Effective Practices Framework for Learning Support Officers
Foreword

The Effective Practices Framework for Learning Support Officers has been developed by the Catholic Education Commission of Victoria (CECV) in the context of the values and beliefs of the Catholic Church and the mission of Catholic schools in their communities.

Catholic schools are continually challenged to focus their energy on creating positive and inclusive school communities in which school improvement strategies are directly aimed at supporting student learning. Within this inclusive and culturally responsive context, schools develop policies and practices that recognise and value diversity.

Catholic schools are an integral part of the Catholic Church’s mission. Their belief in the ultimate intrinsic value of each individual student is based on a distinctive educational vision inspired by the example and message of Jesus Christ.

The Effective Practices Framework for Learning Support Officers promotes high expectations for all children in Catholic schools. This is communicated through the ‘Principles Underpinning Intervention’ outlined in this resource, namely:

- All students can learn.
- Effective schools enable a culture of learning.
- Effective teachers are critical to student learning success.
- Learning and teaching are inclusive of all.
- Teaching support matches the needs and talents of the student.
- Effective teaching practices are research-based.
- Inclusive schools actively engage and work in partnership with the wider community.

Inclusive education reflects the values, ethos and culture of an education system committed to excellence by enhancing educational opportunities for all students.

Inclusive education fosters a learning community that questions disadvantage and challenges social injustice, maximises the educational and social outcomes of all students through the identification and reduction of barriers to learning, especially for those who are vulnerable to marginalisation and exclusion, and ensures all students understand and value diversity so that they have the knowledge and skills for positive participation in a just, equitable and democratic global society.

The Effective Practices Framework for Learning Support Officers reflects the values of Catholic education across the Dioceses of Victoria to foster a sense of community and belonging for all and is committed to welcome, partnership and service. We strive to develop the potential of each individual. I hope you will find this Framework for LSOs useful in your ongoing pursuit of excellence in Catholic education.

I commend this publication to you.

Most Rev. Bishop Vincent Long Van Nguyen OFMConv STL DD VG
Chairperson
Catholic Education Commission of Victoria Ltd
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1. Preamble

An inclusive education system can be described as one which values diversity and celebrates difference. Inclusive education systems seek to engage every learner to ensure ‘the successful participation and maximised achievement of every student’ (Elkins 2004, p.13) regardless of academic, cultural, physical, social/emotional or behavioural differences. Within this inclusive and culturally responsive context, Catholic schools develop policies and practices that recognise and value diversity in order to provide an effective education for all students and a welcoming environment for families. Catholic schools are an integral part of the Catholic Church’s mission.

Federal and state governments support the philosophy of inclusive education by recognising that some students require additional resources to allow equal access and opportunity ‘on the same basis’ as their peers. Through our education systems, financial support is provided by way of a variety of supplementary payments to help schools meet the complex educational needs of some students. Schools often utilise these resources to employ Learning Support Officers (LSOs).

Learning Support Officers are school-based employees, trained and/or untrained staff, who work alongside teachers to support the education of all students, or at times specific students including those with disabilities. A range of terms is currently used to refer to the individuals who hold these positions. These terms include but are not limited to the following: aide, teacher aide, teacher assistant, learning support assistant, paraprofessional, instructional assistant, and Education Support Employee. Throughout this document these support personnel will be referred to as Learning Support Officers (LSOs).

LSOs are employed as Education Support Employees under the *Victorian Catholic Education Multi Enterprise Agreement 2013 (VCEMEA)*, Parts 2 and 5 and are employed under varying categories (A to C or casual). Under the VCEMEA, Education Support Employees can be employed across five levels, in recognition of the variety of roles that Education Support Employees fulfil and the associated skills they require. The general work descriptions (including judgment/independence/problem-solving skills, level of direction, level of supervision, and qualifications and experience) required at each level are clearly articulated in the VCEMEA (see Appendix 6). In addition, the VCEMEA outlines typical duties associated with each level, including a breakdown of typical duties for separate sub-categories of Education Support Employee. In the case of LSO’s, the relevant sub-category is ‘Student Support’ (see Appendix 6).

The general work descriptors and the typical duties for each level and sub-category should be a key reference when appointing the Education Support Employee to the appropriate classification level. In relation to the specific classification of LSOs, in most cases they will be classified as either a Level 1 or Level 2 Education Support Employee, Student Support (see clauses 1.1, 1.2, 2.2 and 3.2 of Appendix 6). It is expected that employers will have considered the VCEMEA categories (A to C) and Levels 1–2 (see Appendix 6) and associated salary schedules when appointing LSOs and developing role descriptions. Appendix 1 of this resource presents the key clauses of the VCEMEA.

LSOs may fulfil generic administrative roles and/or provide support across a wide range of students with their respective needs. The role of the LSO continues to evolve based on the individualised needs of students and the support requirements these students have within their educational setting. In many instances the role of a LSO is required to be specialised in order to provide the appropriate degree of assistance and expertise necessary to effectively support the needs of particular students.
An increasing body of evidence indicates that the role of LSOs is expanding and includes support for students with behavioural difficulties (Howard & Ford 2007; Kerry & Kerry 2003). In recognition of the growing diversity of the role and the complex requirements placed upon LSOs, schools need to carefully construct position descriptions and consider the training and skills required by LSOs to fulfil their duties.

The VCEMEA provides that an Education Support Employee may be required to participate in an Annual Review Meeting (ARM). Where conducted, the ARM is held with the Principal or Principal’s nominee, with the primary purpose of affirming achievement and suggesting avenues of professional development (VCEMEA Clause 24.2, p.21). While this annual process does provide an opportunity for professional growth and direction for skills development, Effective Practices Framework for Learning Support Officers presents information that will inform and guide the review meetings.

Effective Practices Framework for Learning Support Officers also identifies the processes and practices of teachers who supervise LSOs, in facilitating their capacity to enhance student learning outcomes. It is the supervising teacher’s role to:

- accurately identify student needs
- plan and document appropriate educational pathways for students based on carefully constructed goals and measurable outcomes
- match these pathways with appropriately trained and qualified educators and/or Learning Support Officers.

**A Key Complementary Resource**

A foundation document, The CECV Intervention Framework 2015, is to be used in conjunction with the Effective Practices Framework for Learning Support Officers. The Intervention Process provides schools with guidance for managing the decision-making processes involved in effective management of student learning, with particular emphasis placed on identifying students who may require additional support to actively and successfully engage in appropriate learning. In addition, the process provides a system of support to re-engage students and monitor the effectiveness of implemented interventions.

