Pat also found her commitment to the project and perhaps her CoP, rather than the website, helped her to stay focussed and to value the process of reflection in improving her inclusive practice. It also helped with reconciling how her time was spent.

It's not so much about the website, it's probably more about, doing this has then forced me in a way to be reflective. And to stay focused on a goal. Thinking about how I can actually help a certain child or group of students. For me, it's a particular child, but I think it's helping a lot of others as well, but I suppose it's tried to keep me on track because it comes back to accountability.... But that reflection process is good, I think it actually forced me to put that time in to reflect. Which I think is really important, because we do get bogged down on doing things, and so busy with everything else, so that part of it was good. It made me actually think about 'Well, how can I help these kids in my class right now?' (Pat)

Mel named accountability as a valuable learning outcome of her engagement in the inclusionED program. Furthermore, she recognised that the goal setting process combined with accountability encouraged her to engage more thoroughly in the process of reflection.

I've just been accountable and it's just made me ... reflect a lot more, I think, on myself as a teacher, and on 'why is this student acting like that? Why?' you know. What else? I think, ... I didn't have this goal, I would, I wouldn't bother setting goals, like obviously, you always set goals, as I said, like you've always got it in your head, but it's not a specific written down. ... I think for me, it's just, yeah, wanting to improve my teaching because yeah, now that I've seen that I'm organized, I'm more reflective.... I'm just more aware is probably the best way to say it. I'm more aware and I want to be like that for other students as well. (Mel)

She experienced the successful outcome of a small goal and attributed the success to her commitment to the goal cycle to the accountability of being part of a project. Not only was Mel astounded by the benefits she observed from setting a small goal, she was surprised that it did not take a lot of extra time from her other activities. These unexpected outcomes challenged her previous assumptions about time constraints and what was possible for her to achieve in a timely manner.

I think the website could be really useful ... You've got this student in your head that you want to ... help in some way. And then going on to the website, ... just having it all there in one spot. (Mel)

As a result of engaging in inclusionED, Mel learned the value of setting small consistent goals. She recognised that the mental work of engaging in inclusionED has more strategic value than the actual work associated with the process.

One of the most positive outcomes of the program for Lena was writing goals that were focussed on the child.

One takeaway for me was, it helped, when we write goals here, we often, it's like, 'what can we do, what are we doing?' but [the inclusionED training] helped me to reflect on 'Well, what's the child doing? You know, how are we making this child independent? So that was my biggest takeaway from it. and I did like, like we write goals, but it is good to be reminded and to practise writing a SMART goal. (Lena)

Perhaps because of their commitment to teaching and self-improvement, several teachers who were reluctant in the first instance were able to embrace the professional learning opportunity. The

affirmations related to their past practices and seeing other teachers in action increased their confidence and willingness to engage with the site. For example, Jo explained,

I just switched my mind to ... 'what am I going to learn that's going to be new?' And for me, it was a couple of things, but it was a lot of reminders, and a lot of, it was good to watch videos and see how other people present and do videos and that sort of stuff through the website. So, it was a good tool to have, I really enjoyed it. (Jo)

3.6.10.4 Persistence and success

Technical difficulties using the site and the initial disappointment of what the site offered were barriers for some teachers. In the instances where individuals continued engagement with the site, they were able to report about benefits and successes. Jo reported that she received validation of previous practices and reminders of those strategies previously used but forgotten.

It was great to see some of the strategies that I have implemented earlier on for my class from the inclusionED started to show that they are working. (Jo)

Furthermore, when Jo noted success achieved by the students it fuelled her confidence and supported persistence in trying to help all students to succeed.

With the kids that achieved it, just to see their excitement, to share that with their parents, ... it makes you feel good, ... And also, for them to say 'I've actually done something, I'm not dumb, I'm not stupid, I'm not different,' so one of my kids said 'I don't feel different.' And I remember thinking 'Wow, that's so good,' because for me, about being inclusive, is so kids don't feel different. ... but I've put something in place for a group of children or a child, to see the benefit to other children that I didn't even realise needed that, well there's your success there in itself. (Jo)

The experience of successful inclusionED outcomes contributed to Mel's motivation for ongoing engagement in goal setting for inclusion. Mel observed how the benefits experienced as a result of the successful outcome challenged her initial belief that she 'didn't have time' to set goals.

But what I've loved most about this is, me setting a goal and, not that we don't do things like that anyway, ... you just think, 'oh, you know, don't have time for that' or whatever it is. But ... I think because I had this goal and I knew I was doing this project, I was like, 'no, I need to keep on doing this,' and because I saw the benefits as well, I just kept at it. ... the goals has really been good. So I'm gonna try and do that for different students that need a bit of a push in certain areas or need some extra support. (Mel)

While Mel was initially disappointed that she didn't 'learn' more knowledge from the inclusionED website, what she did learn was unexpected and a result of the professional learning process.

3.6.10.5 Individual CoP arrangements

Most of the teachers reported being confident in their knowledge and skills towards teaching. Although they were predominantly positive about professional development and the opportunity to develop new skills, many of these teachers discounted the possible contribution inclusionED could

make to their practice at the initial training which had a ripple effect into the CoPs. For some people the earliest barrier appears to have been at the initial training where members of the CoP distracted them from the purpose of the training and impacted on their ability to fully engage with the training.

We did do the training day, which I must admit I, because I was sort of the leader, I'd set up the day, I'd set up the furniture, I'd set up the connections, I'd set up the place, and then the group I was in, I don't know if you know the groups, the group I was in was not particularly cooperative. So, they sort of struggled with the whole concept of the whole project and what they were doing, based on what they had seen. (Harri)

Harri's overall views of the usefulness of inclusionED were quite positive, however, her judgements maybe influenced by the CoP. She saw her group as very experienced, and perhaps because of this perception considered that their learning and practice did not need revisiting.

I think it [has] benefits but I do get those teachers, as I had with my group, cause I know we had two groups doing this, and I know the other group were happy and just went along with what was being done ... I got the feeling that some of my teachers were 'Oh, this is so basic, we already know what we're doing, we've been teaching for 10 years, 20 years.' And a lot of them have a lot of knowledge. So maybe ... it might be better, for ... the newer teachers. (Harri)

Jo reported several limitations to how the CoP model was introduced and implemented. She commented that when teachers' beliefs are not aligned it can cause some tension. Also, the role of the CoP leader seemed to be blurry and time to collaborate was sparse and as she would have preferred more blocks of time to collaborate and share.

And we've had robust discussions. We didn't use, and we did talk to the facilitators in the beginning, [inclusion teacher] was our mentor person, and her role wasn't, we probably didn't use her role, probably what was, it came across in the beginning for us to do so. And I think there were two reasons for that. [Inclusion teacher] was the whole team, and then became just for [teacher A], [teacher B], myself, and [teacher C]. And so between us, we probably had the conversations, and used the community of practice that way. Probably an email or two. It was more we met, or in passing, that we would come, or say 'Hey, by the way, we should catch up, let's look at this, or let's do that.' It's really hard to get to other [cohorts]. Sometimes we can go without even seeing them and I think that was probably one of our things why we wanted the blocks of time, to be able to do that. (Jo)

Time to discuss practices within the CoPs was valued. While non-contact time was allocated, various CoP members reported different uses. Most commonly it was often used for planning within the cohort teaching team and not allocated to use inclusionED. Because no one else in her team was part of the project, Pat found she was left on her own to explore the site which was not useful to her, since she found the site clunky to use and had limited time. However, having colleagues as a CoP working on the project was something Pat valued because it created a community and space to share dialogue and vent frustrations.

I love that we, that I wasn't doing this alone at school. I've had a team to kind of bounce ideas off, and support throughout and chat things through. Also vent frustrations. (Pat)

A more collegial approach to shared goal setting across the cohort or creating CoP arrangements where teachers were only from one cohort would perhaps reduce the challenges that these teachers identified, which was also an observation expressed by the school leader. The “busyness” of the school and its tight scheduling of time also interfered with opportunities for sharing. As Lena noted,

We don't get it enough, but I love sitting down with other teachers, I think you just, I learn best from other people, and their experiences. So that was very valuable to me, to sit down and designate time to talk about this, about inclusive education. (Lena)

As a member of CoPB, Mel discussed the benefits of the designated meeting time for inclusionED. Getting together within this dedicated time allowed them to have a concentrated focus on inclusionED. They were able to share ideas with each other and assist each other in their goal cycle. The teachers were able to apply their CoP learning into cohort planning and valued the opportunity for cross cohort sharing.

I think yeah, because we had that dedicated time like this is what's happening. We're doing inclusive Ed. That was good, because we, you know, we didn't talk about any other work. We didn't do any other planning or anything, which you know, it's great to have extra time for that but we knew that that's what the time was for. So we used it for that, and yeah, we got a lot out of it. I think by talking to each other and bouncing off ideas and our goals and yeah. ... there's three of us that are in 1/2 that are doing inclusive ed, and one or two from Reception. So you know, we could go, 'oh, what's happening down in Reception?' you know? And it was good to talk to other teachers rather than just your team that you're working with all the time. (Mel)

While Mel reported that the CoP expressed some disappointment with the website in the early phase of the project, later there was some realisation amongst the group that one of the most important functions of the inclusionED project and website was the focus created for learning conversations about inclusion.

3.6.11 Summary of findings

Flexible year level grouping and multiple competing school-based demands created barriers for individual goal setting and using inclusionED. Collegial support within the CoP facilitated goal setting, goal refinement and shared ideas. Despite time consistently identified by teachers as an obstacle to engaging with inclusionED, set times for inclusionED discussion created a positive environment for focussed reflection and feedback. Goal setting and reflection are key elements of the inclusionED professional learning process however, some teachers were challenged by the goal setting process. A commitment to the project and an accountability to others in the CoP rather than the website itself helped teachers to value the processes of goal setting process and reflection. Teachers experienced successful outcomes through increased focus on the child as an individual and sustained commitment to small goals. Successful outcomes of small goals challenged teacher's assumptions about time constraints and what was able to be achieved through 'mental work' versus 'actual work'. The experience of successful outcomes motivated teachers ongoing engagement in goal setting for inclusion. Individual CoP arrangements can influence teacher engagement with

inclusionED. Teachers within a CoP can influence others in accordance with their beliefs and alignment with the project.

3.6.12 Site 4_Whole Case Study Summary

3.6.12.1 Site specific Teacher Information

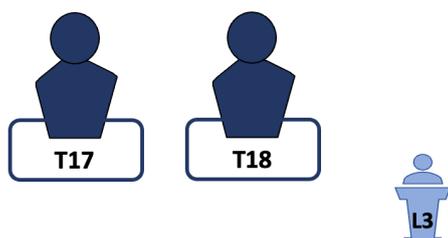
Two teachers worked independently, supported by the learning support teacher. Both teachers held a Bachelor of Education, with one degree being early childhood education specifically. Their teaching experience in inclusive classroom environments was over ten years. One teacher has two years of teaching experience in a special education setting. Both teachers were employed as classroom teachers in multi-age classrooms. The teachers worked independently.

Table 15: Demographic information of teacher participants at Site 4

Site	Teacher No.	Pseudonym	Qualification	Qualification in special education	Teaching experience in inclusive classrooms (years)	Teaching experience in special education settings (years)
S4	T17	Rose	Undergraduate	No	12	11
	T18	Sue	Undergraduate	No	1	0

3.6.12.2 Outcomes of the Independent Teacher implementation model

Figure 16: Site 4 implementation model



Note. T: Teachers, L: School leader.

The teachers reported minimal interaction with the site as they were time poor and had conflicting priorities. The enthusiasm and passion for the project, described by the school leader, did not transfer onto staff. Informed by the thematic analysis described in the methodology, the following outcomes of this implementation model are described.

The school leader was familiar with the website and passionate about its potential use at her school. She recognised an opportunity for two new teachers to the school who had not had experience with children with disabilities included in their classes. However, she also indicated that “they’ve been a bit overwhelmed with everything else and perhaps they really haven’t seen the need as much as what I see the need.” The ‘busyness’ of the school, the limited time to develop relationships with new staff and the lack of support to use the website may have contributed to the teachers’ reluctance to fully engage. The outcomes left the school leader “feeling a bit disappointed” because she didn’t get the opportunity to share her “knowledge of the site” and hoped she would use one-on-one time in the future to “understand exactly what they understand and where they’re going with it, what they’ve used, and see if I can lift the game a bit more.”

Sue is an early career teacher, although she is secondary trained she is responsible for a Year 2/3/4 class and therefore devotes a significant amount of time to planning. She was not able to devote any time to inclusionED.

It's not the area that I'm trained in though. I'm a high school trained teacher. And so, you know, for me, I do take a bit of extra time, probably time, more than a lot of other teachers, to like prepare my lessons and stuff, especially since I'm still very new to the teaching world. (Sue)

The general style of discussion indicated she had not worked through very much of the website and may have benefitted from timely support and guidance from leadership.

All the things that go on at school in my day-to-day life, you know, where I like, just have to focus on teaching different subjects. I also actually have to teach a combined class as well. Combined, like a combined year group. And so with like the multitude of, just like with all those things going on, often, I think just inclusionED just gets put to the back of my mind rather than the forefront, if that makes sense. (Sue)

Rosie, also new to the school, is a more experienced teacher who prided herself as being determined and able to build a strong rapport with her students. While she noted limited engagement with inclusionED she emphasised the value of teachers being lifelong learners. Rosie felt her participation in the project made her more conscious about her inclusive practice and while affirming her existing practices, did not offer her anything new.

Rosie found initial engagement with the website difficult and the information quite overwhelming. She explained,

And I had confusion between where I went for resources and where I went to do journal entries. I think because I was given a bunch of information and I wrote down a bunch of stuff in one go, ... I often was like, 'I don't know where to go to do this journal entry. I can't find it. 'And then I have to go back through emails and then just like follow a link and then I get there. Now I've saved it in my collection, in the drop down, it's easier, but yeah, that was just a confusion at the beginning, but otherwise no, it just took me a bit to work my way around of where I wanted to go or where I found the most useful places to go, but yeah. I'm fine with it now. (Rosie)

Rosie identified that time was a barrier for fully engaging with inclusionED being “so very time-poor” (Rosie) in general because of the additional demands of a small school.

