# Education support guidelines - key research findings

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| Key research finding 1:Lack of clarity regarding roles and responsibilities between teachers and education support (ES) staff, impacts implementation of best practice and consequently students’ learning outcomes | Key research finding 2:Insufficient professional learning, impacts teachers and education support (ES) staff, as it limits the development of professional capabilities | Key research finding 3:Ineffective partnerships between education support (ES) staff, parents/carers, teachers and other professionals supporting students, impacts ES staff capability building, understanding students and their needs and in turn, student outcomes | Key research finding 4:Inadequacy of teaching and education support (ES) staff collaboration, and teacher designed learning, impacts students’ learning, social inclusion, independence and responsibility |
| * The roles and responsibilities of ES staff working in classroom support roles should be clearly delineated
* ES staff sometimes have limited training or experience for their role
* There is a tendency toward an increased reliance on ES staff to take an instructional role with students, often without clear direction and training
* Staff with the least pedagogical expertise are sometimes placed in instructional roles with students with the greatest learning support needs
 | * Teachers may over rely on ES staff for support as they feel ill equipped to work with students with disability and additional needs
* Ongoing relevant professional learning is needed for school leaders, teachers and ES staff on evidence-based inclusive practices
* Student learning is positively affected when ES staff receive professional learning and support, to use evidence-based interventions developed and led by teaching staff
* Specific and targeted professional learning for ES staff can improve social interactions between all students, including those with disability and additional needs, and their peers
 | * ES staff capabilities are enhanced when they have coordinated opportunities for collaborative planning with teachers and other professionals supporting students
* ES staff capabilities are enhanced when they have consistent opportunities to attend teacher/student meetings, parent/carer meetings or meetings with teachers and other professionals supporting students
* Partnerships in the classroom between teachers, ES staff and students are integral to students’ learning: students may sometimes become dependent on support from ES staff rather than asking a teacher, a peer, or taking responsibility for their own learning
 | * ES staff need guidance and support from teachers, a coach or mentor, to ensure there is less emphasis on task completion and greater emphasis placed on students’ engagement in learning and independence
* Students can become overly dependent on ES staff help in the classroom
* Some students may feel embarrassed by the obvious support of ES staff
* All students need to be provided with safe opportunities for interaction with teachers and peers, rather than being separated from their peers and class
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