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Thesis Title:

The Experiences of Teacher Aides who support Students with Disabilities and Learning Difficulties: A Phenomenological Study

Supervisors:

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Citation:

This study explored the lived experiences of teacher aides who support students with disabilities and learning difficulties in primary school settings. It acknowledged the significant contribution that teacher aides make towards supporting students, and revealed attitudes and practices that contribute to students' inclusion or exclusion within school communities. The study revealed four key issues for the support roles of teacher aides in terms of relationships with students, role definition, working with teachers and other support personnel, and learning about their support roles. The findings highlight implications for teacher aides, students, school administrators, teaching staff and educational policy makers in relation to how current inclusive education reform initiatives contribute to the inclusion of students with disabilities and learning difficulties within school communities.