Lack of time, programs are due and reports need writing. I really just need more time to engage with it and this is not the time of year that I can do that. I am just too time poor to fully engage. It is a very busy time of the year, there is so much to do already. There is little to no time left for anything extra. (Rosie)

She was concerned with the time she was asked to contribute to this project as it took her away from her class. Rosie was quite firm that she was the only one who could manage them and by being taken away she would need to go back and resolve a lot of issues. Rosie did not find being off

class on the one occasion she met with leadership helpful because of this, and explained she would have preferred to scroll through in her own time- which she didn't have. The information provided by these teachers is very brief and correlates with the limited use of the website.

3.6.13 Summary of findings

In the independent teacher model, two early career teachers worked independently with some support from the learning support teacher. The two teachers reported limited use of the website. Each teacher expressed different levels of motivation to engage with the website and this may be influenced by their teaching experience, conflicting priorities, and lack of familiarity with the website. The learning support teacher acknowledged that the 'busyness' of the school, limited time to develop relationships with new staff and lack of support to use the website may have contributed to the teachers' reluctance to fully engage with inclusionED. One teacher acknowledged that her engagement with inclusionED allowed her to reflect upon her inclusive practices.

3.7 Full report of individual teacher case studies

3.7.1 inclusionED and the barrier and facilitator variables as reported across the full case complement

Informed by the thematic analysis described in the methodology, this section reports on the enabling and impeding variables identified across the full case complement of teacher-participant individual cases. From the data a number of contextual and personal factors were identified that acted as barriers and facilitators in relation to how teachers were able to engage with inclusionED as a professional learning platform. However, rather than a clearly delineated set of barriers and facilitators, a set of variables could be identified with degrees of influence spread across a continuum. The impact of the variables - based on the teachers' perceptions of their own experience, personal qualities, and context - created a clearer picture of how teachers engaged with inclusionED as a professional learning tool.

Table 16: Demographic information of teacher-participants

Pseudonyms	Qualification	Qualification in special education	Teaching experience in inclusive classrooms (years)	Teaching experience in special education settings (years)
Annie	Postgraduate	No	4	0
Betty	Undergraduate	Yes	10	0
Callie	Postgraduate	No	5	0
Donna	Undergraduate	No	16	0
Eve	Undergraduate	No	0	0
Fay	Postgraduate	No	3	0
Gail	Postgraduate	No	20	0
Harri	Undergraduate	Yes	20	0
Ivy	Undergraduate	No	10	0
Jo	Undergraduate	No	16	0
Kitty	Undergraduate	No	3.5	0
Lena	Undergraduate	No	17	0

Pseudonyms	Qualification	Qualification in special education	Teaching experience in inclusive classrooms (years)	Teaching experience in special education settings (years)
Mel	Undergraduate	No	3	0
Ollie	Undergraduate	No	1	0
Pat	Undergraduate	No	11	0
Quinn	Postgraduate	No	16	0
Rose	Undergraduate	No	12	11
Sue	Undergraduate	No	1	0

Despite how teachers reported using the inclusionED platform, their response to diverse learners, or the barrier of time to do either, a consistent message across the data set indicated that most teachers approached their role with good intentions to make a difference to students' lives. As Eve commented, "You don't come into teaching to not be a good teacher." Similarly, Mel described herself as "not an overachiever. I definitely wouldn't say that. But I'm very hardworking and I feel like, like I just want to be the best that I can." Despite the best intentions, however, the way teachers approached the professional learning project, and how they embraced facilitators and navigated barriers was very much dependent on their values, attitudes, and beliefs - which form the beliefs systems that are at the heart of teachers' inclusive practice (McKay, 2013). However, also important is how they perceived particular personal and contextual influences. Table 17 presents all themes and sub-themes extrapolated from the individual participant's data.

Table 17: Themes and sub-themes extrapolated from the individual participant's data

Theme	Sub-themes
1. Belief systems: the values, beliefs and attitudes that are at the heart of teachers' practices	"Being inclusive, is so kids don't feel different"
	Making space to be an inclusive classroom teacher: "bogged down on doing things ... so reflection was good"
	Personal influences- "I just want to be the best that I can"
2. Utilising time and my priorities	Time saved – combining clear intent, goal setting, and collegial support
	"I could be better at writing SMART goals": enhancing focus and time efficiency on inclusionED
	Low investment and low returns: "Too much reading ... to do that"
	Paralysed by time
3. Experience, capability, and success	Experienced and "already know what we're doing"
	Ongoing professional growth: "Sometimes learning's not necessarily new"
	Accessibility and usefulness of the site: "Good to use ... but a little bit tricky"
	"Smashed out of the ballpark": Experiencing success, and having that success acknowledged contributed to teachers' persistence and efficacy.
4. Shared responsibility, collegiality, and support	Inclusion is everyone's job: "I wasn't doing this alone"
	Support from an expert/significant other: "helping me to zone in

3.7.2 Belief systems: the values, beliefs and attitudes that are at the heart of teachers' practices

Belief systems refers to the interrelated beliefs, values, and attitudes that shape behaviour (Ajzen, 2005; Pajares, 1992), and for teachers, their classroom decision-making. When teachers undertake professional learning, it is therefore important that opportunities for reflection occur so that teachers can consider how the new learning aligns with their existing beliefs.

Beliefs are the assumptions and perceptions that a person holds as being true. They are developed through interactions and observations made over time (Ajzen, 1980) and can be difficult to change if they become core beliefs held over an extended period. Because beliefs influence behaviour, including decision-making in the classroom, teachers' beliefs have the potential to make a contribution to classroom operations and student outcomes.

A change in beliefs may be required for sustainability of the new practices. This change may be required throughout the existing belief system because values, beliefs and attitudes are interconnected. Values form the basis of how we evaluate, compare and judge a situation. They are evidenced by the subsequent behaviours and emotions that manifest, and trigger intuitive actions and behaviours (Brookfield, 2000). Therefore, values are closely linked with the affective domain of attitudes.

Collections of beliefs connect within an attitude. It is the relationship across a range of attitudes that contribute to a broader view of a particular issue. For example, beliefs about their personal capability, their roles within the school context, and equitable education for all students, may influence their attitude towards professional learning and engagement with inclusionED.

3.7.2.1 Being inclusive, is so kids don't feel different

Jo noted the positive emotions she associated with working towards inclusive education goals and highlighted the need for teachers to be flexible and openminded. It reinforced the importance of reflection and aligning practice to her purpose as a teacher (Korthagen & Nuijten, 2018). She said,

But for a lot of our kids, it is the learning, and it is them, making them feel like they're still like their peers, and they can still achieve success, and that they have, still can have dreams and goals and that kind of stuff. (Jo)

Mary's comment indicates her commitment and understanding that learning for her would be a process that was incremental. Here she used a merry go round or similar theme park ride as a metaphor to explain, "I missed it again. I will try again next time we go around, I'll get it next time we go around" (Mary), emphasising that her learning journey would require persistence. This approach is supported by a transformative approach where implementing change for inclusion and equity requires persistence over time (Carrington, 2022).

The language teachers use can indicate the ownership they feel towards their students and the responsibility this entails (Walton, 2015). Understanding the unique circumstances of each child, responding with empathy, and maintaining a big picture across the needs of the class so they feel included without feeling ostracised was a focus many teachers explained. While accepted as part of her role as a teacher, Mel explained the value she ascribed to goal setting. She found it was helpful in maintaining her focus on the students' needs, which kept her accountable to the project and the student, despite competing demands. She explained:

I've got another student now who I want to try something similar for. He's just going through just a bit of family separation. So he's having a bit of a rough time at the moment. ... I'll definitely continue with this goal, like this particular student that I'm doing now. ... But what I've loved most about this is, me setting a goal and, not that we don't do things like that anyway, but I think just it keeps me accountable, because sometimes, you know, you can forget things or you just think, 'oh, you know, don't have time for that' or whatever it is. But I think because I had this goal and I knew I was doing this project, I was like, 'no, I need to keep on doing this,' and because I saw the benefits as well, I just kept at it. ... the goals have really been good. So I'm going to try and do that for different students that need a bit of a push in certain areas or need some extra support. (Mel)

3.7.2.2 Making space to be an inclusive classroom teacher: “bogged down on doing things... so reflection was good”

Teachers had various interpretations about how inclusive education and inclusionED should be enacted. Although not the only consideration, values and beliefs play an important role in how priorities are actioned in teachers' practice. When teachers' beliefs and values are not aligned with the teaching context, a certain level of discomfort is experienced (Shields, 2019). Reflection is an important part of reconciling this discomfort and helps to overcome the inner obstacles that can inhibit growth (Korthagen & Nuijten, 2018). Pat's comment highlights the positive contribution to her reflective practice as a result of her engagement with inclusionED, despite the recognition it resulted initially in an additional workload.

I think it actually made me reflect on my practice. ... Teachers are so busy, and we have so much going on. But this actually made me reflect and really think about 'Right, but how, my kids that I've got, how can I actually implant some of these and actually do better? How can I make some changes?' So that reflection was good. it was just then once I really delved into the website that I was kind of like 'Ugh, I'm left kind of with more work.' ... But that reflection process is good, I think ... it actually forced me to put that time in to reflect. Which I think is really important, because we do get bogged down on doing things, and so busy with everything else. But that part of it was good. It made me actually think about 'Well, how can I help these kids in my class right now?' (Pat)

Ollie's comment illustrates some mixed understandings about what it means to be an inclusive teacher. While time was a concern for most teachers, Ollie seemed to be uncertain about how time should be spent when responding to diverse needs. She commented:

I find the greatest challenge is managing time for all the needs of various students. Particularly when you might spend a lot of time implementing strategies to support the students with higher needs, ensuring I am giving equal time to those with lower needs is challenging. (Ollie)

Some teachers noted the benefits they experienced when they implemented simple strategies from the inclusionED website. Feelings of frustration, which can defeat efforts in building trust in the classrooms, were circumvented by shifting the responsibility for being organised and ready to learn, from the teacher to the children. Teacher talk, focussed on management and organisation, detracts from quality teaching time in the classroom (Gore & Parkes, 2008). Being prepared to reflect on their

own contribution to changing classroom dynamics enabled Quinn and Annie to report successful outcomes. As Quinn explained,

I was feeling frustrated with getting the same questions of ‘what do I need? Where is it? ‘And that sort of thing, and that and when it's those sorts of, dare I say, simple parts of our process of our lesson, I needed to find a way that could help them to be more independent. ... There's ways that they can help themselves. ... just having those sorts of reminders. And I watched students in the lesson go up at the screen like this and go. Oh yep.’ And go away and do whatever they need to do. ... I just think that that's a success, like that means that they've got another tool to help them. Of course, they can still come and ask me, but it just maximizes their time, and they've got a greater chance of having success in that lesson, because they've got resources to help them. (Quinn)

As Annie confirmed, “it is those sorts of visuals and clear expectations, those boundaries for the kids” (Annie) that shares with them the teacher’s belief that they are capable and responsible for being ready to learn. This attribution message is likely to have a ripple effect into other areas of their classroom performance.

An unexpected outcome of engaging with inclusionED for Eve was her ability to reframe her reaction when feeling overwhelmed by classroom behaviour in her lessons. She explained:

You know when you're in the middle of the classroom and you've got behaviours that are occurring, and you're in that, you get a bit yellow zone, red zone. And I think having that inclusionED project in the back of the mind also made me think ‘hang on, stop and think like, what's the front? Where's this behaviour coming from? Like, what's going on and what does this student need that is maybe not happening right now?’ And that was a big thing to have in the back of my mind that I didn't expect to think about. ... I think remembering in the heat of the moment, because it was an inclusionED project that we were doing. Sort of keeping that more on my mind going ‘ohh. What's going on for this kid right now that might be the problem? Or what does he need?’ (Eve)

Being able to separate the emotional responses that are connected with students’ behaviour is an example of teachers demonstrating self-regulation and fully embracing the notion that children bring different backgrounds to learning.

Betty’s comment illustrates the passion with which many teachers talked about teaching and inclusive education. However, the literature identifies that espoused and enacted beliefs are not always aligned (Carrington, 1999). As Betty rightly identified, despite personal intentions, contextual factors can influence the enactment of beliefs.

I'm all for inclusive teaching. I consider myself an inclusive teacher. Umm, I think we, I almost feel like we should do away with the label, ‘inclusive teacher’ and everyone should just be teachers. But I think it's just the way I teach. It's just the way I am. I've worked in all settings and roles and across all types of, you know, roles of teachers. I certainly think it has its challenges in our school settings, and with the increased demands of teachers and the reduction in supports. But, I think with knowledge and the right resources in place, especially around differentiation and access. Then absolutely, it's important and needs to be done and should be done. (Betty)

3.7.2.3 Personal influences- “I just want to be the best that I can”

The beliefs teachers hold about themselves, such as their personal traits, strengths and limitations contribute to the choices they make about their practice (McKay, 2013). While teaching experience, level of training, and personal background are not consistently identified as single determinants on beliefs there is a strong correlation between teachers’ beliefs about their efficacy and how they attribute success, or otherwise, of students’ learning outcomes (Woodcock et al., 2019).

Rosie identified that her competitive nature was a driving factor in her practice towards one student identified as being selectively mute. When told by another teacher there had been little success in the past, and not to expect too much, she explained that she made it her mission to focus on that child. Rosie had strong self-efficacy beliefs and had previous success working with a child who demonstrated similar behaviours, and together this contributed to her determination, and single-mindedness that she alone would make the difference in this instance.

I am competitive... So she has made my focus through this process I've already had that unwritten goal. It's just like a challenge (Rosie)

Rosie described her strengths in building relationships with the children in her class and how this contributed to her helping a particular child to communicate within the classroom context. Jo also noted her strength in building relationships and the contribution it made to helping students to feel included and her commitment to building her skills in this area.

I think one of my best strengths as a teacher is my ability to build strong relationships with my students. I also have good communication and problem-solving skills. I have worked really hard over the last years to build my knowledge and strategies to use to help my classroom to be more inclusive. (Jo)

I'm not an overachiever. I definitely wouldn't say that. But I'm very hardworking and I feel like, like I just want to be the best that I can (Mel).