The Effective Practices Framework for Learning Support Officers sits within the Learning and Teaching elements of the Intervention Process (see Figure 1). This Learning and Teaching process outlines the role of the Learning Support Officer when working in collaboration with teachers to support all students, including:

i. the broader range of students in the class or cohort
ii. a smaller, specifically identified group requiring targeted instruction
iii. an individual student when implementing a particular aspect/s of their Personalised Learning Plan (PLP).

More information about the CECV Intervention Process is presented in section 2 of this resource.
**CECV Intervention Framework – the Intervention Process**

**Figure 1: The Intervention process: an effective intervention pathway**

- **IDENTIFICATION**
  Teachers collect quality information from a range of sources. This information is used to identify strengths and guide improvement. Students with additional learning needs are identified and provided with a personalised learning pathway to actively and successfully engage them in learning.

- **TARGETED ASSESSMENT**
  Students with diverse learning needs may require more specific assessment data to inform the development and delivery of appropriate educational pathways that target the student’s individual needs.

- **ANALYSIS & INTERPRETATION**
  Analyses of student data (including a range of information from multiple sources) are used by teachers and/or the Program Support Group to develop targeted instruction and/or a Personalised Learning Plan (PLP).

- **LEARNING & TEACHING**
  Student data is used to plan and document an educational pathway which includes targeted instruction and/or a Personalised Learning Plan (PLP). These educational pathways are then matched with appropriately trained educators.

- **EVALUATION**
  Student progress is monitored and adjustments are made to the targeted instruction and/or the Personalised Learning Plan to improve the educational outcomes of students and the quality of the education programs. Processes for evaluation are clearly identified in the PLP and the Learning Planner (work program).

*The monitoring process includes ongoing data collection & analysis of a student’s progress and if the student is observed to need additional support at a later stage, then steps 2–5 would be initiated.
2. Overview of the Intervention Framework

The Catholic Education Commission of Victoria Ltd (CECV) Intervention Framework supports schools in managing student learning. The Intervention Framework identifies key principles, structures and processes which need to be considered in developing effective school practice (refer Figure 2).

Educators are constantly seeking effective ways to meet the needs of all learners, so that every student can experience success. When students learn differently or have particular talents, teachers are required to identify their learning needs and intervene. This intervention may be in the form of specific teaching in any particular instance, or it may be over a longer, more sustained period. These interventions or adjustments are necessary for academic and social achievement and require teachers to identify the most effective services. Educators must understand the demands of their curriculum, their instructional practices, and their students as learners.

All students are expected to receive appropriate, high-quality instruction within a broad array of instructional strategies operating within the general educational setting. The Intervention Framework is designed to scaffold learning and strategically support learners. It is founded in a key set of principles which have been informed by gospel values and strong beliefs of justice and equity, where the child is at the heart of education.

Figure 2: The CECV Intervention Framework
The Intervention Framework promotes high expectations for all children in Catholic schools. This is communicated through the ‘Principles Underpinning Intervention’:

- All students can learn.
- Effective schools enable a culture of learning.
- Effective teachers are critical to student learning success.
- Learning and teaching are inclusive of all.
- Teaching support matches the needs and talents of the student.
- Effective teaching practices are research-based.
- Inclusive schools actively engage and work in partnership with the wider community.

The Intervention Framework provides a structure for educators to work in teams to best understand and meet the learning needs of students. It seeks to support schools to meet compliance requirements under the Disability Discrimination Act 1992 and the associated Disability Standards for Education 2005. The Disability Standards clarify and describe more explicitly the rights of students and the obligations of schools under the Act. The Standards are intended to give students with disabilities the same rights as other students. They are based on the proposition that all students, including students with disabilities, should be treated with dignity and enjoy the benefits of education and training in an educationally supportive environment.

An inclusive approach to meeting the needs of all students was initially driven by agreements outlined in the UNESCO Salamanca Declaration (Ministry of Education and Science, Spain 1994) and later reinforced by the Melbourne Declaration of Educational Goals for Young Australians (MCEETYA 2008). The intent is that schools are proactive and students receive effective early instruction and intervention, avoiding the ‘wait to fail’ scenario. The challenge is to effectively and systematically put in place structures and processes that clearly identify student need and inform the selection of instruction/interventions, thus promoting very high-quality teaching for every child at every level in every context (Ministry of Education Ontario, 2005).

The CECV Intervention Framework draws strongly from a number of current education documents, resources and relevant legislation, including:

3. Overview of the Intervention Process

The Catholic Education Commission of Victoria Ltd (CECV) Intervention Process is a problem-solving model to support schools in managing student learning. Designed to scaffold learning, all students are expected to receive appropriate instruction within a broad array of instructional strategies operating within the general educational setting.

The Intervention Process leads schools through the steps of accurate identification of individual student’s learning needs – i.e. Identification, Assessment, Analysis & Interpretation, Teaching & Learning and Evaluation (refer Figure 1, section 1). Appendix 2 of this resource presents a series of guiding questions that can be used by teachers to assist them in working through the Intervention Process.

Assessment and data analysis provide information for Program Support Groups (PSGs) to develop and document targeted instruction (TI) and Personalised Learning Plans (PLPs). Decisions regarding appropriate intervention/s are made and resources to support the implementation of the TI/PLP are identified, including identifying which staff will work with students on each aspect of the PLP (LSO, classroom teacher, parent, specialist teacher). Through a period of specific interventions, the student’s progress is monitored with adjustments to learning and teaching, ensuring the student’s ongoing success.

Design of the Intervention Process

The CECV Intervention Process has been informed by the Response to Intervention (RtI) Model. Response to intervention is defined as the change in behaviour or performance as a function of an intervention (Gresham 1991). The response to intervention (RtI) model is a multi-tiered approach to providing services and intervention for students, at increasing levels of intensity, based on progress monitoring and data analysis. This model integrates assessment and intervention within a multi-level prevention system to maximise student achievement, promote positive classroom interactions and reduce behavioural problems. The CECV recognises that this model offers schools a means to better understand and support students with diverse learning needs.

The RtI model is based on the belief that teachers have the responsibility to create the best possible learning environment for each and every student through effective screening, progress monitoring and data-based decision-making processes utilising a multi-level decision making system (refer Figure 3).

The ‘first tier’ of support is also known as Tier 1, the universal tier. In Tier 1 some supplementary adjustments may be made, as part of regular classroom teaching. Students needing substantial adjustment are identified as requiring a ‘second tier’ of instruction – Tier 2, involving more focused and intentional strategies to meet the needs of a smaller and more targeted audience. Should further support be required, students are able to access more intensive strategies through a ‘third tier’ of instruction and extensive adjustment – Tier 3. It is expected that students will move between and within the tiers of instruction (refer Figure 4).
The RtI triangle can be used to represent actual data distribution against the optimal distribution being Tier 1 – representing most; Tier 2 – some; and Tier 3 – few. The RtI triangle can profile whole school data, smaller cohort data and individual profiles of strengths and challenges as can be seen in Figure 5, where one student’s profile is represented. The triangle assists teachers in deciding what support needs to be put in place, and at what point, in order to facilitate student learning.
**Universal Learning Design**

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn.

