

Anaphylaxis Response vs Autism Response

Week 0 Term 1 - Curriculum Day



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Strengths of Neurodivergent Educators



Sensitivity, compassion and empathy

Lived experience enhances advocacy

'Outside the box' thinking: aides problem-solving

Hyperfocus

Aptitude for data analysis, structured planning and digital technologies

Pattern recognition and systems thinking



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Barriers & Challenges

School systems are often designed for neurotypical staff

ND educators may struggle with sensory overload, executive functioning and social expectations

Schools need to focus on reducing stressors rather than just providing accommodations or relying upon compensatory skills and strategies

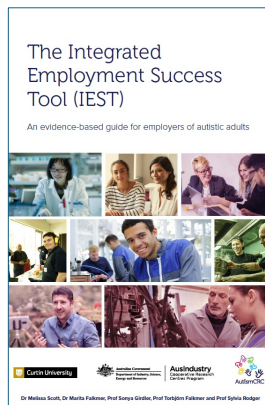
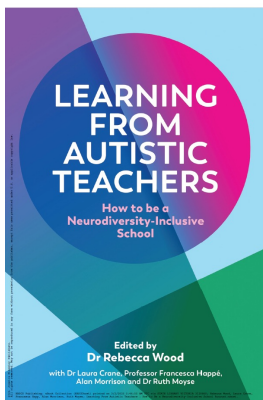


"If you have met one person with autism, you've met one person with autism."

Dr Stephen Shore, Autistic author and academic



What Research Says



What Will You Do With Your (super)Power?



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EMBRACING DIFFERENCE Welcoming neurodivergent teachers



SUPPORTING
NEURODIVERGENT
STUDENTS



STRENGTH IN DIVERSITY

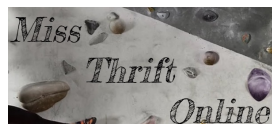
Neurodivergent educators are a resource, not a burden

One in five students are neurodivergent – they have a brain that works differently from the average or 'neurotypical' person – and admirably, schools are beginning to adapt for their needs.

“Education systems can do better to accommodate neurodivergent staff by treating us as human beings, not as lesser or ‘other’!”

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