

Learning Support Coordinator - Job Description

Name:

Position: Learning Support Coordinator

Responsible to: Employing School -

Date:



Key Stakeholder focus	Key Tasks	Expected Outcomes
<p><u>Ākonga (student)</u></p> <p>Support students through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions including Early Learning Services</p>	<ol style="list-style-type: none">1. Supporting the development of an inclusive environment across the Ruapehu Kāhui Ako cluster for all students and help create a common understanding of what this means;2. Working with classroom teachers, other professionals and parents to identify students' needs early and respond in a timely manner with the right support;3. Occasionally working with	<ol style="list-style-type: none">1. Our RKA LSC builds authentic relationships with ākonga to understand the needs of the individual (and their whānau as required), creating a climate of inclusiveness for all.2. The LSC has regular contact with kaiako and education professionals to identify and establish support for ākonga.3. Where ākonga are identified as needing support, the LSC will be in regular contact with whānau

	<p>individual students to provide direct support where appropriate;</p> <ol style="list-style-type: none"> 4. Ensuring a Learning Support Register of students' needs (at school and cluster levels) is kept up-to-date, and used regularly by authorised staff. Information sharing and privacy protocols must be followed; 5. Supporting kaiako/teachers to ensure that students receiving specialist support have an individual learning plan; 6. Contributing to learning support system improvements, coordinate smooth transitions for learners from place of home to early learning into school, between year levels, into secondary school, and into further education, training or work. 	<p>keeping them informed of the way forward.</p> <ol style="list-style-type: none"> 4. A Learning Support Register of students' needs is established and maintained in accordance with the NZ Privacy Act 2020. 5. Ākonga that require specialist support have an individual learning plan that has been co-constructed by kaiako, whānau and the LSC. 6. LSC contribution is evident in learning support systems that are created and maintained. 7. Ākonga and their whānau that are transitioning from early learning services to school; from school to college and college into further education or training or work are supported by LSC's and/or other services that have been accessed during this time.
<p><u>Kaiako (Teachers) across kura, schools and Early Learning Services.</u></p> <p>Support kaiako/teachers in schools and kura to lift their capability to better meet the needs of learners, and to strengthen their connections with early learning</p>	<ol style="list-style-type: none"> 1. Contributing to the identification of learning support needs across the school or kura and cluster through the provision of tools and advice to teachers; 2. Providing the learning support team with evidence-based 	<ol style="list-style-type: none"> 1. LSCs work collaboratively with kaiako and other education professionals to identify learning support needs and themes emerging across kura. 2. Identified needs and themes are addressed using a wide range of evidence based strategies and

<p>services.</p>	<p>strategies, practices, and guidance about what will make a difference for their students;</p> <ol style="list-style-type: none"> 3. Embedding a culture of collaboration between the LSC and teaching professionals where different approaches are openly observed and shared; 4. Working with the learning support team (teachers and teacher aides, SENCOs, gifted coordinators, and other professionals/agencies) to develop its capability through training and professional development; 5. Working with the Te Mahau team to decide on the best use of available learning support resources to meet the needs of children; 6. Providing kaiako/teachers across a cluster with clear avenues to seek additional advice on meeting the learning support needs of all students. 	<p>practices. Success of these strategies and practices are measured, reviewed and evaluated.</p> <ol style="list-style-type: none"> 3. Communication between LSC and education professionals is clear, regular and communicative respecting the positions and expertise that each professional holds. 4. LSC actively support Te Mahau initiatives to further develop capability in the sector through training and professional development. 5. Regular communication and collaboration with Te Mahau to establish the best use of learning support resources for ākonga. 6. LSCs establish and maintain systems to access services and resources in our region and share this with kaiako.
------------------	---	---

<p><u>Whānau (Family)</u></p> <p>Support for parents and whānau to partner successfully with their school or kura and develop an understanding of learning support processes and who to contact if needed.</p>	<ol style="list-style-type: none"> 1. Ensuring parents, whānau and student voice is heard and represented when the school/kura is making decisions about learning support; 2. Providing parents and whānau with access to resources and guidance at an early stage so they are able to be proactive in school engagement about their children; 3. Leading school and kura-wide engagement and communication with parents and whānau of students with learning support needs; 4. Helping kaiako/teachers build capability and confidence in working in partnership with whānau/family and working directly with parents on more complex or disputed matters. 	<ol style="list-style-type: none"> 1. Whānau/family and student voice is evident and documented in the processes of learning support. 2. The LSC engages with whānau early as a proactive approach to supporting their tamaiti in their learning environment. The LSC will provide whānau with guidance including resources (where appropriate) for their child. 3. Coordinate communication and engagement with whānau (and kaiako and education professionals, as required). 4. Kaiako are well supported by the LSC to partner with whānau on matters that are complex or sensitive in nature for the best outcome of tamariki.
<p><u>Ruapehu Kāhui Ako (RKA)</u></p> <p>Works collaboratively across the RKA alongside the other appointed LSC, connecting with wider agencies to access services and resources for the benefit of ākonga and their whānau.</p>	<ol style="list-style-type: none"> 1. Reports to the RKA at each meeting on the progress of mahi that the LSC is carrying out. 2. Regularly connects with learning entities across the RKA Using the learning support register and assisting with planning to meet needs as students move through the system; 	<ol style="list-style-type: none"> 1. The RKA Key Leadership team are well informed of the mahi that is carried out across the RKA. There is timely access to reports put together by the LSCs and LSCs can elaborate on reports at RKA meetings.