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone – not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

UDL is an approach to curriculum that minimises barriers and maximises learning for all students by seeing all students as having diverse needs.

Using this approach, adjustments are possible for all students as part of the curriculum design by

1. Presenting information in different ways
2. Providing multiple means of expression
3. Providing multiple means of engagement ... for all students.

*Figure 6: UDL Three Primary Principles* (Source: [http://www.cast.org/udl/](http://www.cast.org/udl/))

**Intervention Fidelity**

Irrespective of the pedagogical or delivery model chosen or the personnel involved in the implementation of an intervention, there is a need to ensure that the intervention is implemented as designed or intended. Regular and ongoing management and supervision are required to ensure a high level of intervention fidelity. *Intervention fidelity* is defined as the degree to which an intervention has been implemented as designed or intended (Gearing, El-Bassel, Ghesquiere, Baldwin, Gillies & Ngeow 2011; Perepletchikova, Hilt, Chereji & Kazdin 2009).

Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery (Dane & Schneider 1998; Power, Blom-Hoffman, Clarke, Riley-Tillman & Kelleher 2005).

An example of each of these aspects of fidelity is:

- **Adherence**: the intervention/program is implemented as intended and is in line with the principles underpinning interventions (see pages 5 and 6 of this resource).
- **Exposure**: the duration and frequency of sessions is at an acceptable level.
- **Program differentiation**: an individual student's needs are met through differentiation; however, changes to the teaching need to be within the intended parameters.
- **Student responsiveness**: the intervention/program maintains student active engagement.
- **Quality of delivery**: the intervention is implemented at a high standard.
Numerous researchers have noted that the fidelity of the implementation of an intervention has considerable importance (Brown & Rahn-Blakeske 2009; Gearing et al. 2011; Hogue, Liddle & Rowe 1996; Leff, Hoffman & Gullan 2009; Noell 2000; Perepletchikova et al. 2009). The ability to evaluate how closely intervention provision upholds the initial design allows for a judgment on the intervention itself, by permitting conclusions to be drawn regarding the intervention and eventual outcomes (Gearing et al. 2011; Hogue et al. 1996; Perepletchikova et al. 2009). This strengthens the knowledge base regarding specific interventions and enables practitioners to make predictions regarding those elements that are key components to success (Leff et al. 2009).

In 2009 Perepletchikova found that there were several barriers to the collection of data to measure intervention fidelity. These included time constraints, cost resources and labour issues, in addition to a lack of theoretical information and formalised guidelines to direct the information gathering. However, Perepletchikova’s findings provided consistent acceptance that the collection of data on intervention fidelity was becoming increasingly important in evaluating the effectiveness of interventions, particularly in professions that were progressively promoting the use of evidence-based practice. The practice of gathering information and data regarding the implementation of an intervention provided an evidence base and opportunity to accurately evaluate an individual’s response to an intervention.

There has been a recent shift within Catholic schools to measure student progress and monitor the effectiveness of the delivery by calculating effect sizes. These, along with direct and indirect observation of student performance, can be used to evaluate the effectiveness of an intervention. In addition, these data provide an opportunity for self reflection on current practice and provide evidence for development and provision of ongoing professional learning for the LSO (Groom 2006).

Broadbent & Burgess (2003) and Groom (2006) consider the LSOs as ‘frontline workers’ and acknowledge that the particular knowledge, skills and attributes that they bring to their roles can provide valuable insights into the phenomenon of supporting students. They also note that these insights are valuable in further informing inclusive policy development, as well as directing the roles, responsibilities and professional relationships of the LSOs.
4. Principles Underpinning Interventions

Teachers have embraced the challenges of meeting the wide range of student needs, but often wonder how to best go about this task. They are looking for ideas to help them simultaneously teach students who excel, those who learn at an average pace, and those who learn differently (Kirk, Gallagher, Coleman & Anastasiow 2008). Clearly, no simple answers exist. However, it is helpful to focus on fundamental principles for creating and sustaining learning spaces in which all students can succeed.

The following are seven principles that reflect contemporary theory and research concerning student learning and educational pedagogy. In Catholic schools these principles underpin a commitment to intervention practices that enable all students to experience learning success.

1. All students can learn.

All students can experience success in learning when they are actively engaged and supported through learning. Teachers can ensure students’ success by adopting assessment principles for learning so that clear evidence is used to set learning goals and drive achievement. This is used in conjunction with explicit feedback to students and self-monitoring by students to plan future learning goals.

2. Effective schools enable a culture of learning.

Effective schools have agreed expectations and coherence around the quality of teaching required to impact on student performance. A constant focus on learning and teaching is entrenched in their culture.

Supported by effective leadership, effective schools provide ongoing learning opportunities for teachers to develop the skills, knowledge and dispositions necessary to teach to higher professional standards, such as those outlined in the Australian Institute for Teaching and School Leadership (AITSL) National Professional Standards for Teachers (AITSL 2011).

Effective schools are defined by an agreed vision and goals, purposeful teaching and high expectations for student learning. They have rigorous systems of accountability and stimulating and secure learning environments. They are also distinguished by professional leadership motivated by the desire to build a vibrant, professional learning community.
3. Effective teachers are critical to student learning success.

Effective teachers know their students and how they learn. The Australian Institute for Teaching and School Leadership presents professional standards that require teachers to:

1.1 demonstrate knowledge of the physical, social and intellectual development of students
1.2 understand how students learn
1.3 demonstrate knowledge of teaching strategies to support students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.4 employ strategies for teaching Aboriginal and Torres Strait Islander students
1.5 differentiate teaching to meet the specific learning needs of students across the full range of abilities
1.6 demonstrate strategies to support full participation of students with disabilities.

Students with diverse needs may receive important support and programming from a number of people, but the key educator for literacy and numeracy development is the teacher(s). Teachers are ideally placed to gather ongoing assessment data and monitor student learning. They have the advantage of knowing the student and can provide valuable feedback for others working with the student. Here, the communication between the student’s teacher/s and the Learning Support Officer (LSO) is crucial.

4. Learning and teaching are inclusive of all.

The Australian Government articulates a vision for social inclusion and defines a socially inclusive society as one in which all Australians feel valued and have the opportunity to participate fully in the life of our society. In this society all Australians will have the resources, opportunities and capability to:

- learn by participating in education and training
- work by participating in employment, in voluntary work and in family and caring
- engage by connecting with people and using their local community’s resources
- have a voice so that they can influence decisions that affect them.