Ollie described being confident in her ability. She noted the website contained strategies that she was using or had tried. Perhaps reinforcement of strategy choices contributed to her sense of efficacy.

I think probably reinforcing that I am implementing things in the classroom, things like your visual schedules and all of that, that was on the website. All of those things that I've implemented, to try and yeah, support the students, all students in the classroom ... the reinforcement of me as a graduate teacher still, I think, yeah, was probably my unexpected outcome (Ollie)

By contrast, another early career teacher, Fay identified her self-efficacy as low. Her previous challenges, the drive to improve her skills, and her passion for inclusive education may have helped her engagement with the professional learning platform. Fay reported quite positive outcomes during the learning cycles in conjunction with her more experienced colleague. She explained,

I also feel like I don't have enough knowledge or training about how to best provide inclusive education/teaching and learning. From this, I feel like what I do know is hard to implement in the classroom. ... A little stressed sometimes. It's hard to know what is best to do and I feel

collaboration time with my colleagues could be a good way to develop this ... I would love to have more knowledge about my students' needs and more strategies to implement. I do feel passionate about developing my inclusive practice though. (Fay)

As Ivy explained when teaching any class “we know that it's not a one-size-fits-all model in any sense of the word.” Importantly, in response to this view, the professional learning process helped with normalising the use of the website and it became embedded in teachers’ planning approach. Another positive outcome was the intentional process of reflection and the acceptance that mastery of certain skills, implementation of new processes, and seeing evidence of positive outcomes take time. Annie described:

By providing strategies and practices. By working through some of these, hopefully, they will start to become an everyday part of teaching, more as a reflex or habit than as a stepped-out process. ... I think it was beneficial for me as a teacher as well, not just in terms of using the inclusionED site, but also in terms of my practice. I'm a keen ... I'll have a go at things. But I ... just wanna solve all of the problems. I want to solve the problem. And I want to get going. So it did actually make me pause and take a bit of time to come up with the right approach. So I feel like I was probably a little bit late to start. But I think that was very worth it in the end. (Annie)

Similarly, Quinn noticed that reflection helped her to improve and refine particular processes. She moved beyond doing things simply because that is how they had always been done which is a powerful outcome of professional learning and the first step towards teachers adopting change to transform their practices.

I am doing a lot of those things because it's been part of my teaching practice, whereas if I actually take the time to reflect and think about it, then I could still be more purposeful and more particular about what I'm doing. In the beginning I said, I used visual schedules before. But when I actually was considering what should be in it or could be in it, then it obviously improved and got better. And as the students were starting to use the visual schedule that I developed, I still kept refining it further, based on their sort of feedback and their response to it. You know, whether it was working, or whether it was too much ...And they were really good at saying ‘I really liked that. It's helpful.’ And it was a consistent format, and so having that sort of feedback from the students then meant, OK, I can use this and adapt it for different classes and that sort of thing. (Quinn)

This revised perception allowed teachers to enact agency or influence within their classroom, their teaching team or across the school. This outcome is particularly powerful for growth, renewal and transformation of teaching practices. It is clear that a teachers’ belief system impacts on their decision making, practices and behaviours. This is further examined in Themes 2-4 that are reported in the following section.

3.7.3 Utilising time and my priorities

This theme includes teachers' personal perceptions of time, and how complexities of the class and school context played a role in their engagement with the website. In cases where the participants engaged with fidelity to the program as a professional learning platform, more positive outcomes were reported in return for the time invested.

3.7.3.1 *Saving time* – combining clear intent, goal setting, and collegial support

Participants described the benefits of being familiar with the website and its purpose prior to the initial training. Greater guided exploration of the structure, layout and content than that provided in the project may build teacher capacity to engage with the site. While the time allocated was noted by many participants to have been useful, the more efficient outcomes of using the website were reported by teachers who worked with a mentor or a more experienced other who could share the cognitive load of the process and were familiar with germane terms or inclusive language to help with searching for relevant information. However, in addition to these contextual factors, the most effective outcomes were achieved through focussed searching that was linked with specific goals. The teachers using this process reported that *making or winning of time* was a benefit.

While Fay described how inclusionED “gets deprioritised in the busy week”, she and her colleague made a determined effort to regain their focus which was supported by their explicit goal setting and sharing with other teachers who engage with the target student. They drew on their commitment to each other and their own agency to utilise the school’s dedicated professional learning forum meeting to meet their own needs rather than engaging with general meetings less relevant to their daily work.

We finally implemented the strategy in our class this fortnight. The biggest support for this was using our allocated professional learning forum meeting to do the required work. This gave us a clear time to complete the task among all the other meetings/work/life ... and having a set time helped engage with the goal/plan/strategy. ... the benefit of that was the class time that I've now saved, in chasing up stuff, and the learning outcomes that I've saved [on the site for own reference]. (Fay)

Gail also purports the benefits that were gained from the initial investment and the transfer of her new learning into established routines and practices.

There's a lot, you know, we've gained from this ... And it wasn't that time-consuming. I think that's the other thing too, like ... there's just initially setting up and planning and thinking sure, but it then became, you know, much more routine and part of our own daily practices. (Gail)

Betty explained if teachers are prepared to “be openminded ... have a crack ... give it a go” they may also come to the realisation that “it’s been good ... to learn a lesson about ...some times less is more”. Similarly for Mel, the realisation from the project was that small goals can lead to big changes, and they can be achieved within an already busy workload. She explained,

It's probably also opened my eyes as to you don't have to make things as hard as you think you do ... I purposely went simple because I thought ‘right, our workload’s already huge. Let's, I don't want to add anything to myself,’ so I made a template to record my data, so that was

obviously an extra thing on my plate, but that took about 10 minutes, so that was fine. And then since then, like that's all I did, all I did, and then the next step was just asked the student before and after his breaks. 'How are you feeling? What zone are you in?' So yeah, I think it's just yeah, a wake-up call to me to say, 'OK, you can actually do these amazing things, without having to spend hours and hours and hours creating something.' I think the tricky thing is just thinking of what you're going to do. (Mel)

Although Kitty planned to engage, internal and external pressures and commitments prevent her from engaging with the website and the project. She did however see the benefits, commenting that inclusionED “would be extremely beneficial to a student teacher who is doing a practical” (Kitty). She explained the barriers over several data periods.

The past 3 weeks my engagement was hindered due to time constraints (due to extra workload within my role), however I have had time this week to spend extra time engaging with inclusionED ... I was unable to make use of inclusionED last fortnight due to time constraints. I had planned to spend time throughout the school holiday break exploring and setting up some resources to trial in the first few weeks of the term but have been unable to due to family commitments. I am still hoping to refine my use of a visual timetable and what this looks like ... I have found it difficult to find the time to sit down and reflect using the website with my current job role and personal commitments. (Kitty)

Key features of being able to navigate barriers of time to reap the rewards of personal investment appeared to be supported by set times to plan with colleagues and using that time to plan towards meeting a particular goal. Using inclusionED in its intended use as a professional learning platform was the most efficient process and reaped the greatest return on time invested.

3.7.3.2 “I could be better at writing SMART goals”: enhancing focus and time efficiency on inclusionED

Very few teachers recorded and reflected specifically on their SMART goals. For those who did, they were usually supported by a colleague, mentor or coach.

My coach ... really helped me to nut down specifics because ... I tend to not be able to just tune into one thing ... and I found my coach really helped me do that. (Donna)

Some teachers mentioned their goals in a very general form as more of an intention, and therefore success was difficult for them to gauge, Kitty explained that she hadn't “necessarily engaged with the website but my goals have been in the back of my mind when I've been planning lessons each week.” However, Donna, Lena, and Mel embraced the process and reported positive outcomes. For Donna, the “benefits were how to write your goals, your student goals, your teacher goals and then some ideas of what to observe, and then what you actually were observing, and then your reflections. Like, it was a neat little process to go through.” Donna was aided by having a structure to reflect on her practice, along with collegial support to focus her goal setting.

Lena identified the design of the website and lack of clarity around the search terms to use that made set goals challenging. However, with time and collegial support, came familiarity, and greater success.

I wanted to reflect on my goal but couldn't work out at a glance how to find how to do this. I wanted to write a new goal ... but couldn't find anything easily. I think the design of the website is too busy.... I think it takes a lot of time to use the website. ... I wanted to work on a child's executive functioning. So I typed in that. And it comes up with a couple of things, but it's really hard to get to the nitty-gritty of it quickly ... I think the website needs to include a goal example and more explicit strategies and accommodations related to that goal. I like hearing the background of the issues through listening to the videos. I think the information in the videos could be more specific and helpful... because we were given the time to sit and really think through those goals, and talk to other people, and get their feedback. So that was the high ... it helped me to reflect on 'Well, what's the child doing? You know, how are we making this child independent? So that was my biggest takeaway from it. ... but it is good to be reminded and to practise writing a SMART goal. (Lena)

Mel also indicated that goal setting helped her to work more efficiently. It appears that Mel became fully invested, and goal setting also acted as a source of motivation that was sustained by success.

I didn't really use it after the actual setting of the goal, but I really liked that it actually gave me the accountability to set the goal, and collect data for it, and work towards it. So you know ... a huge benefit. Because I knew that I had this goal, and I've been working on it every day since, and collecting data every day ... so I think that's been really great, to have that accountability. ...Whereas before that, it was a lot of scrolling and clicking to actually find where you wanted to be. So, I guess that was a barrier. ... Not that I was really surprised by it. Like I knew that I would probably have to have a goal and work towards it, but I don't know ... I think it just surprised me how engaged I was in it. I was like, 'no, I'm doing this' and I yeah, I don't know. I just think setting the goal and making myself accountable. (Mel)

Time invested into any activity, should reap rewards. The return of personal benefits from time invested helps to sustain new behaviours (Osman & Warner, 2020).

Writing the SMART goals was challenging for some teachers, which then made measuring success difficult. Without a clear understanding of her purpose and expectations, Annie expressed doubt about how she would recognise success. Collegial support, coaching or mentorship is one strategy that could remove this barrier and support teachers to move through the learning cycle. In addition, knowing how to seek help when working away from one's strengths is also important.

I probably could be better at writing goals because that in itself, writing specific SMART goals and all of that I probably need more practice. I know they have to be measurable ... but doing it for myself, I find a little bit, and then going back and checking how I'm tracking against them. ... Because when I'm going to do this, Wise Circle, it's only going to be my observations of the kids and how they interact and their confidence to have a go that's going to know if it's had any impact on them. So yeah, how do I measure the impact on them? From trying these strategies out. What worked, what didn't work? (Annie)

3.7.3.3 Low investment and low returns: "too much reading ... to do that"

Understanding the intent of inclusionED as a professional learning platform and investing time in its professional learning cycle appeared to return substantial rewards. In contrast, those teachers who used a more ad hoc approach or whose expectations of the site was as a repository of resources

ready for classroom implementation reported low returns on the time spent on the website. Annie and Pat's comments indicate that they would have preferred more strategies with more practical resources that required limited teacher preparation.

**There have been some good resources, but I didn't find it got updated very often. So I'd go and have a look and see 'Oh, well it's the same as what last time I had a look. (Annie)
Then I had to go and do all my own research on how I can implement and work with kids to help, there wasn't actually any practical ideas, so it was, I had to go and do my own research to figure that out. (Pat)**

Similarly, Donna and Harri mentioned that limited resources and time was a barrier. Donna explained that "there weren't enough resources to get our goals up and ready without spending a lot of extra time on it."

Another barrier identified by some teachers who described low returns on their investment of time was the difficulty they found with navigating the site. For example, Harri indicated that when her search for new practices was not successful she "didn't explore the results further as they looked as though they didn't relate, and my time was limited." As Ollie said,

To be honest, it was a little bit challenging to navigate ... you went into strategies, but it ... it wasn't really specific to things that we needed support for, I guess. It was a lot of things that we were already implementing. I think it's increased our discussion of some of the things I'd like to try, but I don't, we all just come down to the fact, we want to do the things, but we don't have time to do it. Time is literally the problem ... not just this site, but the teaching world. It's like, we just don't have the time to do it, and we try to make time, and it works, but then you know, you're behind in something else. ... Time. 100% time, and ... it's not a reflection on the website, it's a reflection on teaching. (Ollie)

These teachers appeared to be working in isolation and may have found their investment more rewarding if they had sought out or been supported by a colleague or more expert other as described earlier in the report.

3.7.3.4 Overwhelmed by time: perception of time poor vs reality

Some teachers described being overwhelmed by the expectations on their time. Because of their perception of being time poor and juggling a range of responsibilities, many of these teachers could not prioritise time to engage with inclusionED despite the study design which factored in time allocations. From the data, it emerged that commitment to their colleagues as one factor that enabled teachers to address the perceived time poverty. Productive and collegial partnerships were reported by Fay and Gail within their informal pairing and Donna who engaged with her coach within their formal arrangement. Through these relationships they jointly recommitted to the required time to engage with InclusionED and to undertake the professional learning cycle. This was, therefore, a commitment not only to InclusionED but to one another.

In contrast to this, the allocation of time to work with colleagues was not as beneficial from Lena's perspective. Lena explained that being taken off class to work with a colleague created more work for her and she expressed that it was not "that helpful because I can do that on my own, in my own, I didn't really need to be off class to do that ... I didn't actually find that as helpful as it was intended to be."

The sense of being time poor also adds to the attraction of looking for ready to implement resources as a way of still meeting their professional obligations and personal expectations.

I don't think the problem for teachers is that we've got a lack of information. Because I almost think we're bombarded with it. ... and the internet, we can do so much PD in this area. ... but what we need is really organised, and efficient, and I know it sounds bad, but we almost need a takeaway. You know, like a fast food ... There are so many expectations in teaching at the moment. It is hard to do everything to how you would like it to be done. (Lena)

Many other teachers identified general teacher responsibilities such as planning, marking, report card writing and meeting with parents; outside of classroom factors, such as meetings and extracurricular responsibilities, such as planning sports days as clear barriers to their engagement with inclusionED. Few teachers found solutions to work around this barrier with personal commitment and investment appearing to be the discerning factor.