	<ol style="list-style-type: none"> 3. Working with LSCs across the Ruapehu Kāhui Ako and Te Mahau Learning Support Service Manager to build a strong learning support network across a range of providers and agencies; 4. Developing expertise and a connected network / community of practice that shares good practice and up to date information, guidance, resources and support; 5. Collect information for research and evaluation purposes to assist the Te Mahau and school/kura with the development of the LSC role and the LSDM; 6. Where appropriate, support the SENCO role at all kura and schools. (Within smaller schools in liaison with school principals the LSC may carry out the SENCO role). 7. Develops and maintains working relationships with established Kāhui Ako positions including 	<ol style="list-style-type: none"> 2. The LSC is available to all entities to support the learning needs at their place and makes regular contact to further develop and plan for learning support needs from the Learning Support Register. 3. Through regular communication with other LSC, other learning support networks and external agencies a strong network is established and maintained to ensure timely responses to planning and action for ākonga. 4. Guide and facilitate a connected network of providers and agencies that shares good practice. 5. Collate trends and data that can support kura and Te Mahau to further develop the LSC role and Learning Support Delivery Action Plan. 6. Communication with SENCO is regular to support ākonga. 7. LSC communicates and collaborates with those in KA positions to develop and maintain streamlined processes across the Kāhui Ako with their learning support lens.
--	---	---

	other LSC's and eg. KA Lead, ASL and WSL roles, to meet achievement challenge outcomes and support RKA initiatives with their LSC lens.	
<u>Individual kura/schools</u> Work with and influence the school, kura and Early Learning Services leadership team to ensure all students receive the appropriate support to enhance their learning and progress.	<ol style="list-style-type: none"> 1. Provides regular reporting, drawing on the learning support register, to school and kura leadership about student numbers, needs and trends regarding learning support; 2. Raising and advising on particular capability development needs related to learning support for kaiako/teachers and learning support professionals; 3. Raising learning support related issues that require leadership involvement in order to resolve; 4. Influencing school wide system and resource decisions to support students with learning support needs; 5. Helping to create shifts toward 	<ol style="list-style-type: none"> 1. Termly reporting to individual schools worked with identifying needs and trends that have become evident from the learning support register. 2. Identifying areas for capability development for kaiako and learning support professionals and sharing this information with school leads and others that can help address these. 3. Regular and clear communication with leadership on issues that require their contribution to resolve. 4. Advocating for resources that support ākonga with learning support needs. 5. Planning for early intervention to support group delivery of learning support services.

	earlier intervention and group delivery of Te Mahau services.	

Professional Knowledge, Relationships, Values and Engagement

<u>Focus Area</u>	<u>Broad Standards</u>	<u>Applicant Demonstrates Successful Practice and Understanding of.....</u>
Bicultural knowledge and practice/Wellbeing	Supports the development of expertise across the school/early learning service and/or cluster in learning support in bicultural and/or bilingual Aotearoa/New Zealand , consistent with Te Tiriti o Waitangi to support improved outcomes for Māori students.	<p>Implications and applications of Te Tiriti o Waitangi in New Zealand school and early learning settings;</p> <p>Māori enjoying and achieving educational success as Māori;</p> <p>Working collaboratively on bicultural initiatives.</p>
Planning for success	Promoting evidence-based strategies, practices, and inquiry processes to plan, implement and review effectiveness in progressing school or kura goals to improve outcomes for diverse (all) students.	The development of systems and processes that result in improved outcomes for diverse (all) students particularly for those requiring additional support, or accelerated opportunities.