In education, inclusion is often related to students with disabilities and in many cases is applied to the idea of students with disabilities being placed in general education classrooms. However, inclusion is much more than that. It is the foundation on which learning for all students should be based. Inclusion is a belief system. It is the understanding that all students – those who are academically gifted, those who are average learners, and those who learn differently for any reason – should be fully active members of their school community and that all professionals in a school share responsibility for their learning. The term inclusion only has meaning when it is applied to an entire school because this belief system cannot be made into a reality when it is only applied to individual students, teachers, or classrooms and teams.
5. **Teaching support matches the needs and talents of the student.**

Treating all students exactly the same means that students who need adjustments to the program in order to succeed will be disadvantaged. Some students require more or different support in order to work at a level appropriate to their abilities and needs. Adjustment intensity should be dynamic, evidence-based and ‘at the point of need’.

Under the Nationally Consistent Collection of Data (NCCD) model, teachers use their professional, informed judgement to determine the level of support (adjustment) required in regard to:

- which of their students are being provided with a reasonable adjustment because of disability, as defined in the Disability Discrimination Act 1992 (the DDA) and the Disability Standards for Education 2005
- the level of adjustment that students with disability are being provided with, in both classroom and whole of school contexts
- the broad category of disability under which each student best fits.

Where there is evidence at a school to demonstrate that a student is being provided with a reasonable adjustment to meet long-term (10+ weeks) specific needs associated with disability, in consultation with the student or their parents or carers, then the student is eligible to be counted in the national data collection on students with disability.

6. **Effective teaching practices are research-based.**

Effective teaching practices are founded on research, and tempered by informed teacher judgment and sound pedagogical content knowledge. Students with diverse needs benefit most when teachers deliver programming informed by both professional judgment and domain knowledge, supported by empirical evidence. Good pedagogy is based on good research. Basing instruction on sound research will avoid the pitfall of following trends that lack efficacy.

7. **Inclusive schools actively engage and work in partnership with the wider community.**

The larger community has a place in the process of educating all students. Student success is optimised when schools are outward-facing and engage with the community to both seek and offer support.

Schools work in partnership with school leadership, classroom teachers, learning support officers, parents/families and community support agencies. Families and community support agencies are crucial contributors. In turn, schools have a responsibility to be a resource to the wider community. Everyone has a place in the process, including the student and parents. The latter are respected and are actively encouraged to be involved in decisions about their children’s diversity of educational needs.

Teachers enhance their effectiveness by working with colleagues in schools and other educational services and, when required, with other professionals from allied fields, in particular the health sector.
5. Effective Practices for Learning Support Officers

The Effective Practices Framework for LSOs draws strongly from a number of current education documents, including:

- My Time, Our Place: A Framework for School-Age Care in Australia, DEEWR 2011. [http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Pages/FrameSchAgeCare.aspx](http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Pages/FrameSchAgeCare.aspx)

The Framework promotes high expectations for all children in Catholic schools. This is communicated through the Principles Underpinning Intervention outlined in the previous section of this resource, namely:

- All students can learn.
- Effective schools enable a culture of learning.
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- Teaching support matches the needs and talents of the student.
- Effective teaching practices are research-based.
- Inclusive schools actively engage and work in partnership with the wider community.

**Definition – Learning Support Officer (LSO)**

While there are varying descriptors for the role, the definition [Note: There is no definition of an ‘LSO’ in the VCEMEA – only the classification descriptors in Appendix 6] adopted here, is an employee who:

- provides direct or indirect services to students, assist students on an individual or group basis in specific learning areas; and
- works under the supervision of a teacher, a higher level Learning Support Officer, or a Principal who has the ultimate responsibility for the design, implementation, and evaluation of education programs and related services.
**The Roles and Responsibilities of the Learning Support Officer**

The role of LSOs can be varied and complex. An LSO may provide support under the direction of a teacher to one child or more than one child with disabilities, or to groups of students with similar needs across various teaching spaces in a school.

An LSO may provide support for a student’s academic learning, behaviour program, physical care, or social progress throughout the entirety of a school day, including class and recess times. These are further expanded in the Roles and Responsibilities matrix in Table 1.

LSOs may play many different roles and they require the ability to adapt their skills over time.

**Employment and Deployment of an LSO**

Four key practices are critical, both for the school and the LSO, in employing and deploying an LSO. These are:

1. **Clarification of the role** – developing a clearly defined role description for the LSO in accordance with his/her conditions of employment.

2. **Identification of tasks** – clarifying the specific tasks to be undertaken by the LSO. The tasks should be incorporated into a student’s Personalised Learning Plan and specify the LSO’s role in data collection.

3. **Establish clear pathways for communication** – communication pathways with the student/s teacher/s and parents (through a PSG) need to be identified for the LSO.

4. **Identification of training** – establishing prior experience and ongoing training required by the LSO to complete the identified tasks (i.e. LSOs who have the experience and expertise, or who have immediate access to the expertise, or who will require training opportunities to strengthen confidence and competence).

These key practices are further expanded in the matrix of Roles and Responsibilities of the LSO (Table 1.) Note that this matrix reflects the three-tiered model of intervention adopted by the CECV Intervention Process described in section 2 of this resource.

A further guide to clarifying roles, responsibilities and specific tasks was presented in Figure 2. Again, using the CECV Intervention Process as a core resource, LSOs sit within the Learning and Teaching elements of the Intervention Process.
### Table 1: Roles and Responsibilities of the Learning Support Officer