Working in schools where responsibility for student outcomes was shared across large cohorts by groups of teachers was identified as a particular barrier. Inflexible timetables, flexible student grouping and time to share information were considered as limiting contextual factors. Attempting to set SMART goals in this context may require a more creative approach with whole of group goals, or consistent goals for the teachers who work together.

I think when you have a situation where you're really heavily scheduled, and with groups that don't necessarily include the student that you were hoping to focus on for this piece, that time element becomes really tricky. And I think the intense schedule, and it has to be, with 110 kids, we have to be on schedule, and we have to be on time because you're, it's a flow-on effect, and so it is tricky, and I think that that's just one of the biggest, that's the one of the biggest hurdles for sure, I think, even with any educator, probably, not in this context is having that time and having to stick to that schedule because of whatever it is that hold you to that. But it was definitely tricky to, and maybe my goal was a little bit tricky in that sense. (Ivy)

I don't know what other schools are like, but ... when we have non-contact, it's not our own, it's as a team, it's with another coordinator. It's not our own time to do our own things ... which is fine, and ... we need to do the things we do, they are beneficial and necessary ... So I think, the times that we were at our best, was when we were actually given that release time, as a team of people all working on this project together ... We had our laptops, we were on the website. We were having a look, we were talking about our goals and whatever. (Pat)

Teachers working with smaller classes who experienced success noted it as an enabling factor. Fay acknowledged that because she worked with smaller classes she was able to be do more in relation to how she met individual student needs.

They are smaller classes because they do require more support. So I can do that in a lot of my classes because they're smaller. But if I look, even our class sizes for middle school are limited at 25 ... and a lot of other schools that's not the case. You know, could be limited up to 30 and

if you have 5 middle school classes, for 30 children, and you're teaching history or English or whatever, like, to differentiate your instruction in five middle school classes is huge. (Fay)

Despite a range of barriers being identified, teachers who remained committed to the process as a professional learning opportunity were sustained by the small wins where *time won* was an outcome.

3.7.4 Experience, capability, and success

This theme includes teachers' perceptions based on their teaching experience, perception of their ability, and how they interpreted their success and equated success to their engagement with the inclusionED learning cycles.

3.7.4.1 Experience and "already know what we're doing"

Some teachers expressed the sentiment that the website offerings were limited in relation to their needs. Many of these teachers were comfortable with their practices and their initial perception was that there was little benefit to be gained by their investment of time. Pat commented that she was happy with her "bank of strategies to teach a diverse range of learners, communication skills and [had] a focus on building and maintaining relationships in [her] classroom." While Rosie explained that she was comfortable with her existing practices she indicated she would "continue to keep ... looking for ideas, looking for validation, looking for new ways of doing the same thing." She noted many of the practices were similar to those in her existing repertoire which she found to be effective and was endorsed by her engagement with inclusionED.

Harri's interpretation of the discourse at her school reflected that some teachers found it was too "basic, we already know what we're doing, we've been teaching for 10 years, 20 years. And a lot of them have a lot of knowledge" (Harri). Ivy also explained that the site didn't meet her needs.

I found the website to be maybe not particularly helpful for where I am in my career and in my knowledge, understanding. I feel like maybe I've just been really lucky and been able to work in schools that have had very strong professional development opportunities and I've worked overseas. I've worked in the IB [International Baccalaureate] organisation for a long time, for 10 years, and so there's been a lot of professional development surrounding just a whole number of things, so I didn't really feel like it was anything new. Plus 10 years of teaching experience, I think you kind of you, you get around and you kind of see lots of different students and lots of different needs. And I think that it just wasn't anything new for me. (Ivy)

As well as experience, the knowledge base of the school as a collective, provided enough support for some teachers. Mel described her school context in this way.

I believe that our school already has a really great collection of resources, and you know, great leadership to help us as well so. But not necessarily that impeded the use of the website, but I guess that, you know, when you've got something within your school, you use that first ... I guess when we first saw the website, probably hadn't really visited it after that, just because I thought, 'oh, there's probably not much on here that's going to benefit me.' ... And our school already [has] probably got, lots of things on the website were probably already what I was doing anyway. (Mel)

3.7.4.2 Ongoing professional growth: “Sometimes learning’s not necessarily new”

Jo, as an experienced teacher, noted the value in being able to learn from others, and the reinforcement and validation that this could transpose onto how she envisaged her needs and how they could be fulfilled.

I’ve been quite blessed to work across public systems, top private schools, all that, but only in [one educational jurisdiction]. And so I think it’s really important that we have opportunities to touch base with people from other diversities, and other schools and backgrounds, on the inclusionED, to say ‘How did you guys use it?’ and how, and get ideas and share that way. And I think doing it via Zoom rather than written, I think is more of a connection. ... For me, I was still excited, because you know inclusive ed is about every child having ... opportunities to have success, be happy, flourish at school, all of those things. So for me, anything that comes along those lines, any type of resource, is always going to be a positive. So I think, I just switched my mind to ‘Ok, we’re not creating that, but then what am I going to learn that’s going to be new?’ And for me, it was a couple of things, but it was a lot of reminders, and it was good to watch videos and see how other people do that sort of stuff through the website. So it was a good tool to have, I really enjoyed it (Jo).

Donna and Quinn also identified the benefits of revisiting strategies previously used which could be reminders of their usefulness, extensions of their application, and validation of practice choices.

I think that was that was sort of good learning. Sometimes learning’s not necessarily new, but it’s like, at the time when you see it, it refreshes, like you remember it, or it refreshes you, and that’s the time that you need it, because you know, when I’ve been around for a long time, you kind of learned so much, but you don’t always take it on, and then you forget. But I found that was a great resource to go. Ohh, that’s right. I remember that. (Donna)

You can always get better and you can always improve and that’s why it’s, that process of regular reflection has been really great. Umm, but at the same time it was really reaffirming to go ‘Do you know what? I am actually doing, OK. Can always do better. But I am doing OK.’ ... But really, refining that practice and yeah, doing it better has been, you know, we’ve got a starting point. We can always get better and improve. And I’m sure I’ll change my format 100 times more over the years. But yeah, just knowing that it’s good, but I can still do better and should still do better. (Quinn)

Like Quinn, Mel found the learning opportunity and her accountability to reflection also enhanced her practice through reflection. She describes her focus on “looking out” and being more aware of what students’ need.

I’ve just been accountable, and it’s just made me, it’s made me reflect a lot more, I think, on myself as a teacher, and on ‘why is this student acting like that? Why?’ you know. What else? I think, and it’s also made me, like I think if I didn’t have this goal, I would, I wouldn’t bother setting goals, like obviously, you always set goals, as I said, like you’ve always got it in your head, but it’s not a specific written down. Here’s exactly what I’m gonna do. You know, like I’ve, like in my room. I’ve got, you know, my students have got goals like reading goals, writing goals, maths goals. And you know, at the start of a lesson, I will say ‘Right, look at your goal

work towards that,' but because there's, you know, 22 kids in the class, I don't go 'right. This is your goal. This is your goal. This is your goal.' Umm, so yeah, I don't know. I think for me, it's just, yeah, wanting to improve my teaching because now that I've seen that I'm organized, I'm more reflective ... I'm just looking out. I think I'm just more aware is probably the best way to say it. I'm more aware and I want to be like that for other students as well. (Mel)

Furthermore, Quinn explained how her experience, along with her refreshed knowledge allowed her to adapt resources so they worked for a wider range of students.

I think it also just refreshes my practice. I've been a teacher for a while, and while the strategies weren't necessarily new, it's just been good to go back, and like I said, something like the traffic lights, and go 'oh, yep, let's try that. I haven't used that for a while, let's try that strategy again.' So I guess, you know, that refresher. And that's, you know, ... there's probably plenty of new things on there too. But even ... with the visual schedules ... for an individual student, which whilst I can't necessarily do that for all the students, I can use that element in a different way. So yeah, it's been good to sort of just refresh that, and sort of go see other examples of how it works in classrooms ... and at other ways that I can use some of those strategies. Because like I said, I've always had a visual schedule in my class ... and obviously had one, you know, for the day but even, yeah, using it in my lesson, I hadn't used it well, I guess. It wasn't doing what I wanted it to do so even though I know what a visual schedule is, I know what they're for, having spent time now looking at that website, and refining my practice has been really good. (Quinn)

Sometimes “you don't know what you don't know” (Betty) until a new situation arises which highlights the importance of remaining open to new learning. Awareness of inclusionED processes, the timeliness of engaging with the site, as well as early success supported teachers' engagement with the professional learning platform.

I guess that I like to think that I am open-minded, and I am still learning. This is only my fifth year as a teacher. And it's just constant learning, so this is the first time I've taught the same grade two years in a row. So, it's the first time I've not had to relearn curriculum ... And so I guess that is that adaptability is a personal quality that is good for inclusionED. (Annie)

Eve and Gail explained similar experiences despite being in different contexts and having quite a difference in years of experience.

I found that it was really helpful, cause it ... happened to work perfectly with the student that I had picked to focus on not long after we picked, we did the initial, her goal setting, initial planning. Uh. We actually started having some more significant behaviour issues with the student, so actually having the inclusion ed sort of gave us a bit of a, a bit of a checklist of 'these are the things we're doing', cause we could keep track of all the different things we were doing and gave us a really good place to sort of, you know, write down 'we've tried this as suggested - this didn't work'.. 'this worked really well.' So it was actually at the perfect time to be working on things for this student. (Eve)

Having a student with autism, and we needed more resources and understanding of what we should be doing or how we could help. And so it's just felt like it just was all. Was right place right time and it all just fitted in that this is what we, you know, would really help us. (Gail)

3.7.4.3 Accessibility and usefulness of the site: “Good to use ... but a little bit tricky”

Accessibility to the website was described differently across the individual cases. Some of the challenges were linked with limited prior knowledge and being able to identify the right vocabulary and terms for searching; keeping the search focussed; having the technical skills to navigate confidently; understanding how the links worked; knowing their role in the project; and how this related to the use of the professional learning process. Many teachers reported that accessibility was enhanced when a colleague stepped them through the practical, technical and emotional encounters, acting as a ‘cheerleader’ and guide which helped with efficiency and reduced frustration. Some teachers enjoyed spending their own time building familiarity over time, without expectations.

I’m not ICT-savvy. But I’ve bookmarked it, and I think, I was doing it with little bits at home, like you know, when I had 10 minutes ‘Oh, I’ll just go on that website for 10 minutes and just learn a little bit more, click on this and see what happens.’ And then I get engrossed in watching a video, and then I’ll be like ‘Ok, hang on, get off of there,’ because I get side-tracked. And so sometimes for me it was about just having the time to sit and explore ... That was really important. (Jo)

Betty described a mixed experience in terms of site accessibility. Initially she described the search function as being “really good to use because you can just kind of enter in a general idea of what you’re looking for and it’ll come up with things that [she] hadn’t even thought of” (Betty). On a later occasion she explained that “the inclusionED site can be a little bit tricky to navigate ... to find what you’re looking for” which resulted in her going “on there a few times and gotten frustrated and left the site.”

For Fay, the inclusionED website was an electronic version of her current reflective practice. While she was noted by her colleague as being IT savvy, it is her familiarity with the reflection and recording process that is likely to have been a contributing factor to her positive experience. Fay described using the website beyond the strategy search mechanism, a strategy adopted and described by many teachers.

Because you’ve got a record of what you’re doing ... you would probably do this mental work anyway. The fact that it was just text boxes was good as well. You didn’t have to actually write a full report. You could honestly just write ‘printed for,’ like it was a note-taking space, like you would in your everyday planner. Like, I’ve still got this old guy [shows notebook]. So I undoubtedly have a page where I have scribbled similar things in there. So it was kind of good to have almost a scribble space on the website. ... I think that was good, particularly for case management, you would be able to see the progression of a strategy. (Fay)

Fay’s comment highlights inclusionED’s functionality in supporting whole school requirements for tracking student progress.

Some teachers explained the benefits of early investment of time to browse the website for familiarity of content and what the website offered. In addition, making use of short periods of time supported incremental learning and created opportunity to enjoy the learning experience. Working at their own pace in their own environment also reduced demands on teachers who were still adjusting to the technical aspects of using the site.

3.7.4.4 “Smashed out of the ballpark”: Experiencing success, and having that success acknowledged contributed to teachers’ persistence and efficacy.

According to Bandura (1977) efficacy can be enhanced through four interactions: mastery experiences or performing tasks successfully; vicarious experiences where we observe and learn from the models of behaviour we value; social persuasion or the feedback we receive from significant others; and psychological and affective state, meaning physical reactions associated with, and alerting the individual to success or failure such as being energised or frustrated. Nagel and Scholes (2016) affirm Bandura’s notion that efficacy beliefs influence whether learners think in self-enhancing or self-debilitating ways and influence how individuals envisage and connect goals, aspirations, and outcome expectations. The by-product of enhanced efficacy is perseverance and motivation. An example of how this is evident in the data is described by Jo who initially described her frustration and doubt and then experienced success.

Reviewed students’ goals and established new ones for this fortnight for those that have met their goals. Had some extra time to further explore more of the practices that related to a number of students in my class. Watched a couple of the videos and saw different people implement different strategies. This was good because it gave another person’s perspective... A couple of things I already had tried over the years and had forgotten about. This was a great reminder and I also was able to modify slightly to suit each student needs.... Also I had another staff member approach me and asked me about a couple of things I have implemented from this and they wanted to know more ... when I’ve put something in place for a group of children or a child, to see the benefit to other children that I didn’t even realise needed that, well there’s your success there in itself. (Jo)

Eve and Quinn discussed the power of mastery experiences and the positive affective responses that validated their efficacy towards their inclusive practice in the classroom. Being so closely linked with their espoused values about inclusive education, made this validation even more powerful.