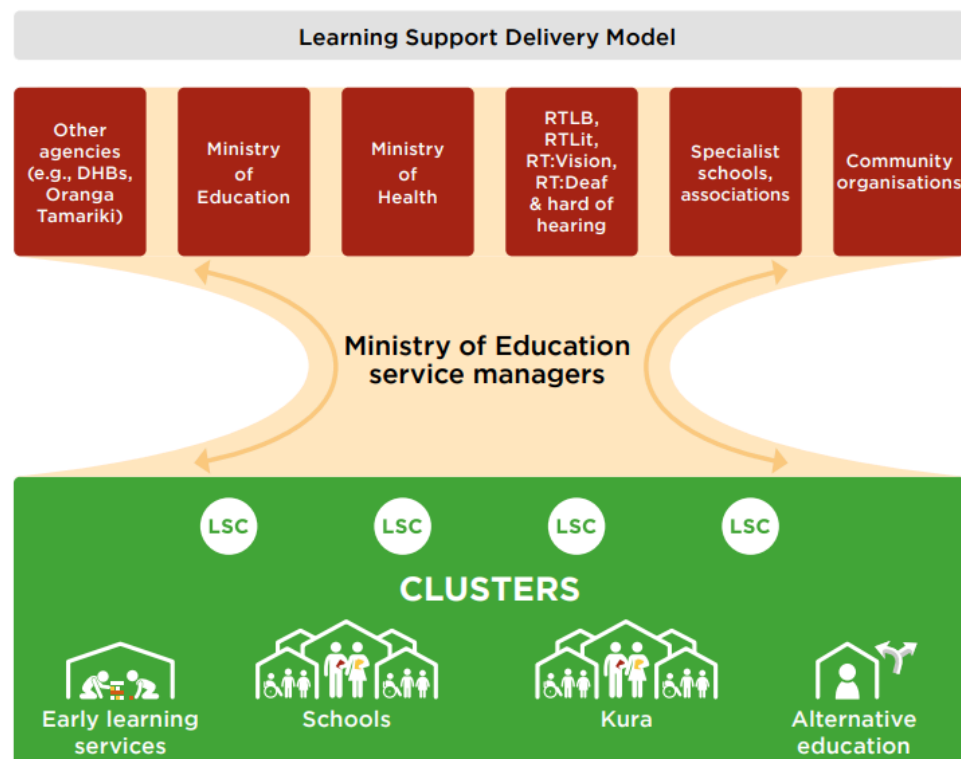
Effective learning support knowledge about what works best	Helps to develop and implement strategic change across a school/kura/early learning service/KA with the current and relevant research evidence to support the learning and progress of every student that recognise their identity, language and culture.	Leading change with colleagues using current and relevant research evidence to improve leadership and teaching capability to support every student to learn and achieve in ways that recognise their identity, language and culture.
Professional Learning /whanaungatanga	<p>Works responsively with colleagues to identify teachers' and their own professional learning strengths and needs using a range of evidence.</p> <p>Works collaboratively to enhance capabilities to improve teaching, and learning outcomes for diverse (all) students.</p>	<p>Using a range of evidence to collaboratively identify professional learning strengths and needs of self and others; monitor progress towards goals;</p> <p>Learning collaborative professional learning approaches that improve outcomes for diverse (all) students.</p>

Appendix - Initial thoughts, wonderings and snippets from documents relevant to the position

The following was used to construct the job description and is a support for the LSC's in their role.

❖ [Learning Support Coordinator - A guide to the role](#) (The Green Book)

Page 9



[Actual JD](#)

Let's put everything in here about the role and then we can massage it into the job description which we'll construct below:

<https://conversation.education.govt.nz/assets/LSC/Learning-Support-Coordinator-Role-Description.pdf>

Main resource - Learning Support Coordinator - A guide to the role (The Green Book) [LSC-Guide-FINAL.pdf](#)
(amazonaws.com)

Page 10 - The Learning Support Action Plan 2019–2025

The Learning Support Action Plan 2019–2025 sets out key priorities for improving the scope and effectiveness of learning support. It builds on the Learning Support Delivery Model.

The action plan prioritises the early identification of learning support needs, so that learners get the help they need as quickly as possible. There is also an emphasis on improving transitions across education settings and into life beyond compulsory education.

The six priorities are:

- 1. Implementation of a new learning support coordinator role in schools and kura***
- 2. Strengthening screening and the early identification of learning support needs***
- 3. Strengthening early intervention***
- 4. Flexible supports and services for neurodiverse children and young people***
- 5. Meeting the learning needs of gifted children and young people***
- 6. Improving education for children and young people at risk of disengaging.***

For more information, see Strengthening Learning Support on the Ministry's website.

Page 28 of the Green Book - Working with the leadership team supporting culturally sustaining practice.

Page 31 - Cluster wide...

- to analyse data to get a big picture of learning support needs across the cluster
- Work collaboratively with MoE to bring resources and services in response to the clusters needs
- Develop and share good practice, expertise, resources, and information in ways that will benefit learners, teachers, and leaders across the cluster
- Be knowledgeable of each schools charter, mission, vision and values

PAGE 32 of the Green Book - perhaps this could be a checklist - these are the foundational principles that guide our work within the cluster?

Sounds good to me.