<table>
<thead>
<tr>
<th>Practices and Structures</th>
<th>Core Curriculum Universal (Tier 1)</th>
<th>Targeted Teaching Focused Small Group Learning (Tier 2)</th>
<th>Intensive Personalised Learning Plan (Tier 3)</th>
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</table>
| **Learning and Teaching** | Work in partnership with teachers to support student learning: Duties may include:  
- general support to a group of students while the teacher is engaged in focused teaching;  
- provision of Personalised support, e.g. mobility or communication support, where required;  
- assisting students to complete tasks designed by the teacher;  
- supervision of core program, work completion;  
- preparation of support materials. | Work in partnership with teachers to implement aspects of learning plans, as identified by the teacher, for groups of students.  
- Lead small group instruction designed by the teacher;  
- Adapt lessons for individual students, under the guidance of a teacher. | Work with the student, under the direction of a teacher, to support the implementation of particular learning goals as identified in the Personalised Learning Plan (PLP). |
| Identification of role and tasks | Collect data for analysis by the teacher – work samples; anecdotal notes on performance of task, work habits, behaviour etc., provided to the teacher. | Collect data for analysis by the teacher and/or school-based leadership – work samples, running records, anecdotal notes on performance of task, work habits, behaviour etc., provided to the teacher / PSG team, if applicable. | Collect data for analysis by the teacher and school-based leadership team/PSG.  
- attendance records  
- review session data (e.g. ERIk)  
- work samples  
- assessment data, as directed by a teacher, PSG. |
| **Data Collection** | Communicate with teacher on student’s performance of task, work habits, behaviour etc.  
Provide general formative feedback to student on performance during the teaching session. | Communicate with teacher on student’s performance of task, work habits, behaviour etc. | Liaise regularly with teacher to discuss specific strategies to be implemented by the LSO as identified in the PLP.  
Communicate with teacher about student performance on tasks, implemented by the LSO, as identified in the PLP.  
Communicate with teacher, parent/s and school-based leadership team through the PSG relating to student performance on tasks, as identified in the PLP.  
Skills, knowledge and traits required for personalised instruction, identified in the PLP including the implementation of Intervention Programs, under the direction of a teacher and the PSG.  
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| **Communication** | Communicate with teacher on student’s performance of task, work habits, behaviour etc. | Communicate with teacher on student’s performance of task, work habits, behaviour etc. | |
| **Skills – Professional Learning** | Skills, knowledge and traits, as defined by the teacher, required for assisting the student to complete tasks designed by the teacher.  
Access to relevant professional learning. | Skills, knowledge and traits required for successful implementation of small group instruction, under the direction of a teacher.  
Access to relevant professional learning. | Skills, knowledge and traits required for personalised instruction, identified in the PLP including the implementation of Intervention Programs, under the direction of a teacher and the PSG.  
Access to relevant professional learning. |
Note that the role and responsibilities of the LSO are within and aligned to the Learning and Teaching phase of the Intervention Process.

**Figure 7: The steps in the Intervention Process**

Teachers collect quality information from a range of sources to identify students who may not be actively engaged in learning (including those experiencing delay or high achievers not reaching their potential), leading to team discussion and development of management strategies.

Teachers are asked to consider formal and informal assessments if further information is required.

Analysis of a broad range of assessment and observational data assists teachers in developing a detailed profile (e.g. Personalised Learning Plan (PLP), Group Learning Plan...)

Clearly stated goals are identified, together with research-based approaches which consider the expertise and resources required for effective implementation by teacher, LSO and/or parent. A PLP may be documented utilising a problem-solving methodology.

Processes for evaluating both PLP implementation and student progress are clearly documented and timeframed by teachers.
6. Key Competencies of Supervising Teachers

Teachers play a key role in facilitating the effectiveness of LSOs and their capacity to enhance student learning outcomes. Due to the diversity in the students’ needs and the corresponding diversity in the role of the LSO, flexibility, communication and clear direction is required from the teacher.

A teacher’s role in supervising the work of LSOs has changed since LSOs were introduced to educational settings. Unfortunately, few training programs for teachers working with LSOs have been developed; further, little empirical research has been conducted to identify the skills and knowledge that teachers or other professionals require to successfully supervise the work of LSOs.

In a study by Wallace et al. (2001, p.520–533), feedback gathered from administrators, teachers, and LSOs revealed that the competencies identified are important and necessary for teachers who direct the work of Learning Support Officers.

**Desirable Competencies for Teachers Supervising the Work of Learning Support Officers**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication with LSOs</td>
<td>1. Share student-related information, explain role of the LSOs.</td>
</tr>
<tr>
<td>2. Planning and scheduling</td>
<td>2. Coordinate schedules, establish goals, set plans, establish time for planning, and consider strengths and interests of LSOs when aligning tasks.</td>
</tr>
<tr>
<td>3. Instructional support</td>
<td>3. Provide regular feedback regarding each LSO’s work performance; support LSOs in providing instruction to students; and provide support and direction to LSOs who work in independent capacities.</td>
</tr>
<tr>
<td>4. Modelling for LSOs</td>
<td>4. Model for LSOs a caring and respectful manner when interacting with students.</td>
</tr>
<tr>
<td>5. Public relations</td>
<td>5. Inform administrators, teachers, and parents of the responsibilities and roles that LSOs have in the educational program; advocate for the LSOs regarding training, modifications in responsibility and involvement in decision making groups (PSGs).</td>
</tr>
<tr>
<td>7. Management of LSOs</td>
<td>7. Maintain regular positive and supportive interaction with LSOs; contribute to the evaluation of LSOs’ performance, support skill improvement.</td>
</tr>
</tbody>
</table>

Again, using the CECV Intervention Process as a core resource, the following diagram may assist supervising teachers and LSOs to clarify their respective roles and responsibilities in working collaboratively to strengthen student learning.
Figure 8: Teacher and LSO Relationships and Roles in the CECV Intervention Process

**ROLE OF TEACHER**
Work within the established school processes to collate and analyse data in order to plan, document and implement an individualised learning pathway designed to address specific learning needs. Carefully construct learning activities responsive to the identified learning needs, which may be supported by a skilled Learning Support Officer. Design effective structures for ongoing monitoring and evaluation to inform practice.

**ROLE OF LSO (INTENSIVE/PLP/TIER 3)**
Closely liaise with the teacher to decide on the specific strategies to be implemented by the LSO, as identified in the PLP. Work with the student to support the implementation of the particular learning goals identified. Collect data for analysis by the teacher/PLT/problem-solving team. LSOs will have the skills, knowledge and traits required for successful implementation, as well as access to relevant professional learning.

**ROLE OF TEACHER**
Work within the established school processes to collate and analyse data in order to plan and document individual and/or group learning pathways. Carefully construct learning activities responsive to the identified learning needs. Design effective structures for ongoing monitoring and evaluation to inform practice.

**ROLE OF LSO (TARGETED/GROUP PLAN/PLP/TIER 2)**
Work in partnership with the teacher to implement particular aspects of the learning plans for groups or individual students. Collect data for analysis by the teacher. LSOs will have the skills, knowledge and traits required for successful implementation, as well as access to relevant professional learning.

**ROLE OF LSO (UNIVERSAL/CORE PROGRAM/ TIER 1)**
Work alongside teachers to support student learning. The LSO role may include general support to groups of students whilst the teacher is engaged in focused teaching. The LSO role may also involve provision of individualised/personalised support, e.g. mobility or communication support for short periods where required. LSOs will have the skills, knowledge and traits required for successful Implementation, as well as access to relevant professional learning.

**ROLE OF TEACHER**
Plan and implement flexible, responsive and developmentally appropriate learning activities designed to actively engage learners. Employ effective structures to assess and monitor engagement and learning.
7. School Structures, Policies, Resources and Practices

When designing effective pathways for students with diverse learning needs and clarifying the role that LSOs will play in this process, a number of the school’s existing policies, resources and practices will need to be considered by school leaders and teachers. Collectively these factors impact on the roles and responsibilities of LSOs and should be taken into account at the planning stage.