When you see how effective it can be, how powerful it is in the classroom, when you get your inclusive practices right, or at least when you’re trying your best to incorporate your inclusive practices, I guess seeing that first-hand and getting that encouragement that you’re on the right track keeps you going. (Eve)

I think probably the fact that I felt quite validated as a teacher because I felt like, when I when I first volunteered for the project, I was like, ‘OK, great, then I can really make my classroom inclusive.’ And once we got into the process, I went. ‘Actually, I am doing a lot of this,’ and that was really reaffirming. You can always get better and you can always improve and that’s why it’s, that process of regular reflection. (Quinn)

The positive effect of new practices which rippled through her class, sustained Donna's motivation. After experiencing success helping one student with self-regulation through practices introducing the zones of regulation. Her practice, while aimed at one particular student who was experiencing relationship difficulties with his peers because of strong behavioural responses to losing in games, included whole class participation and had positive outcomes for a wider range of students. Donna explained,

You might only have identified one student in the study, but really now that's fed into another student. And if I see that happening to someone else, I can feed it into them. So once you learn a skill ... you can use it for more than one student. And I mean, the whole class has benefited in a way because we've spoken about the zones a lot more ... I think as a whole, just that idea of teaching self-regulation and self-management has be a great asset to the class. (Donna)

Similarly, Gail noted the benefits when the goal-strategy was applied across the cohort. Not only does it remove any stigma attached to singling out students for adjustments, it supports students who might not otherwise be identified, which not only helped to include more teachers and support consistency, reduced time spent on organisation and created more time for learning.

So we've actually, our thinking was just for him, but the practices we've put in place, we've done for our whole lot of intensive English students. So we've actually used it across for about the 8 or 9 students in the programme. (Gail)

Eve also noted that the improvement in behavioural and social outcomes, contributed positively to academic outcomes. She explained,

The improvement in reading throughout the year and ... when the parents comment they've noticed the big improvement in their child's reading as well. To me, those changes don't occur if the students aren't supported in the classroom. If they're not learning effectively we wouldn't be seeing that either. ... In terms of academics, I have noticed, I can talk about my marks overall in English specifically, that I had only one student not achieve at year level in semester one for English. And only two or three in maths, and so for me that's a big indicator, because that's not the norm. I've taught year 2, this is my fifth-year teaching Year 2 now, and that is not the norm. (Eve)

3.7.5 Shared responsibility, collegiality, and support

Working as part of a team was a key enabler to teachers' success. Collegial support in the form of encouragement, shared planning, and the creation of a safe place to bounce around ideas, enabled teachers to identify, enact, and reflect on the goals to support diverse learners through the inclusionED learning cycles. However, it was noted that in some instances there were certain limitations created through shared teaching responsibilities. Leadership and creative problem solving within teams allowed these barriers to be addressed in some instances.

Theme 4: Shared responsibility, collegiality and support contains two sub-themes:

- Inclusion is everyone’s job: “I wasn’t doing this alone”
- Support from an expert/significant other: “helping me to zone in”

3.7.5.1 Inclusion is everyone’s job: “I wasn’t doing this alone”

While some teachers noted the barriers where teaching responsibilities were shared across cohorts, such as limitations for goal setting benefits and limited “own” time to engage in related teaching activities, planning together was noted as a positive contextual factor. In some cases, teachers involved with the project were able to share the learning platform with their peers. Jo explained how bookmarking the site had been helpful so that “when we are discussing, we might just ... bring it up on the big screen, and then we’re using it there as well” (Jo).

Many teachers enjoyed working as a team with their colleagues and recognised the associated benefits. Quinn and Pat explained the safe space it created allowed for reflection, venting frustrations, and help seeking which also sustained engagement. Quinn also noted the opportunities it created to learn from people beyond your immediate teaching team.

I love that we, that I wasn't doing this alone at school. I've had a team to kind of bounce ideas off, and support throughout and chat things through. Also vent frustrations. ... I think that collaboration was probably one of the main things that supported us through. I think if I was doing this completely by myself in a school, it would be kind of like, 'Ugh,' you know, you need people to bounce ideas off and vent frustrations and share. Like, 'Oh, are you finding this too?' ... Yeah, you need that connection and conversation. (Pat)

Really supportive staff, especially in that, in my community of practice, everyone was willing to share, was willing to be honest and reflective, willing to improve, and just to help each other out. Like you know, even though I'm not in the classroom anymore, and they're not teaching specialists, they, everyone is just still really supportive and trying to help each other with their different contexts, and that sort of collegiality is amazing. That's what you want to do. (Quinn)

Ivy highlighted that successful teamwork required clear and ongoing communication. The benefits associated with shared responsibility and teamwork helped to identify concerns related to students, manage the concerns quickly, and share knowledge about, and expectations of the students in a timely manner, and in doing so, supported student learning outcomes.

I think we're, we're lucky in that sense that we've got a really great team that works well together. ... So whenever we get reports from any of those specialists, whatever we get is shared with those teachers, just so that there's constant communication and sharing going along. ...And so just being able to share that with the teacher who's been able to use that as support and then these kids have these big aha moments of like, 'ohh, I was doing that with this person or oh, I was doing that here,' and like, we purposely make those connections. But we can't do that without communicating with each other and then making sure that we're actually putting it into practice ... because at the end of the day, what we want is the students to succeed. ... so I think we're all of that ... mindset, I guess, and we just, we know that what we're doing is to be the best that we can for the kids and to do our best for them. (Ivy)

Mary supported the notion about quality relationships and shared expectations as essential for productive collaborations. She had an existing relationship with her inclusionED partner that allowed them to share the cognitive load that reduced the emotional demands.

So yeah, I think it also helps that [my partner] and I have worked together for all of the three years I've been teaching now as well. ... we team teach every week with each other. So I think we have an existing relationship, and I think also we have an existing level of expectation of each other, and also the standard that we expect of the students. So if I looked broadly into kind of communities of practice with other teachers, I know that ... we would have very different standards for what we expect in the classroom, or very different ways of getting there. So I feel like if I was working with some of my other colleagues that would be, it's almost like we'd have to establish the relationship and then start doing the work. (Mary)

One of Gail's teaching responsibilities included supporting international students to transition into the main cohort. She identified the importance of other teachers having knowledge of her practices to ensure consistency for students and to support success. This knowledge included awareness of the goals for students and adequate skills to respond in a manner that mirrored the scaffolding practices that she employed. She explained,

The kids go out to subjects for a bit of a socialisation and to trial. It's also about teaching our other staff members how to engage with students who are learning English because they need a lot more scaffolded help. They will need to be guided a lot more than other students. And, also it's becoming more apparent that there's very much a legal requirement to make sure that each of the students within our school, depending where they are, if they have a learning disability, to the exceptionally bright, need extension work. Every student needs to be catered for within this school. (Gail)

Here Gail highlights not only the ethical responsibilities of teachers, but the legal requirements associated with ensuring adequate adjustments are in place to support students' needs where required. While inclusion is everybody's business (Slee, 2003), school leaders also have a responsibility to ensure staff have the capacity and the resources to respond to the immediate needs of the individual students as required, but also to keep a focus on whole class outcomes. Harri also saw the benefits of using the professional learning platform as a means of keeping teachers abreast of their legal and moral responsibilities of including students with disabilities. She noted,

We have to do the Standards. And I looked at it there, and I thought, 'Oh, it says 'understand the Disability Standards for Education 1,' and then 'Disability Standards for Education 2: making reasonable adjustments,' and I thought 'wouldn't that be brilliant, if we could run that as a staff PD'. (Harri)

Eve's positive experience and outcomes of problem solving was enhanced by sharing responsibility with her coach. It enabled her to set small manageable goals, access the whole of school support available through human and physical resources to implement the identified practices, and prioritise time to meet.

A lot of the strategies that have been that I've, we've tried things like the classroom profiling the, you know, the adjustments to the sensory needs, fiddle toys that some of those things are specifically targeted at one student, but generally a lot of, I found a lot of the suggestions of things that work really well for your whole, yeah, whole classroom practice, not just for the purposes of supporting one student or, you know, inclusion for one student ... and I think it's been really great to have the inclusion ed because it gives you that I guess permission to make it one of those priorities to sit down and talk about with someone. (Eve)

Donna explained that it can feel overwhelming and inequitable for the teachers who are managing large groups of students whose needs and adjustments required additional time on accountability practices, which detract from the opportunities and effectiveness of teaching.

I think, one of the things that happens, is when you look at your list of students, and you see how many students you might have, it's actually not about whether you want to teach an inclusive classroom ... it's about how much extra work is going to be on me, if I have 6 students with needs? As opposed to a teacher who might have one, in the next room and how many more meetings is that going to involve? And so it's not actually about whether you want to teach an inclusive classroom. ... and other teachers I speak to, it's not about that. ... it's more than that the extra workload.... I think there's a great deal of paperwork that goes with having a student that has disabilities or challenges in the classroom. And I think that's where a lot of the time is now spent instead of with [the student]. (Donna)

One of the benefits identified by those teachers who kept clear records of their goal setting and practices was the accumulated information that easily transferred to external accountability requirements such as NCCD, the internal process such as individual student plans and reporting to parents. Eve pointed to this time saving benefit related to national and systemic reporting requirements and the relevance of that data to inform the improvement of outcomes.

We're having to change the way we collect information for the NCCD. Having to keep all that evidence on OneSchool, be a really easy way to download the plan and then upload that as evidence straight onto OneSchool ... we're going to have to collect that data anyway. So it may as well be information that we're using to help improve either that students' outcomes or class outcomes. (Eve)

Within her school context, Mary worked closely with a more experienced staff member who she noted was a strong source of information and support. She also noted there were other staff in the learning support team who managed certain provisions of support across the school. Despite the implementation of successful strategies at class level, and including additional teachers in the team, she explains her reluctance to share further as she does not see herself as a person with authority in that area.

We've just been doing it in our classes and also then how that works in the architecture of the school. ... I'm not a learning support teacher and I'm not part of the learning support team so ... how that works in terms of like whose responsibility is it for things. So that was my anxiety. Ohh. Or at least worry about that. I wasn't worried about finding out how to do it ... I think the worry for me was more about the implementation within my school context. (Mary)

Mary's comment points to the value in a shared leadership style, where experience and skills are valued and celebrated despite the role or status within the school organisation.

3.7.5.2 Support from an expert/significant other: "helping me to zone in"

Working with a coach or more expert other was particularly helpful for teachers who identified themselves as 'big picture thinkers' and may have felt overwhelmed as a consequence. In many cases teachers reported the value of that person supporting their physical and emotional needs.

Cases that were noted as being particularly successful were often linked with a significant colleague e.g. a coach, gradually 'stepping away' and transferring responsibility for the process to the teacher. While the significant colleague initially provided resources or worked alongside teachers in terms of organising resources, identification of a pathway linked with clear goals helped with teacher's confidence and willingness to trial new practices. Donna and Eve reported the benefits at a practical level. For example,

I've just found my coach was able to zone in and provide me like with some resources that were specifically for what I'd set my smart goals for. So that helped a lot and I mean was just, you know wasn't over the top ... So just having someone else there to discuss that with me, help me to zone into what was probably the most necessary aspect of their behaviour, or skill set that we wanted to work on, their goals that we should work on to help them achieve. (Donna)

Eve and Betty noted the value of the coach support at a personal level, recognising some of their own traits or approaches to teaching, and how the coach responded to help them manage them.

I would love to be able to see that coaching model rolled out past the project. You know I'd love to be able to see that kind of coaching relationship between lots of teachers and lots of mentors because I find that ... that's one of the best ways to improve my practice, is that conversation and time to bounce things off other teachers. So, I would love for that part of it to continue. And I would really love that part of it to be expanded in the school, because ... we've got a lot of beginning teachers. It would be really great to have programs expand to beginning teachers, but not just that. I think everyone can learn something from talking to somebody else and seeing other people's ideas. (Eve)

I think I've always been pretty inclusive ... I think sometimes I'm my own worst enemy in doing that and I can, I can make it very hard on myself. And I can overdo it, which is where my coach was amazing because he was like 'Calm your farm, lady. Just slow down.' So, I think I have to keep going back to look for what's my next step. And I do plan to work with my coach on that because my coach is really good at reigning me in. I guess. Umm, you know, I don't have to achieve everything straight away. (Betty)

In instances where the colleague, mentor, or coach facilitated the interaction with the inclusionED website, this supported risk taking and flexibility of thinking. Collegiality and the subsequent outcomes associated with efficacy were enhanced through the quality of the relationships based on personal values and expectations, working to individual strengths, shared teaching responsibilities associated with the class (content, years levels, focus students), and shared responsibilities within the process (setting goals, sharing ideas). Annie and Betty both recognised the value of their coach in helping their inclusive practice in general because of the incidental conversations and the coach's intimate knowledge of some students' needs.

My mentor is my inclusion teacher and she has two students in my class under her umbrella as well as other kids who we want to bring up to speed. So we talk every day and it might not be ... we might not use the words inclusionED but it's around that. So she influences a lot of what I do and helps me with her experience as well as ... you know, it's inclusionED as well as lots of other things. (Annie)

And I think that my coach knows my class was really helpful. Because I do have some very difficult children in my class, so the fact that my coach knows those kids was really helpful and sharing ideas of things that I hadn't thought of as well. So that was that was also beneficial. (Betty)

Each teacher brought to inclusionED different skillsets and emotional energy. In some cases, the expert also took responsibility to implement the goal strategy including time and space for the student and the sourcing of required resources. While the coach support was greatly valued by Callie, the transfer of responsibility to her classroom practice had not yet occurred. Despite the very successful outcomes for the focus child's engagement in the projects, Callie did not share ownership of this success and she reported it was not recognised by his peers. Ideally, planned transfer of the project back into the classroom may have facilitated this.

My mentor supported the use of project time and things like that ... we kind of came up with the goal together and then she was able to support the withdrawal of the student to enable the project time to happen. And we had, we did float other ideas of, I think there was some other practices on inclusionED ... we did kind of float the idea of looking at that, but we didn't get any further. (Callie)

Working independently did not appear to suit Betty's needs and she concluded that she "probably should have reached out to the team" (Betty), to reduce her frustration. In contrast, Rosie was critical of the time expected to work with others at school. Her preference was to "spend time at home" in order to complete the necessary tasks so it did not interfere with her time with the students. The additional time required to plan for substitute teachers and the behaviours she returned to in her classroom, detracted from the value of the collegial interactions. She appeared to shoulder full responsibility for her students and their outcomes, and explained that her relationships with other staff, were in the early stages of development give her recent commencement at the school.

