



You should consider the modifications to the curriculum and/or your practice you will need to make to support the full participation of learners with a disability.

The *Disability Discrimination Act 1992* (Cth) provides a definition of learners with a disability. The definition of a disability is quite broad, more information on the definition of learners with a disability can be found here.

APST 1.5 (1.6 & 4.1) you may find the following resources useful:

GOOD TEACHING: Inclusive Teaching for Students with Disability

<https://publicdocumentcentre.education.tas.gov.au/Documents/Good-Teaching-Inclusive-Teaching-for-Students-with-Disability.pdf>

This is a Tasmanian Department of Education resource that contains links to other DoE resources related to aspects of inclusion and a quality education for all in classrooms.

ACARA: Australian Curriculum resource

<https://www.australiancurriculum.edu.au/resources/student-diversity/students-with-disability/>

The purpose of this advice is to support teachers in meeting their obligations under the Disability Standards for Education 2005 (Commonwealth of Australia, 2006) (the Standards) to ensure that all students with disability are able to participate in the Australian Curriculum on the same basis as their peers through rigorous, meaningful and dignified learning programs. It builds on the general Student diversity advice and applies to all educational settings and contexts, including specialist schools and support classes.

Australian Institute for Teaching & School Leadership (AITSL) – Illustrations of Practice

<https://www.aitsl.edu.au/teach/standards>

AITSL provides illustrations of practice for a number of descriptors of the APST, click on “Proficient” and go to standards 1.4 and 2.4 to see real examples of practice related to these descriptors.

Kids Matter – Australian Mental Health Initiative

<https://beyou.edu.au/>

This site provides information for early childhood and primary teachers, as well as their families on how to support children with mental health difficulties.

Nationally Consistent Collection of Data on School Students with Disability

<https://www.nccd.edu.au/>

The Nationally Consistent Collection of Data on School Students with Disability provides Australian schools, parents, education authorities and the community with information about the number of students with disability in schools, where they are located and the adjustments they receive.

The national data collection on students with disability reinforces the existing obligations that schools have towards students under the *Commonwealth Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*. It counts the number of students who are supported under these obligations based on the professional judgement of teachers and their understanding and knowledge of their students.



Student Wellbeing Hub

<https://studentwellbeinghub.edu.au/>

This site provides information and resources, including professional learning modules to help create respectful and supportive teaching and learning communities that promote learner safety and wellbeing.

Positive Partnerships

<https://www.positivepartnerships.com.au/>

This site provides a range of resources to assist teachers to support learners on the autism spectrum.

Autism Tasmania

<https://www.autismtas.org.au/>

Autism Tasmania is an independent voice for the Tasmanian autism community.

They provide information and assistance for people on the spectrum and those who support them.

They provide education resources, links to other relevant organisations and support for families.