The key structures, policies, resources and practices include the following:

- Guidelines for conducting Program Support Groups (PSGs). Refer to Section 8 p.19.
- Guidelines for designing Personalised Learning Plans (PLPs). Refer to Section 9 p.21.
- Learning and Teaching policy – in particular an understanding of the principles of Inclusive Education.
- Assessment policy – in particular an understanding of the principles of assessment; including summative and formative assessment.
- Evaluation processes – including school-based assessment schedules. Effective and efficient procedures for the identification and assessment of the educational needs of all students are recognised as essential first steps in making provision for them. Provision for a diversity of learning needs is planned, well managed and regularly reviewed.
- Curriculum – the educational needs of all students are met through the provision of an appropriate curriculum (including PLPs).
- Resources and contexts – the accommodation and resources are suitable.

Some of these policies, resources and practices are further expanded upon in sections 7 and 8 of this document.
8. Guidelines for Conducting Program Support Groups

The education of each student in a Catholic school is a partnership between parents as the first educators of their child and the school to whom they entrust their child. As the active engagement of parents is critical to each student’s wellbeing and learning, Catholic schools aim to create welcoming environments where schools are core community centres.

Effective communication between home and school is essential for developing and maintaining a positive partnership. This partnership is of critical importance when planning programs for students with diverse learning needs. For these students, formal communication takes place through regular Program Support Group meetings. A Program Support Group (PSG) may also be referred to as a Student Support Group (SSG) <http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/studentsupportguidelines2013.pdf>.

In planning for a Program Support Group meeting, schools will have followed the steps outlined in the Intervention Process, and have worked through the processes of Identification, Assessment and Analysis & Interpretation. They will be ready to commence specific planning for the Learning and Teaching stage. At the Learning and Teaching stage schools will have identified students with diverse learning needs and will be in the process of planning and documenting ‘where to next’ for this student. The Program Support Group may decide that the identified student requires a Personalised Learning Plan.

**Aims**
The aims of a Program Support Group are to:

- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student’s educational future
- plan reasonable adjustments for the student to access the curriculum and participate in their education
- provide educational planning that is ongoing throughout the student’s school life
- monitor the progress of the student.

**PSG Members**
A Program Support Group consists of:

- the parent/guardian/carer(s) of the student
- an advocate for the parent/guardian/carer(s) (where nominated by them)
- the student’s teacher(s) or nominated responsible teacher(s) (secondary)
- the principal or nominee (to act as chairperson)
- the student (where appropriate).

Consultants to the PSG (e.g. psychologists, speech pathologists, occupational therapists, physiotherapists, school advisers, and visiting teachers) may also be invited to attend.
**Roles and Responsibilities of the PSG**

In order to achieve these aims the Program Support Group will:

- identify the student’s progress
- determine any adjustments to be made to the curriculum
- plan an appropriate educational program
- develop a Personalised Learning Plan
- discuss the plan with teachers and provide support to implement it
- provide advice to the principal concerning the diversity of educational needs of the student and the types of resources required to meet these needs
- review and evaluate the student’s program at least once per term, and at other times if requested by any member of the group.

Note: Teachers will continually review and evaluate the student’s program in light of student progress and report this via the PSG at least once a term.

**PSG Minutes**

By the end of the PSG meeting there should be a written summary or plan of agreed actions. These should include the issue, the action, the person responsible and when the action is to be completed. In addition:

- Agreed actions should be read back to the group at the end of the meeting.
- All members of the group should receive a copy of the minutes.

**For Further Reference**


9. Guidelines for Personalised Learning Plans

A Personalised Learning Plan (PLP) is a working document designed to clearly record the planned adjustments or interventions that will support the student’s learning and the student’s progress toward the specified long- and short-term goals. In designing a Personalised Learning Plan for a student or group of students, the following key elements need to be considered:

- The Personalised Learning Plan is developed through a PSG.
- Identify student learning needs and set goals.
- Learning goals are Specific, Measurable, Achievable, Relevant and Time-framed (SMART goals) (Doran 1981).
- Entry levels are established prior to setting short-term goals (STGs).
- Implementation details of each learning goal are clearly identified – how each learning activity will be implemented (frequency, duration, resources required).
- Determine adjustments that need to be made to meet the learning needs as documented in the PLP.
- Key elements of intervention fidelity are considered when implementing an intervention program – adherence, exposure, program differentiation, student responsiveness and quality of delivery. (Refer to section 5 of this resource.)
- Ongoing monitoring and data collection are clearly identified in the PLP (how and by whom).
- Clear identification of who is carrying out each task on the PLP ensures that tasks are appropriately allocated to a teacher or LSO.
- Instructional strategies and content are based on knowledge of developmental sequences or skill acquisition continuums.
- Instruction is delivered systematically, explicitly, and with sufficient intensity and duration.
- Current student data are used for identifying the diversity of learning needs and setting goals.
- Ongoing assessment is essential for improving instruction.
- Instruction is sufficiently varied and balanced to ensure that all students are active participants.
- Monitoring a student’s progress via STGs provides an opportunity to acknowledge and celebrate a student’s efforts and provide feedback to the PSG.
10. Shared Terminology

When working collaboratively to design and implement learning interventions for students with diverse learning needs, school leaders, teachers, PSG members and LSOs need to ensure that the ‘technical’ language, acronyms and abbreviations pertaining to these matters are well understood and used appropriately.

The following description of terms will assist this process. The terms are listed in alphabetical order.

**Adjustment**
Adjustments are modifications made for students with disability and the school-based processes central to ensuring students with disability participate in education on the same basis as their peers (NCCD 2013).

There are four levels of adjustment to consider:

- No adjustment at this time
- Supplementary adjustment
- Substantial adjustment
- Extensive adjustment.

Supplementary adjustments are provided at the time of need to complement the strategies and resources already available within the school and may require accessing specialist support services.

Substantial adjustments address the specific nature and significant impact of the student’s disability. These adjustments address the more significant barriers to their engagement, learning, participation and achievement.

Extensive adjustments are provided when specific measures are required across all learning areas to address the individual nature and acute impact of the student’s disability and the associated barriers to their learning and participation. These adjustments are highly personalised, comprehensive and ongoing.

**Differentiation**
Students work on the same curricular area, but interact in different ways with teachers and resources. They have some or all of the assignments, learning targets, resources, teaching methods and student groupings planned to differentially take account of their aptitudes and the levels of their current strengths, attainments and needs.
**Inclusive education**

Inclusive education reflects the values, ethos and culture of an education system committed to excellence by enhancing educational opportunities for all students. Inclusive education relies on a school community's ability to embrace diversity and be flexible in its approaches – where the school system and structures change to fit the needs and strengths of a child, rather than attempting to change the child to fit the system, and where the benefits derived from overcoming barriers to the access, participation and achievement of particular students have a positive impact upon the learning and teaching environment for all.