3.7.6 Summary of Findings

How teachers identified and navigated enablers and barriers when using inclusionED was subject to a range of contextual and individual differences. Understanding the intentions of inclusionED as a learning platform, in conjunction with open-mindedness to new learning opportunities, underpinned by belief systems that aligned with inclusive values and supports within the school context, bolstered teachers' engagement with the inclusionED professional learning platform. In turn, the success experienced, acknowledged, and celebrated in relation to student outcomes and achieving personal goals, sustained further engagement and success. Jo's final quote echoes the sentiment of other teachers who reported positive experiences.

I'm hoping that we will be exposing that across our whole school, and as I said, it's not necessarily about it's all the answers, and there will be teachers who will say 'Oh, I've got that down pat.' You know? It doesn't matter how many years you've been teaching, and how great you are at including every child, everyone's still on a journey, and everyone's still got to continue to learn that, and every child is different. And if we keep saying that ... because every child is unique, every child is different, and our philosophy is we want to personalise their learning, so they can all achieve success. So, if we keep thinking that and ... continue to use this as a resource, it's only going to benefit all of us, regardless. (Jo)

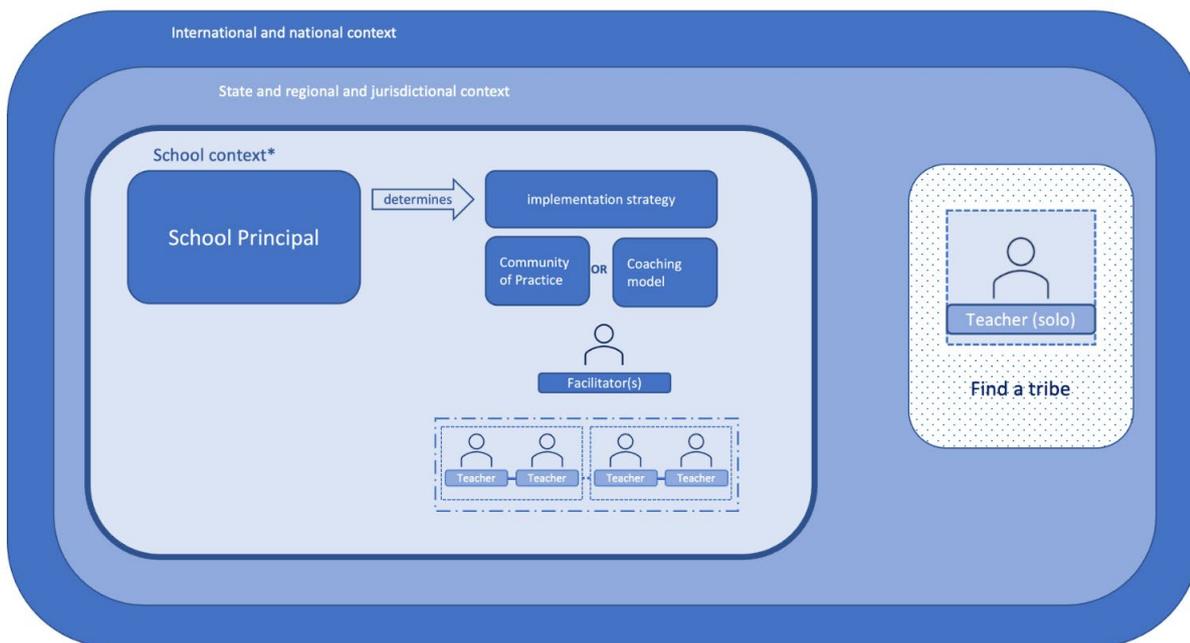
3.7.7 Recommendations for successful school-wide implementations of inclusionED

The ultimate success of inclusive education lies in a whole-school implementation model. Inclusive education means that all students are present and engaged in learning, participating and feeling they belong in their classroom community of learners. School leaders and facilitators such as coaches and mentors lead cycles of learning, reflection and change in practice. These leaders are also members of the community of learners in their school. Teachers are also learners (Morton et al., 2012). We can see in the findings from this project how they learn from other educators and from their students. We suggest that inclusionED can support shared planning and learning and support a whole school approach to implementing inclusive education.

The value of inclusionED as a professional learning tool is its flexibility not only to support schools' strategic development towards inclusive education but to meet the self-determined needs of individual teachers. The stages of the professional cycle include planning, goal setting, applying, reflecting and sharing which can be further facilitated by a deliberate, context-specific implementation strategy.

Outcomes from professional learning can be restricted by the quality of the learning experience, individual teacher characteristics, and the impact of local and systemic level factors. In this study, the context-specific implementation strategies included coaching, informal and formalised Communities of Practice and, and teachers in schools without an implementation strategy. School-based implementation strategies have a significant role to play in successful teacher engagement with inclusionED but are also compelled by broader national and international drivers. Based on our findings, the model of school-based implementation is presented in Figure 17.

Figure 17: Model of implementation strategies to promote successful outcomes from teacher engagement with inclusionED



* Denotes model associated with greatest success.

Similar to many learning situations, successful engagement with inclusionED requires certain conditions. This means that the setting has to be safe, colleagues are important, and relationships must be bound by trust. By understanding how inclusionED works, school leaders and facilitators can provide support accordingly. Positive outcomes from engaging with inclusionED can be summarised as:

- supporting teachers to comply with legal, moral and ethical imperatives of teaching;
- enabling teachers to record the impact from implementing new and enhanced inclusive teaching practices;
- supporting teachers to reflect on and refine their efforts so greater success is achieved;
- signposting methods to both prepare (consult with others, create or locate resources if they aren't on the site) and trial the practices;
- encouraging engagement with colleagues and contributing to whole school approach to implementing inclusive education; and
- aligning the expectations for teachers' professional development with Standard 6 (Engage in Professional Learning) and Standard 7 (Engage professionally with colleagues, parents/carers and the community) within the Australian Professional Standards for Teachers advocated by the Australian Institute for Teaching and School (AITSL, domain of Professional Engagement; AITSL, 2017).

The conditions that enhance engagement to occur are distilled from the study and include:

- supporting teachers to reflect on what is working well – and not so well;
- identifying an entry point that reflects teachers' needs;
- supporting teachers to set personal, student and class goals;
- establishing clear boundaries and expectations within roles so that learning communities understand and respect the commitment to themselves, their peers and the learning process;
- engaging with colleagues where they can work to their strengths.

The eight recommendations are distilled from the research findings of the current study. The recommendations listed here are not prescriptive. Rather, they lend themselves to strategic implementation that is responsive to the school context. Following the recommendation list, the value ascribed to each recommendation is validated in relation to the research findings.

Recommendations

Explanation and justification are provided for the nine recommendations, incorporating the responsibilities of stakeholders. The recommendations are:

1. Understand the purpose of inclusionED and the importance of the professional learning cycle in translating knowledge into enhanced practice.
2. Investment in the implementation of inclusionED requires the principal, facilitators (e.g., coach, mentor, trusted colleague) and teachers to know and understand themselves as learners.
3. Respect learning as a process that requires personal investment and may be associated with discomfort arising from critical self-reflection.
4. Recognise that contextual influences may be perceived differently by individuals with varying degrees of impact.
5. Communicate priorities and expectations that are clearly linked to model of implementation.
6. Contribute to an environment of trust and respect where positive relationships are valued.
7. Engage in collegial activities.
8. Celebrate success.

3.8 Recommendation 1: Understand the purpose of inclusionED and the importance of the professional learning cycle in translating knowledge into enhanced practice

3.8.1 What this entails for stakeholders

Implementing inclusionED successfully relies on all stakeholders understanding its purpose as a professional learning tool. This means recognising that to work with fidelity to the site, and to benefit from the anticipated outcomes, space and time within the school's organisation patterns needs to be created. In addition, explicitly linking the outcomes of the investments that staff will make to (a) the relevance of teachers' work, (b) time saved through investment, and (c) the contribution to the school's strategic plans. Achieving outcomes to satisfy these aims requires a balanced investment and flexibility to meet the needs of all teachers and the wider community.

3.8.2 Why this is important

Enthusiasm, purpose and relevance for professional learning is enhanced when it is valued by all stakeholders, and all stakeholders feel valued. Recognising and investing in individual teacher's needs acknowledges the professionalism of teachers and demonstrates respect for their existing skill set. However, teachers' professionalism also has to extend to meet the requirements of the school strategic plan and therefore implementing inclusionED requires a balanced investment and flexibility to meet the teachers' and the wider community's needs. Goal setting, combined with accountability to colleagues, encourages engagement in professional learning. Supporting

colleagues also provides opportunities for personal growth through reflection which enhances the learning process.

3.9 Recommendation 2: Investment in the implementation of inclusionED requires the principal, facilitators (e.g. coach, mentor, trusted colleague) and teachers to know and understand themselves as learners

3.9.1 What this entails for stakeholders

The principals and facilitators must recognise and respect each teacher's individual strengths, approach and needs. Teachers may require scaffolding to develop skills associated with setting SMART goals for themselves and /or their students. The scaffolding may include: breaking down the task into smaller steps; modelling the language and reflective thinking required at each stage of the process; and shared decision making and constructive feedback on the process or outcomes from a valued staff member. Facilitators such as a coach, mentor, or trusted colleague, depending on their skill set, can play an important role in this initial stage of the learning cycle.

Principal: know and respect the skill set of staff, recognise areas to develop and provide adequate resources and opportunities to upskill staff to take a leadership role in this area. Principals drive critical reflection and dialogue for staff who are to adopt authentic coaching/mentoring approaches.

Facilitator: know and respect the skill set of the teachers they are supporting. Understand the use of Socratic questioning and active listening to support the teacher to identify the target area. Lead the refinement of the process, perhaps providing an appropriate structure and measurable language to ensure the goal has a sharp focus.

Teacher: know and respect your existing skill set. Seek support when required.

3.9.2 Why this is important

Engaging in goal setting, reflection and the value of incremental learning is explicitly linked with successful outcomes, including reducing time as a barrier. Time saved in relation to planning and responding to minor classroom disruptions also sustains engagement in the learning process and refinement of practice. Flexibility and acceptance that learning is lifelong and requires a certain level of perseverance and open-mindedness, are traits that support teachers to navigate change.

3.10 Recommendation 3: Respect learning as a process that requires personal investment and may be associated with discomfort arising from critical self-reflection

3.10.1 What this entails

The emotionality related to discomfort and discombobulation during the learning process needs to be respected as genuine to the individual and their professional role. Supporting teachers to engage in whole school initiatives that support professional learning and school improvement agendas can be enhanced through a range of strategies. On a practical level this may entail communicating expectations regarding teachers' engagement in professional learning, as outlined in Domain 7 (Engage in Professional Learning) of the Australian Professional Standards for Teachers (APST). In response to the emotional aspect of the learning curve, linking to the APSTs and what that means for their expectations of learning may transfer to themselves, validating the need to be personally invested and normalising the feelings of discomfort it can arouse.

Creating time for critical reflection requires leaders to identify and invest in time for collegial conversations. Personal commitment and investment from all stakeholders is required to honour the purpose of this time. Time, space, and processes that support the efficient resolution of cognitive conflict in a timely manner, such as debrief sessions within teaching teams, coaching support, designated time at staff meetings, are required to maximise the outcomes of time invested and minimise the barriers created by other school initiatives. Furthermore, its contribution to teachers' daily work and school outcomes needs to be clearly communicated amongst all stakeholders and regularly reviewed to maintain relevance. Initial investment in the learning process should prioritise the establishment of trusted relationships within and across stakeholder roles. Maintaining and broadening these relationships should remain a focus during the learning cycles to support individual and group investment and staff wellbeing.

3.10.2 Why this is important

Perseverance through discomfort towards success leads to greater self-efficacy and ultimately greater agency which enables teachers to advocate for themselves and their students. Learning is an ongoing process that can entail revising existing knowledge against new ideas, or it can be a steep learning curve that involves risk taking and exposes vulnerability. Therefore, investing time to establish relationships is important to support the process and periods of discomfort. Intended and unintended outcomes may emerge from any learning process that occurs through collaboration with colleagues, and can benefit the individual and the collective. Requirements of change may infer to teachers they are not doing a good job, especially if they are feeling vulnerable. Therefore, the process of the professional learning needs to be conducted in a safe space and with trusted colleagues and regularly reviewed to maintain its relevance to all stakeholders to support their emotional and cognitive engagement.

3.11 Recommendation 4: Recognise that contextual influences may be perceived differently by individual with varying degrees of impact

3.11.1 What this entails

Stakeholders, in the learning process (i.e. principal, coach/mentor, teachers), need to respect and respond to the contextual barriers perceived by learners that will inhibit their engagement with inclusionED. These barriers should be explored openly, with shared understanding of their impact and with possible options to genuinely address them, discussed in a non-judgemental forum. Awareness of the potential barriers that are perceived by teachers may be a contributing factor to their entry level to the inclusionED process. For example, a coach/mentor/school leader may be required to be actively and physically involved in the enactment of the teachers' goal cycle with the release of responsibility of the goal accomplishment transferred more gradually to the teacher.

Principal: Know the strengths and capacity of staff to undertake support roles. Prioritise processes that will build this capability within the school at multiple levels of leadership.

Facilitators: Demonstrate active listening, respond with empathy, and use questioning to guide the teacher through the barriers. Ensure support is consistent, but within the clear expectations established regarding the release of responsibility.

Teacher: Keep an open-mind when taking on new learning opportunities. Reflect on why contextual factors create the identified barriers and contribute to solutions-focussed conversations with others. Reach out for support and expect to be supported.

3.11.2 Why this is important

People respond to situations they perceive as challenging in different ways. Highly emotive responses can interfere with pragmatic decision making, threaten self-efficacy, and a willingness to engage with new initiatives. The interpretation of challenge can be different based on contextual circumstances, shared discourse of the learning community, and individual background experiences. Therefore, the process of the professional learning needs to be conducted with respect for individual responses to context.

