LearningforLife
AUTISM CENTRE INC

InclusionWorks®

Strengthening inclusive practice in the Early Years

INFORMATION PACK







August 2026

Inclusion in education is more than a policy.
It's about giving every child the chance to learn, participate, and belong.

But for educators, making inclusion real in the classroom can feel overwhelming without the right tools, training, and support.

Developed by the Learning for Life Autism Centre, Inclusion Works® equips educators and support staff with practical, evidence-based strategies they can use every day.

The Learning for Life team works alongside you – in real classrooms, with real students – to build teacher confidence, improve engagement, and create lasting change.

The result? Students with diverse learning needs are seen, supported and have the chance to thrive - while schools and early years services build sustainable inclusive practices that last long after the program ends.

Inclusion Works®
Real strategies. Real impact. Real inclusion.

"The success of our Inclusion Works school program has inspired us to expand its reach into the Early Years, empowering educators to make inclusion part of every child's first learning experiences. By cultivating inclusive practices right from the start, we give every child the best possible foundation for learning, connection, and belonging."

Claire Birrell
Head of Early Intervention
Inclusion Works Early Years Coordinator



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ABOUT THE LEARNING FOR LIFE AUTISM CENTRE INC.

The Learning for Life Autism Centre (L4Life) is a not-for-profit with over 20 years' experience delivering evidence-based, individualised behaviour supports for autistic and other neurodivergent children. Our team of psychologists, behaviour analysts, educators, and allied health professionals have extensive experience working in educational settings, supporting children, teachers, education support staff, and school leaders.



ABOUT INCLUSION WORKS®

The Learning for Life Inclusion Works® program is an innovative consultancy service focused on building inclusive early year providers across the Greater Melbourne area. It is designed to provide early years staff with the knowledge and practical skills needed to create inclusive learning environments, by equipping them with evidence-based strategies.

The program is informed by data and insights from our Inclusion Works® Research Project and is delivered by a highly experienced team specialising in positive behaviour support for children aged 2-18.

This program has been delivered to Melbourne schools since 2016. In 2026, program has been expanded, with tailored streams to support childcare centres and kindergartens in building effective, sustainable inclusive education practices in a way that works for their unique environment.

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THE INCLUSION WORKS® PROGRAM

Our Full Inclusion Works Program for Early Years is a 12-month intensive in-service professional development program aimed at upskilling leaders and educators to embed sustainable strategies into their daily practice.

We equip educators with the skills, strategies, and confidence to embed inclusive education into their everyday practice—so when we step away, they can continue supporting future cohorts of children and share their knowledge with colleagues, making inclusion the standard practice.

For educators, leaders and the children who need them most. We're building sustainable inclusive practices that continue long after our program ends.

THE INCLUSION WORKS® RESEARCH PROJECT

The Inclusion Works® Research Project is a multi-year project to collect data from participating schools on the impact of the program on educators' attitudes towards inclusion and use of inclusive education strategies in their classrooms.

Between 2022 and 2024, Learning for Life clinical staff partnered with six participating schools, running the full Inclusion Works® program over a 12-month period. The team worked closely with participants to strengthen their skills in designing and applying effective inclusive education strategies. Data was collected throughout the program to assess both the impact of these strategies and staff's ability to identify, implement, and review them.

We are currently in the process of reviewing this data to continue to inform our ongoing delivery of the Inclusion Works® program (Primary School and Early Years).

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Whole of service coaching:
L4Life staff work closely with all early years staff, including teachers, education support staff, leadership and more, adapting support to context and capacity.

Evidence-based strategies:
Educators are guided to implement validated inclusive practices that support a diverse range of learning needs.

Customised tools and resources:
Each centre receives adaptable materials tailored to student cohorts, teacher experience levels, and specific challenges.

Continuous data collection and evaluation:
Regular monitoring of student engagement, classroom practice and teacher confidence is key to assess and strengthen impact.

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OUR STAFF

The Learning for Life Autism Centre Inclusion Works® program has been developed and is delivered by our experienced staff who are specialists in early intervention and behaviour support, including behaviour analysts, and specialist teachers. All have extensive experience working with children and educators with an inclusive behavioural lens.

The Inclusion Works® Early Years program is headed by our Head of Early Intervention, Claire Birrell. Claire has worked with children and educators for the past 19+ years, providing behavioural consulting for children, families, and educators throughout the Greater Melbourne education system. She brings extensive experience in partnering with early childhood educators to create inclusive, supportive, and engaging learning environments for all children. In her role as Head of Early Intervention, she works directly with preschool-aged autistic and neurodivergent children; supervises the L4Life Early Intervention team and oversees the development and delivery of early intervention programs.

PARTICIPANTS FOR THE EARLY YEARS INCLUSION WORKS PROGRAM

Early Childhood teachers and educators, Kinder Inclusion Support staff, and leadership are all encouraged to participate in the program. We establish the participants during our onboarding sessions before the program commences.

"Achieving meaningful inclusion requires more than policy - it demands that teachers have the tools, training and confidence to put inclusive practices into action everyday. Without targeted in-service support, the gap between what's expected and what's possible in the classroom will continue to grow."