Today within the Catholic education system, increasing numbers of parents are choosing their local Catholic school for the education of their children with diverse learning needs. While legislation such as the *Commonwealth Disability Discrimination Act 1992*, and the *Disability Standards for Education 2005* support this right, the Gospel of Jesus Christ and the principles of social justice and equity for all underpin the practice of inclusion within our schools.

Classrooms in the Archdiocese of Melbourne are multi-dimensional, made up of students with differing ability, gender, ethnicity, age, physical attributes and backgrounds. Our challenge as educators is to provide learning environments:

- that celebrate these variations
- where positive learning outcomes are the goal for all students
- where everyone, regardless of ability, belongs
- where all kinds of learning take places and are valued (CEOM 2006).

**Individualisation**

Aspects of the curriculum and/or approaches to learning and teaching are altered to take account of the personalised educational needs of individual pupils or students.

**Intervention**

Adjustments to learning and teaching are implemented for students who are identified with additional learning needs. The support may be with an individual, a small group or within the classroom.

**Intervention fidelity**

Intervention fidelity is the extent to which any intervention has been implemented as originally specified or intended (Gresham, MacMillan, Beebe-Frankenberger & Bocian 2000). Any evaluation of intervention fidelity should consider the data collected relating to particular aspects of delivery, including setting, duration of sessions, frequency of sessions, attendance, and direct observation or observable phenomena and student performance. (Refer to section 5 of this resource for further explanation of this concept.)

**Long term goals (LTGs)**

Long term (annual) goals are specific statements describing the expected behaviour or skill to be achieved by the end of the school year. Long term goals need to be specific, measurable, achievable, relevant and time bound (DEECD 2012).

**Paraprofessional**

Paraprofessional is a job title given to persons in various occupational fields, such as education and healthcare, who are trained to assist professionals but are not themselves qualified at a professional level. The paraprofessional is able to perform tasks requiring significant knowledge in the field, and may even function independently of direct professional supervision, but lacks the official authority of the professional (DEEWR 2011).
Personalised Learning and Personalised Learning Plan (PLP)
The term ‘Personalised Learning’ does not imply learning in isolation of others.

Personalised learning recognises the individual strengths, needs and goals of students and the need for schools to respond to these differences. It involves a commitment to identifying each student’s learning needs, then designing and applying the curriculum so all students can achieve. Personalised learning may include individual, small-group or whole-class instruction.

Personalised learning focuses on working with each student, in partnership with a student’s parents/carers, to develop a plan that reflects the student’s goals and current capabilities and includes specific learning targets.

Descriptions and definitions of personalising education have emerged at national and international levels. As a key driver of education reform, personalising education has the following common themes:

- Learners are central.
- Information and communications technology (ICT) is a key enabler.
- Learning is lifelong.
- Schools and communities are communities of collaboration.

Research-based practice (RBP)
Research-based practice (RBP) means using the best research-proven assessments and practices in our day-to-day teaching. This means each educator upholds his/her responsibility to stay in touch with the research literature and to implement best practice as a part of all decision-making. Implementing research-based practice means a real commitment to lifelong learning, expressed in the best possible education of all students (Sackett, Rosenberg, Muir Gray, Haynes & Richardson 1996).

Hempenstall (2006), following the 2005 National Inquiry in Australia into the Teaching of Literacy, asserted that ‘teaching, learning, curriculum and assessment need to be more firmly linked to findings from research-based research indicating effective practices, including those that are demonstrably effective for the particular learning needs of individual children’ (p.9). The National Inquiry recommended a national program to produce research-based guides for effective teaching practice, the first of which is to be on reading.

Short term goals (STGs)
Short term goals are developed by identifying the sub-skills that are required for a student to achieve a long term (annual) goal. Short term goals specify what is to be achieved in periods ranging from a week through to a semester. They also need to be specific. Short term goals are set/reviewed at each Student Support Group meeting (DEECD 2012).

Universal design for learning
Universal design for learning (UDL) is a concept that originated in the field of architecture and was applied to education in the early 1990s through work completed at the Centre for Applied Special Technology (Hitchcock, Meyer, Rose & Jackson 2002). UDL applies this idea to curriculum and instruction.

A universally designed curriculum has built-in flexibility and options for all learners from the beginning – at the planning stage – and this leads to more elegant, integrated, and seamless educational opportunities. The application of UDL that teachers can use daily is differentiation <http://www.cast.org/udl/>.
Acronyms

DDA      Disability Discrimination Act
DSE      Disability Standards for Education
PLP/ILP/IEP Personalised Learning Plan / Individual Learning Plan / Individual Education Plan
LSO/LSA/SSO Learning Support Officer / Learning Support Assistant / Student Support Officer
LTGs     Long-term goals
NCCD     Nationally Consistent Collection of Data
PSG/SSG  Program Support Group / Student Support Group
STGs     Short-term goals
11. Some Cautions

The research of Giangreco, Edelman, Luiselli, and MacFarlan (1997) identified a series of concerns pertaining to the close proximity of instructional assistants to students with significant disabilities. Their study presented data that revealed that instructional assistants providing close physical support to students with disabilities on an ongoing basis might be counter-productive.

Potential counter-productive outcomes include:

- interference with ownership and responsibility by general educators, i.e., teachers may become dependent upon LSOs and hand over too much responsibility
- separation from classmates, creating a barrier between the student and his/her peers
- dependence on adults
- too much scaffolding – a lack of fading
- impact on peer interactions insofar as the LSO communicates for the student
- loss of personal control, i.e. the LSO makes decisions for the student
- interference with instruction of other students, taking up more time.

Consider the following examples:

- an LSO provides the student’s primary literacy instruction
- the student is removed from class activities at the discretion of the LSO rather than the teacher
- the student spends 80 per cent or more of his or her time with the LSO
- the student spends the majority of his or her social time (lunch, recess) with an LSO rather than with classmates
- the LSO, rather than the teacher or special educator makes the majority of day-to-day curricula and instructional decisions affecting the student.

These situations can occur all too frequently.

The rationale for presenting these cautions is to ensure that the ‘best person for the job’ is assigned to supporting students with additional needs. The LSO needs to be supported to reach his/her full potential, particularly through role clarification, clearly defined task allocation and responsibilities and clear communication pathways between the LSO and the teacher. This support also includes guidance and training from qualified teachers in strategies that are responsive to the student’s overall social and emotional wellbeing within the context of general education and intervention environments.
12. References


Brown, S & Rahn-Blakeslee 2009, Training School Based Practitioners to Collect Intervention Integrity Data: One agency’s model. *School Mental Health*.