3.12 Recommendation 5: Communicate vision and school priorities clearly

3.12.1 Why this entails

International, national and state priorities drive school's strategic planning and vision. All stakeholders must be made aware of the origins of the priorities that drive the school's imperatives. All stakeholders have a responsibility to actively engage in communication processes as members of the whole school community relevant to these priorities and expectations. In the main, successful communication about strategy and vision must be planned and time allocated at appropriate forums such as staff meetings, professional learning days, year level and cohort meetings. It is important to ensure the relevance of the priorities and new initiatives is clearly aligned within teachers' expectation of their work.

3.12.2 Why this is important

Planning for and prioritising time to meet with a vision and clear agenda, while difficult, demonstrates that the process, and those involved, are valued as members of the broader team. When teachers' priorities and expectations are closely aligned with the context within which they are working they are more likely to feel and be supported. When teacher engagement with inclusionED is aligned with a school's vision and teachers are actively supported to set realistic goals within achievable timeframes, reactive responses to classroom behaviours that can undermine teacher decision making are dampened.

3.13 Recommendation 6: Contribute to an environment of trust and respect where positive relationships are valued

3.13.1 What this entails

All members of a school community have a professional obligation to build an environment of trust - providing choice in how teachers initially engage with the website by offering independent time or peer-supported opportunities. While a whole school approach might be the ultimate aim, start small looking for teams and cohorts ready and willing to engage and work outwards through champions. Champions might include school leaders or facilitators who recognise, promote, and celebrate incremental success amongst other staff and, who orchestrate opportunities for small groups of learners to experience success. Establish time to build learning communities that will support teacher's entry to the inclusionED website and the enactment of the learning cycles. Support staff to work with a trusted colleague and then create and build groups where teachers can work to their strengths or areas of interest, while also supporting others.

3.13.2 Why this is important

Relationships form the basis of all quality learning contexts. Cognitive and emotional investment in learning are supported when relationships with colleagues are built on trust and the relationship with the learning content/context is valued as being relevant with clear expectations. Working with others helps the process of reflection to shift teachers from big picture thinking to detailed goal setting that is more manageable. The successful outcomes from creating a safe collaborative environment are likely to be shared commitment to enacting a common vision, teacher persistence that is intrinsically driven and socially validated, and development of new and enhanced inclusive teaching practices to support the diversity within the school.

3.14 Recommendation 7: Support and engage in collegial activities to design, prepare and implement resources

3.14.1 What this entails

A planned approach provides the opportunity to create an inclusive school environment that is consistent with the school vision. The generation and development of inclusive school environments rely upon the complementary skills within the school community. Leveraging the strengths of different individuals will enhance the efficiency with which the vision is realised. A vision of school-wide inclusive practice requires a school-wide approach to the development of resources to support teachers to enact inclusive practices consistently. These resources need to be sufficiently flexible to meet individual needs of different student cohorts. In doing so, you provide tangible support that is responsive to the time pressures that teachers experience.

3.14.2 Why this is important

A collective approach is important because building inclusive practice and providing students with multiple means to engage, understand and express their knowledge can require the creation of additional resources. Many teachers working separately to create these resources is time inefficient and leads to multiple versions of the same resource. If multiple teachers decide to implement visual supports, providing them with the means to share ideas and 'pool' the resources will be more efficient and it provides consistency to students. Implementing this carefully will help teachers to accept and share the responsibility rather than allocating one educator this role.

3.15 Recommendation 8: Celebrate success

3.15.1 What this entails

Success motivates and encourages perseverance. Teachers can experience success as part of collective efforts towards school and cohort goals, or as individual wins and all of these should be celebrated. The cycle of professional learning is reliant on SMART goals however teachers will benefit from support to formulate these. A failure to develop goals which are SMART impedes the cycle of learning. If teacher actions towards the goal lack clarity and the benchmark against which teachers can reflect on their progress is vague, achievement may be unrecognisable and cannot be celebrated. In effect, a lack of a SMART goal will stymie the learning cycle before it begins.

3.15.2 Why this is important

Recognising and valuing success sustains engagement in the learning process. It is through success that teachers' self-efficacy as an inclusive practitioner develops. The by-product of enhanced efficacy is perseverance and motivation. Within collaborative settings, observing other teachers in action can increase teachers' confidence through vicarious learning and may support their willingness to engage with the site.

3.16 Roles and responsibilities

The principal plays an important role in leading the implementation strategy supporting teacher engagement with inclusionED. Regardless of the chosen model, inclusion is everybody's business (Slee, 2003). Therefore, all stakeholders are required to adopt various roles and responsibilities for its successful enactment. These roles and responsibilities, specifically in relation to the successful implementation of inclusionED as a professional learning approach are summarised below.

School Principals

1. Understand and commit to inclusion (International, national and jurisdiction contexts) and inclusionED
2. Incorporation of inclusionED into school vision and strategic priorities
3. Decide upon a model for implementation, taking into account current school structure and operational parameters
4. Allocate resources to support both implementation strategies (e.g. facilitators) and teacher engagement
5. Allocate a school leader with ultimate responsibility for implementation strategy
6. Allocate or recruit individual(s) whose role in the strategy is to support classroom and specialist teachers
7. Clarify new roles of all members of the staff group. For example, members of an inclusion team and classroom teachers
8. Create and foster connections amongst groups of teachers (based on 3 above)
9. Remain mindful that the aim is to build the capability of individual classrooms and specialist teachers to implement inclusive teaching practice which is driven by student need but retaining a whole-of-school and class perspective
10. Establish and maintain mechanisms to recognise and celebrate teacher success

Facilitators

1. Know the inclusionED content and navigation of the site
2. Know each teacher's strengths and approaches to the learning process
3. Be mindful of the role as both enabler and teacher 'cheerleader'. Teachers will have practical and emotional support needs at different times of the learning process.
4. Establish shared expectations
5. Use knowledge from 4 above to identify with teachers' potential facilitators and barriers to their learning during the process
6. Encourage teachers to lean into all aspects of the learning process e.g. the discomfort of being a learner rather than a teacher
7. Hold teachers accountable to inclusionED commitments (e.g. scheduled meetings) while demonstrating flexibility (e.g. meeting location)
8. Be sensitive to teachers' need to balance conflicting commitments (e.g. schedule meetings around report writing)
9. Work to complement teachers' strengths, e.g. use your knowledge about how student needs may present in the classroom to guide search strategies on inclusionED
10. Support teachers to respect and enact SMART goals as critical to their reflection on progress towards that goal
11. Assist teachers to address short-term issues (driven by individual or whole class needs) whilst keeping longer-term, whole of class outcomes as the ultimate destination
12. Use active listening and Socratic questions

An advantage of the inclusionED website is its adaptability in implementation. While the data supports a shared approach, individual teachers, with a passion for inclusive education, will also benefit from their investment in the learning process. Recommendations in relation to the successful implementation of inclusionED by teachers learning independently and in collaborative settings are summarised below.

Teachers learning independently

1. Find your own tribe – or even one other like-minded teacher
2. Know your strengths and approaches to the learning process
3. Commit time to the process and respect this commitment
4. Commit to the process as a series of trials and errors
5. Respect the importance of SMART goal setting
6. Learning new practices can feel risky – be kind to yourself

Teachers in collaborative learning settings

1. Know your strengths and approaches
2. Commit time to the process

Respect the importance of:

1. SMART goal setting
2. Asking for help early
3. Learning new practices can feel risky- create and maintain a safe learning environment for your colleagues and yourself
4. Sharing the load with colleagues e.g. if unsure about technology match-up with a tech-savvy colleague
5. Sharing and celebrating

Conclusion

inclusionED was co-designed with Australian teachers, for Australian teachers. The underpinning program logic is informed by both the co-design process and the bodies of research into teacher professional learning and implementation science. The original information provided by the co-designers were strongly aligned to the existing research. Understanding the barriers and facilitators to engagement with inclusionED is critical to establishing how inclusionED can be used with fidelity.

A critical component of the logic is the professional learning cycle as a key mechanism for teacher professional learning that leads to the enactment of inclusive teaching practice. Understanding if and how this premise is supported will inform future investigations into the efficacy of inclusionED and should guide school communities to use the platform for optimal success.

The logic program informed the objectives of the research which aimed to investigate:

- how educator users engaged with inclusionED in the 18 months after its launch on 18 May 2020
- the decision-making undertaken by education users whilst they were engaged with inclusionED
- the barriers and facilitators of teacher engagement with inclusionED within school settings.

While Phases 1 and 2 were largely exploratory, they identified trends in user engagement which do not align with the program logic and will not therefore support the intended function of inclusionED as a professional learning platform. A negligible proportion of the registered users of inclusionED, set goals and even fewer reviewed these in the timeframe covered in Phase 1. Registered users during Phase 2 again did not engage with the cycle of professional learning, reporting that this was completed offline or through alternative platforms. The Community of Practice was considered to offer limited or no value to the small number of users who responded. Platform elements designed to enhance the relevance of inclusionED to educators by contributing to their professional learning evidence portfolios, were regarded positively.

Phase 3 considered the site-centric, teacher-centric and contextual factors which determined successful engagement with the site as a professional learning platform. Contextual and personal teacher factors acted as barriers and facilitators in relation to how teachers were able to engage with inclusionED as a professional learning platform. As opposed to factors which were clearly delineated as barriers and facilitators, these could be identified with degrees of influence spread across a continuum: what was considered as a barrier for one teacher did not influence another or enabled another teacher.

Contextualised implementation supports reflected the importance of clear agendas for teacher development and prioritisation of joint work. In doing so, school leaders demonstrate that they value and prioritise the teachers professional learning and this delivers positive results. Explaining why users in Phases 1 and 2 did not engage in the professional learning was the finding that SMART goal setting across all contexts was challenging for teachers. Focussed coaching in this area reported greater efficiency, success, and satisfaction in using inclusionED. Setting realistic goals and timeframes as part of this cycle enabled teachers to respond to behaviours presented in the classroom in proactive manner. Quality, respectful and complementary collegial relationships enabled teachers to share the load and was both highly valued and critical to successful outcomes.

Achieving small goals which had significant impact across classrooms and students, challenged teacher's assumptions about time constraints and what was able to be achieved through 'mental work' versus 'actual work'. In response to these findings, a series of recommendations have been developed to assist school communities to optimise successful outcomes for adoption of inclusionED.

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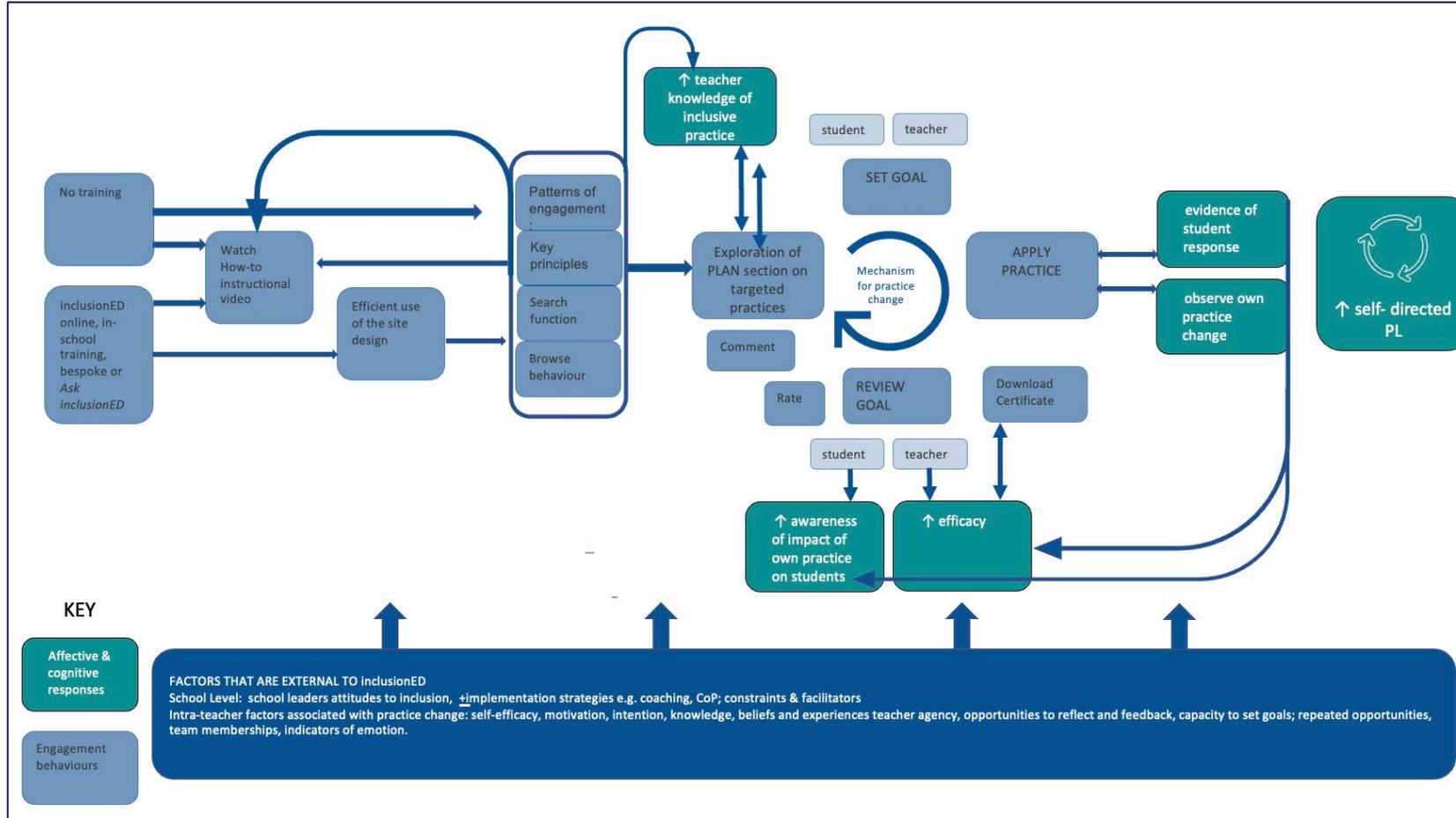
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Appendix A: Proposed program logic

Figure 18: Proposed program logic for successful outcomes from a 6-month period of engagement with inclusionED