Sarah Wood
Head of Allied Health
Educational & Development Psychologist
Inclusion Works Program Coordinator



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FULL PROGRAM STRUCTURE

	Sessional Kinder (2 room model)	Long daycare (3 room model)
Program frequency	16 x 6 hour days (4 per term)	16 x 7.5 hour days (4 per term)
Intensity (direct coaching)	1.5-2 hours per room, fornightly	
Duration	12 months (term 1 & term 3 commencement)	
Participants	3 educators per room, across 2 rooms (6 total)	3 educators per room, across 3 rooms (9 total)
Leadership	1 key staff member (minimum 30 minutes per month)	
Onboarding	1 hour meeting between centre & Head of Early Intervention (approx. 3 months before start)	
	Staff meeting presentation by Head of Early Intervention	
	2 hour meet and greet with program facilitator and participants	
Workshops	3 x 2 hour theory workshops (workshops can be split over multiple sessions)	
Feedback	30-45 minutes per room (group of educators) per fortnight	
Review	2 x focus groups (at the end of each semester) run by Head of Early Intervention	

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ONBOARDING PROCESS

3 MONTHS PRIOR TO COMMENCEMENT	1 MONTH BEFORE COMMENCEMENT	COMMENCEMENT OF PROGRAM
Meeting with Head of Early Intervention to set goals, determine participants and plan dates for our workshops	Staff meeting with Team Leader as a way of introduction (optional)	2 hour meet and greet with program facilitator and participants.

PROGRAM BREAKDOWN BY DAY

9-10:30AM	Observe 3-year-old kinder room (3 staff members)
10:30-11AM	Meet with 3-year-old educator team for review, feedback & discussion
11AM - 12:30PM	Observe 4-year-old kinder room (3 staff members)
12:30PM - 1:15PM	Meet with 4-year-old educator team for review, feedback & discussion
1:15PM-3PM	Meeting with leadership to keep updated and discuss progress, finalising written feedback and sending this to each of the educators they have worked with that day. Creating materials that have been recommended.

WORKSHOPS IN DETAIL

- Each kindergarten does 3 x 2 hour workshops
- The first workshop covers motivation and reinforcement strategies and breaking tasks down. Discuss what inclusion is and what the program will involve
- Middle workshop – participating centre decide between 2 different workshops and the consultants will work with leadership to guide most appropriate. Either managing behaviours of concern or teaching social skills.
- Final workshop – Individualised to each centre and involves recap of key strategies taught and repacking, so participants can continue to support the next cohort of students and educators.

INCLUSIVE EDUCATION STRATEGIES

We draw from a mix of 27 strategies, including how to improve student motivation, independence, communication and participation. These strategies can be delivered centre-wide, class-wide, in small groups, or individually, depending on the need of the children and wider centre.

Examples of these strategies include:

- How to motivate children to engage in group activities
- Modification of the room environment to maximise engagement
- Visual supports and emotional regulation tools into daily practice
- Modification of goals and expectations for children, including how to present these to maximise children's understanding and confidence

A mix of these strategies will be used based on the needs of the centre, children and staff.

FLEXIBLE AND COLLABORATIVE DELIVERY

Every part of our service can be shaped around your centre, whether you need the full 12-month program, or simply a handful of workshops. From the outset, we work with you to shape the frequency, intensity and content, whether that means running bespoke workshops outside the classroom, focusing on one element of the program, deepening a particular strategy, or adjusting the coaching model to fit the pace and priorities of your centre. This is coaching shaped with your team, not delivered at you. Inclusion Works® is adaptive to your goals, and collaborative from the first conversation to the last session.

FEE STRUCTURE

Fees will be discussed at our enquiry stage.

FEEDBACK AND REVIEW OPPORTUNITIES

We provide feedback on progress and review opportunities both throughout and at the end of each stage of the program through fortnightly 30-45 minute post-coaching feedback sessions, regular meetings with the centre managers and focus groups run by our Head of Early Intervention.

WHAT IF OUR CENTRE STAFF CANNOT CONTINUE WITH THE PROGRAM?

We've had instances where educator participants have left the centre, or cannot commit to the ongoing coaching. In these instances, we work with the team to decide what is the most appropriate action: i.e participant replacement or increase frequency of support to remaining participants.

ARE THERE ANY OFF-SITE OR AFTER HOURS COMPONENTS?

- Workshops can be delivered on student free days or split across staff meetings
- Nothing is delivered offsite, our staff work in your centre environment

HOW DOES THE PROGRAM DIFFER FROM OTHER PROVIDERS AND TRAINING COURSES?

Many inclusive education programs focus on pre-service training rather than in-service training. Additionally, they are either delivered off-site or online and only include theory training, leaving staff to figure out how to apply new knowledge back in the classroom.

Inclusion Works® takes an in-service approach. Training occurs in the classroom, in real-time, allowing staff to workshop challenges as they arise and immediately practice evidence-based strategies in context. This makes learning more practical, relevant, and sustainable.

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WHAT NEXT?
Interested in knowing more or getting involved? The next steps are simple!

1. Submit an enquiry online, send us an email, or give the centre a call.
   www.learningforlife.com.au
   03 9853 4607
   enquiries@learningforlife.com.au

2. Confirm your details, your centre's requirements, and let us know what made you interested in Inclusion Works.

3. Consult with the Head of Early Intervention and begin collaborating for your program from the start. This is where we get to know your needs in depth and start shaping the program around your goals.

4. Book your program and set your start date.
   From here, your journey toward a more inclusive education environment begins.

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An initiative of:

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Find out more about our Inclusion Works® program

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