APPENDIX 1: LSO Employment Conditions in the Victorian Catholic Education Multi Enterprise Agreement 2013

The Victorian Catholic Education Multi Enterprise Agreement 2013 (VCEMEA), Parts 2 and 5 clearly outline employment conditions that are to be adhered to when employing LSOs.

32.2 Upon engagement the Employer shall appoint the Education Support Employee to the appropriate classification Level based on the general work descriptions (including judgement/independence/problem-solving skills, level of direction, supervision and qualifications and experience), as well as the typical duties required at each Level (see Appendix 6 VCEMEA).

As outlined previously, in relation to the specific classification of LSOs, LSOs will in most cases, be classified as either a Level 1 or Level 2 Education Support Employee, Student Support (see clauses 1.1, 1.2, 2.2 and 3.2 of Appendix 6).

The pay subdivision within the Level will be determined by experience as set out in Clause 40 – Assessment of experience and Education Support Employees will be paid in accordance with the rates in the relevant salary Schedule of the VCEMEA.

The following sets out relevant extracts from Appendix 6 of the VCEMEA, which outlines the classification descriptors for Education Support Employees working in the area of Student Support.

1. Classification – Education Support

1.1 General Work Description – Level One

(a) Competency
   (i) Competency at this level involves application of knowledge and skills to a range of defined tasks, roles and contexts where the choice of actions required is clear.

(b) Judgement, independence and problem solving
   (i) Roles at this level will require Employees to apply generally accepted concepts, principles and standards in well-defined areas. Solves relatively simple problems with reference to established techniques and practices. Will sometimes choose between a range of straightforward alternatives.

(c) Direction
   (i) Close supervision or, in the case of more experienced Employee’s routine supervision of straightforward tasks; close supervision of more complex tasks.

(d) Supervision
   (i) Roles at this level do not supervise students without a higher level Education Support Employee, Teacher or Principal being present.

(e) Qualifications and Experience
   (i) Level 1 duties do not require a qualification or prior experience upon engagement.
1.2 General Work Description – Level Two

(a) Competency

(i) Competency at this level may include Level 1 competencies. In addition, competency at this level involves the application of knowledge with depth in some areas and a broad range of skills. There is generally a variety of tasks, roles and contexts. There is some complexity in the ranges and choice of actions required. Some tasks may require limited creative, planning or design functions.

(b) Judgement, independence and problem solving

(i) Roles at this level will require Employees to exercise judgment to identify, select and apply the most appropriate available guidelines and procedures, interpret precedents and adapt standard methods or practices to respond to variations.

(ii) Roles may require an Employee to:

• apply diagnostic skills, theoretical knowledge and techniques to a range of procedures and tasks; and/or
• undertake tasks requiring expertise in a specialist area or a broad knowledge of a range of functions.

(c) Direction

(i) Supervision is generally required to establish general objectives relative to specific tasks, to outline the desired end product and to identify potential resources for assistance.

(ii) Some positions will require routine supervision to general direction depending upon experience and the complexity of the tasks.

(d) Supervision

(i) Roles at this level may be required to:

• supervise students while performing their normal duties but may not be used instead of a Teacher;
• supervise other Employees at lower levels.

(e) Qualifications and Experience

(i) Level 2 duties typically require a skill level which assumes and requires relevant knowledge or training equivalent to:

• completion of a trades certificate or Certificate III;
• completion of Year 12 or a Certificate I or II, with relevant experience and or education/training; or
• an equivalent combination of relevant experience and/or education/training.

2. Typical duties – Education Support (Level 1)
The duties listed are examples of activities typically undertaken by Employees in different roles at each of the classification levels. Roles at a particular level may include duties from lower levels.

2.1 Student Support 1

(a) assisting student learning in specified learning areas and tasks, either individually or in a group, under the specific direction and supervision of a Teacher or a higher level Employee;

(b) providing general assistance of a supporting nature to Teachers on a directed basis;

(c) providing basic physical, social and emotional care for students e.g. toileting, meals and lifting;
(d) assisting with clerical duties associated with regular school activities e.g. student records, equipment records;
(e) assisting with the collection, preparation and distribution of learning materials;
(f) providing limited assistance with communication between Teachers and non-English speaking parents/students;
(g) assisting in interpreting and/or translating of basic, non-complex documents.

3. Typical duties – Education Support (Level 2)
The duties listed are examples of activities typically undertaken by employees in different roles at each of the classification levels. Roles at a particular level may include duties from lower levels.

3.2 Student Support 2
(a) assisting student learning, where discretion and judgement is required (including providing more individualised approaches and intervention strategies, and assisting in identification of learning needs and evaluation of progress under the general supervision and direction of the Teacher);
(b) participate in the monitoring, evaluation and reporting of student learning and programs;
(c) work with students to enable them to use specialised augmentative communication and adaptive technology to enhance student access to the curriculum;
(d) under the general supervision and direction of teaching staff, undertake specialist assistance to students in specific learning areas e.g. languages, technology, the Arts;
(e) under the general supervision and direction of teaching staff, undertake learning support activities involving specialist cultural understanding and skills, e.g.:
   (i) assisting students with classroom activities;
   (ii) supporting Teachers to understand the educational, health and welfare needs of Koori and refugee students;
   (iii) acting as a cultural support person or mentor;
   (iv) assisting in the delivery of culturally inclusive curriculum.
(f) providing basic support to students within defined principles and parameters;
(g) assisting in wellbeing programs and/or supporting a Chaplaincy program.

4. Allowances – Medical Support Allowance
An Education Support Employee who is required to undertake specific training to support a student who has unstable health and/or complex health needs and the training is required to support that student daily in his or her school routine, shall receive the Medical Support Allowance for the period that such support is given. (Refer 47.4)
APPENDIX 2: Guiding questions to consider in the Intervention Process

IDENTIFICATION
Why have you identified this student as requiring substantial or extensive adjustment?
When was the student first identified and what action was taken?
Analysing the information you now have, do you still perceive the student as requiring a substantial or extensive adjustment?

TARGETED ASSESSMENT
What do you need to know about this student’s learning in numeracy and literacy?
How will you gain this information? Who will conduct the testing?

ANALYSIS & INTERPRETATION
How will you analyse and record the literacy and numeracy data?
What does the analysis tell you about the student as a numeracy/literacy learner?

LEARNING & TEACHING
What does the student need to learn?
What teaching options are available to facilitate this learning?
How will the selected teaching options be implemented?

EVALUATION
Is the student progressing satisfactorily against the set goals?
How will you monitor and interpret the student’s progress against the set goals?
How will you evaluate the effectiveness of the program/approach?
Analysing the information you now have, do you still perceive the student to be at risk?

*The monitoring process includes ongoing data collection & analysis of a student's progress and if the student is observed to be 'at risk' at a later stage, then steps 2–5 would be initiated.