Appendix B: Theoretical Domain Framework

Table 18: Domains and Constructs of the Theoretical Domain Framework

Domains	Constructs
1. Knowledge An awareness of the existence of something	<ul style="list-style-type: none"> Knowledge (including knowledge of condition/scientific rationale) Procedural knowledge Knowledge of task environment
2. Skills An ability or proficiency acquired through practice	<ul style="list-style-type: none"> Skills Skills development Competence Ability Interpersonal skills Practice Skill assessment
3. Social/professional role and identity A coherent set of behaviours and displayed personal qualities of an individual in a social or work setting	<ul style="list-style-type: none"> Professional identity Professional role Social identity Identity Professional boundaries Professional confidence Group identity Leadership Organisational commitment
4. Beliefs about capabilities Acceptance of the truth, reality or validity about an ability, talent or facility that a person can put to constructive use	<ul style="list-style-type: none"> Self-confidence Perceived competence Self-efficacy Perceived behavioural control Beliefs Self-esteem Empowerment Professional confidence
5. Optimism The confidence that things will happen for the best or that desired goals will be attained	<ul style="list-style-type: none"> Optimism Pessimism Unrealistic optimism Identity
6. Beliefs about Consequences Acceptance of the truth, reality, or validity about outcomes of a behaviour in a given situation	<ul style="list-style-type: none"> Beliefs Outcome expectancies Characteristics of outcome expectancies Anticipated regret Consequents
7. Reinforcement Increasing the probability of a response by arranging a dependent relationship, or contingency, between the response and a given stimulus	<ul style="list-style-type: none"> Rewards (proximal/distal, valued/not valued, probable/improbable) Incentives Punishment Consequents Reinforcement Contingencies Sanctions
8. Intentions A conscious decision to perform a behaviour or a resolve to act in a certain way	<ul style="list-style-type: none"> Stability of intentions Stages of change model Transtheoretical model and stages of change
9. Goals Mental representations of outcomes or end states that an individual wants to achieve	<ul style="list-style-type: none"> Goals (distal/proximal) Goal priority Goal/target setting Goals(autonomous/controlled) Action planning Implementation intention
10. Memory, attention, and decision processes The ability to retain information, focus selectively on aspects of the environment and choose between two or more alternatives	<ul style="list-style-type: none"> Memory Attention Attention control Decision making Cognitive overload/tiredness
11. Environmental context and resources Any circumstance of a person's situation or environment that discourages or encourages the development of skills and abilities, independence, social competence and adaptive behaviour	<ul style="list-style-type: none"> Environmental stressors Resources/material resources Organisational culture/climate Salient events/critical incidents Person -environment interaction Barriers and facilitators

Domains	Constructs
<p>12. Social influences Those interpersonal processes that can cause individuals to change their thoughts, feelings, or behaviours</p>	<ul style="list-style-type: none"> • Social pressure • Social norms • Group conformity • Social comparisons • Group norms • Social support • Power • Intergroup conflict • Alienation • Group identity • Modelling
<p>13. Emotion A complex reaction pattern, involving experiential, behavioural, and physiological elements, by which the individual attempts to deal with a personally significant matter or event</p>	<ul style="list-style-type: none"> • Fear • Anxiety • Affect • Stress • Depression • Positive/negative affect • Burn-out
<p>14. Behavioural regulation Anything aimed at managing or changing objectively observed or measured actions</p>	<ul style="list-style-type: none"> • Self-monitoring • Breaking habit • Action planning

Appendix C: Patterns of engagement by active users

Google analytics provides conventional measures of engagement with inclusionED during the Phase 1 timeframe (18 May 2020 to 31 December 2021).

Metric	Last report 11 Aug 21	Current 19 Oct 21
Unique visitors	23,732	29,952
Registered users (Industry benchmark 5% conversion to registration)	2,650	3,476
Sessions (an individual period of time a user is actively engaged, navigating, clicking, scrolling, etc)	35,262	45,211
Unique visitors average session duration	3:13 mins	3:22 mins
Registered users average session duration	9:41 mins	9:13 mins
Average page views every session	6.55	6.69
Total page views (including repeated views of a single page)	230,866	302,655
Bounce rate (sessions closed directly from the homepage without any interaction)	1.53%	1.44%

Appendix D: Pre-training survey questions

Section 1: About you

My gender is:

- Female
- Male
- Nonbinary
- Intersex/gender diverse
- Choose not to specify
- Other

If other, please specify

Please indicate your cultural identity:

- Australian: Aboriginal or Torres Strait Islander
- Australian: Other
- Other Non-Australian

If other, please specify

My post-school qualifications include

What motivated you to become a teacher?

Years that I have taught in inclusive classroom

Years that I have taught in special education settings

Section 2: Inclusion

Your pseudonym*

Define/Describe inclusion

Is inclusion always appropriate? Please explain

What is the greatest challenge to inclusion?

What skills do you currently possess that support you to teach inclusively?

When you think about developing your inclusive practice, how do you feel?

Please describe your understanding of what teachers must do in keeping with the DSE and DSE recommendations

Describe the AITSL high quality professional learning cycle

What have you experienced of inclusionED (directly or indirectly)?

Please indicate any of the following types of professional learning that you have undertaken in the past two years:

- formal
- informal online
- face-to-face
- directed
- self-directed
- in a community of practice
- independently

What type of professional learning do you prefer?

Describe one example of informal or formal professional learning which has led to you to change (or not) your practice in order to meet the needs of diverse learners

Describe the role of coaches at your school

Section 3: Survey

Please note that there are no right or wrong answers

Your pseudonym*

AIS (Sharma & Jacobs, 2016)

Please rate your degree of agreement by choosing one of the 7 anchors that best reflects your agreement with each statement.

1 = Strongly disagree

2 = Moderately disagree

3 = Slightly disagree

4 = Undecided

5 = Slightly agree

6 = Moderately agree

7 = Strongly agree

1. I believe that all students regardless of their ability should be taught in regular classrooms
2. I believe that inclusion is beneficial to all students socially
3. I believe that inclusion benefits all students academically
4. I believe that all students can learn in inclusive classrooms if their teachers are willing to adapt the curriculum
5. I believe that the placement of students with several disabilities in special schools is the best option for education of such students
6. I believe that students with social-emotional behaviours should be taught in special schools
7. I am pleased that I have the opportunity to teach students with lower academic ability alongside other students in my class
8. I am excited to teach students with a range of abilities in my class
9. I am pleased that including students with a range of abilities in my class will make me a better teacher

10. I am happy to have students who require assistance with their daily activities in my classrooms

Section 3: Survey questions completed by teachers but not coaches

TEIP (Sharma, Loreman & Forman, 2012)

The following questions relate to your teaching in relation to working with students who need additional support. Please indicate how likely you will do this.

Please note that this survey uses different anchors than the previous one. Please rate your degree of agreement by choosing one of these 6 anchors:

1 = Strongly disagree

2 = Moderately disagree

3 = Slightly disagree

4 = Undecided

5 = Slightly agree

6 = Moderately agree

7 = Strongly agree

I can make my expectations clear about student behaviour

I am able to calm a student who is disruptive or noisy

I can make parents feel comfortable coming into school

I can assist families in helping their children do well at school

I can accurately gauge student comprehension of what I have taught

I can provide capable challenges for very capable students

I am confident in my ability to prevent disruptive behaviour before it occurs

I am confident in my ability to get parents involved in school activities of their children with disabilities

I am confident in planning learning tasks so that the individual needs of the students with disabilities are accommodated

I am able to get students to follow classroom rules

I can collaborate with other professionals in designing educational plans for children with disabilities

I am able to work jointly with other professionals and staff to teach students with disabilities in the classroom

I am confident in my ability to get students to work together in pairs or in small groups

I can use a variety of assessment strategies

I am confident in informing others who know little about laws and policies relating to the inclusion of students with disabilities

I am confident when dealing with students who are physically aggressive

I am able to provide an alternate explanation or example when students are confused

Appendix E: Journal entry questions

Journal entry – Teachers

Your pseudonym

Please tick how you have used inclusionED:

“Explored PLAN”

“Set GOALS”

“Applied practice(s)”

“reviewed and refined practice”

How many of each feature have you used on inclusionED?

PLAN

GOALS

Applied practice(s)

Reviewed and refine practice

I did these (please tick):

“Independently”

“With support from a coach”

“With support from another colleague”

What factors have supported your engagement with inclusionED this fortnight?

What factors have hindered your engagement with inclusionED this fortnight?

Journal entry – Coaches

Your pseudonym

Describe how your coachee has engaged with inclusionED:

How have you supported your coachee?

What factors (school, teacher or inclusionED) impacted on your coachee's engagement with inclusionED?

Appendix F: Interview 1 questions

The interview was semi-structured (45-minute format) and conducted by the independent review team with questions used as a guide without dictating the flow of the interviews.

1. Interview 1: Questions

a. School Leader

- i. Describe the school.
- ii. How is your practice as a school leader inclusive?
- iii. What factors do you think act to facilitate or constrain inclusive teaching practice more broadly?
- iv. How familiar are you with inclusionED?
- v. What do you hope to see in the school/ with your students as a result of your teachers' use of inclusionED?
- vi. How do you think inclusionED will support teachers to develop their inclusive practice?
- vii. What factors do you anticipate will facilitate or constrain your teachers to use inclusionED?
- viii. To develop the inclusive practice at your school, what do you think could be done differently? (e.g. from yourself, others? Something new is needed?)

b. Coach (Site 1)

- i. Can you briefly describe your role as coach?
- ii. What barriers have you observed for teachers using inclusionED?
- iii. How are teachers able to address these barriers?
- iv. What support strategies have you used to support the teacher?
- v. Based on their effectiveness, what strategies will you prioritise as you continue to support the teacher to use inclusionED? Can you tell me about these strategies and the impact you perceive that they have had?
- vi. Can you tell me about a successful example of your teacher using inclusionED? What made it successful?

- c. Teacher
 - i. Describe how you used inclusion Ed this term to develop your own practice or to benefit student outcomes? Use any artefacts on the inclusionED platform itself (e.g. goal entries) or from your own records which may be relevant e.g. frequency counts of behaviours associated with the platform.
 - ii. Describe what helped you to use inclusionED?
 - iii. Describe any barriers to you using inclusionED?
 - iv. Describe any benefits of using inclusionED?
 - v. Describe the cost of using inclusionED?
 - vi. Were the costs worth it? Why?
 - vii. How confident are you that you could use inclusion add more routinely next term?
 - viii. What are your expectations (may include: yourself, your practice, the school, your coach or student outcomes) or what do you think will happen if you continue to use inclusionED? Why?

2. Interview 2: Questions

- a. School Leader
 - i. If you were to describe your journey with IE as a metaphor linked with a theme park ride, what would that be?
 - ii. What were the barriers you observed for teachers using IE?
 - iii. How were teachers able to address these barriers?
 - iv. Upon reflection, were there support strategies that you would prioritise next time you supported teachers using IE?
 - v. What were the most successful examples of teachers using IE? What made it successful?
 - vi. How do the teachers search the IE site? What do you do to support them?
 - vii. Tell me about the coaching practices you use with teachers.
 - viii. What observations did you make in relation to your coaching and how teachers used IE and how did that transfer to their classroom practice.
 - ix. What other observations did you make about your influence on teacher's practice?
 - x. Is there anything else you wanted to comment on about the project?
- b. Coach (Site 1)
 - i. If you were to describe your journey with IE as a metaphor linked with a theme park ride, what would that be?
 - ii. What were the barriers you observed for teachers using IE?
 - iii. How were teachers able to address these barriers?
 - iv. Upon reflection, were there support strategies that you would prioritise next time you supported teachers using IE?
 - v. What were the most successful examples of teachers using IE? What made it successful?

- vi. How do the teachers search the IE site? What do you do to support them?
 - vii. Tell me about the coaching practices you use with teachers.
 - viii. What observations did you make in relation to your coaching and how teachers used IE and how did that transfer to their classroom practice.
 - ix. What other observations did you make about your influence on teacher's practice?
 - x. Is there anything else you wanted to comment on about the project?
- c. Teacher
- i. Thinking about a theme park ride as a metaphor, describe your “ride”/experience using inclusionED?
 - ii. Explain your obligations as a teacher in relation to the legal, moral, ethical and social requirements of inclusive teaching?
 - iii. Tell me about the specific goals you set throughout the project for you and the child? How did you determine the goals? How was the student consulted in the goal setting or target you had for the child? How successful do you feel you were in achieving those? Is it a practice you will continue in the future?
 - iv. What personal experiences and qualities supported your use of IE? Tell me about the influence of the mentor/CoP you were engaged with.
 - v. How is your practice as a classroom teacher inclusive? What examples of practice can you provide that you have introduced as a result of using inclusionED? Can you share any artefacts today?
 - vi. What would you like more knowledge in to support your inclusive teaching? What support/PD /knowledge would help with your confidence in using the site and also in meeting students’ needs?
 - vii. How have your skills navigating the website developed? How has that impacted how you use of the site?
 - viii. What was an unexpected learning outcome for you using inclusionED?
 - ix. If inclusionED is providing ideas, skills, confidence etc to be more inclusive and help doing students to be successful learners, but you don’t have time to engage with it as a PD tool, then what task, expectation etc. of your current work would you like taken away/reduced to make time to develop your practice?
 - x. What school contextual factors impeded the use of inclusionED?
 - xi. What school contextual factors supported the use of inclusionED?
 - xii. How are you monitoring evidence of impact on student-learning? What examples can you share?
 - xiii. Tell me about the mentor/COP strategies used to support your use of inclusionED.
 - xiv. In your experience using inclusionED what are your thoughts about the resources available? What else would you like to see?

- xv. Teachers have indicated they would like to hear about other teachers' success in using the resources, what could you contribute to the inclusionED professional learning section?
- xvi. Tell me about any sharing that happened in relation to the use of IE with other teachers in the project? What impact did your use on IE have on other teachers inside of outside of the project?
- xvii. If a teacher asked you about IE, what would a 1-minute elevator pitch include that would help them to be successful?
- xviii. What are your plans for future use of IE?

Our values



Inclusion

Valuing lived experience



Innovation

Solutions for long term challenges



Evidence

Truth in practice



Independence

Integrity through autonomy



Cooperation

Capturing opportunities together



AutismCRC

Independent national source of evidence for best practice



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