Learning Support Coordinator: Role description

Stakeholder focus	Function
Support students through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions.	<p>Supporting the development of an inclusive environment in the cluster for all students and help create a common understanding of what this means;</p> <p>Working with classroom teachers, other professionals and parents to identify student's needs early and respond in a timely manner with the right support;</p> <p>Occasionally working with individual students to provide direct support where appropriate;</p> <p>Ensuring a Learning Support Register of students' needs (at school and cluster levels) is kept up-to-date, and used regularly by authorised staff. Information sharing and privacy protocols must be followed;</p> <p>Supporting kaiako/teachers to ensure that students receiving specialist support have an individual learning plan;</p> <p>Contributing to learning support system improvements, including smooth transitions for learners from early learning into school, between year levels, into secondary school, and into further education, training or work.</p>
Support kaiako/teachers in schools and kura to lift their capability to better meet the needs of learners, and to strengthen their connections with early learning services.	<p>Contributing to the identification of learning support needs across the school or kura and cluster through the provision of tools and advice to teachers;</p> <p>Providing the learning support team with evidence-based strategies, practices, and guidance about what will make a difference for their students;</p> <p>Embedding a culture of collaboration between the LSC and teaching professionals where different approaches are openly observed and shared;</p> <p>Working with the learning support team (teachers and teacher aides, SENCOs, gifted coordinators, and other professionals) to develop its capability through training and professional development;</p> <p>Working with the learning support team to decide on the best use of available learning support resources to meet the needs of children;</p> <p>Providing kaiako/teachers across a cluster with clear avenues to seek additional advice on meeting the learning support needs of all students.</p>
Support for parents and whānau to partner successfully with their school or kura and develop an understanding of learning support processes and who to contact if needed.	<p>Ensuring parent, whānau and student voice is heard and represented when the school or kura is making decisions about learning support;</p> <p>Providing parents and whānau with access to resources and guidance at an early stage so they are able to be pro-active in school engagement about their children;</p> <p>Leading school and kura-wide engagement and communication with parents and whānau of students with learning support needs;</p> <p>Helping kaiako/teachers build capability and confidence in working in partnership with parents and whānau, and working directly with parents on more complex or disputed matters.</p>

Learning Support Coordinator: Role description

Stakeholder focus	Function
Work with other LSCs across the cluster, and connect with the Learning Support Facilitator and wider agencies , such as Oranga Tamariki—Ministry for Children, to access services and resources to support learners	<p>Using the learning support register and assisting with planning to meet needs as students move through the system;</p> <p>Working with LSCs across a cluster and the Ministry's Learning Support Facilitator to build a strong learning support network across a range of providers and agencies;</p> <p>Developing expertise and a connected network / community of practice that shares good practice and up to date information, guidance, resources and support;</p> <p>Collect information for research and evaluation purposes to assist the Ministry of Education and school/kura with the development of the LSC role and the LSDM.</p>
Work with and influence the school or kura leadership team to ensure all students receive the appropriate support to enhance their learning and progress	<p>Providing regular reporting, drawing on the learning support register, to the school and kura leadership about student numbers, needs and trends regarding learning support;</p> <p>Raising and advising on particular capability development needs related to learning support for kaiako/teachers and learning support professionals;</p> <p>Raising learning support related issues that require leadership involvement in order to resolve;</p> <p>Influencing school wide system and resource decisions to support students with learning support needs;</p> <p>Helping to create shifts toward earlier intervention and group delivery of LS services.</p>

Professional Knowledge, Relationships, Values and Engagement

Domain: Professional Knowledge in Practice – Ako

<i>Focus Area</i>	<i>Broad Standards</i>	<i>Applicant Demonstrates Successful Practice and Understanding of ...</i>
Bicultural knowledge and practice	Supports the development of expertise across the school and/or cluster in learning support in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved outcomes for Māori students	<p>Implications and applications of the Treaty of Waitangi in New Zealand school settings;</p> <p>Māori enjoying and achieving educational success as Māori;</p> <p>Working collaboratively on bicultural initiatives.</p>
Planning for success	Promoting evidence-based strategies, practices, and inquiry processes to plan, implement and review effectiveness in progressing school or kura goals to improve outcomes for diverse (all) students	The development of systems and processes that result in improved outcomes for diverse (all) students particularly for those requiring additional support, or accelerated opportunities.
Effective learning support knowledge about what works best	Helps to develop and implement strategic change across a school/cluster/Kāhui Ako with the current and relevant research evidence to support the learning and progress of every student in ways that recognise their identity, language and culture	Leading change with colleagues using current and relevant research evidence to improve leadership and teaching capability to support every student to learn and achieve in ways that recognise their identity, language and culture.
Professional Learning	<p>Works responsively with colleagues to identify teachers' and their own professional learning strengths and needs using a range of evidence.</p> <p>Works collaboratively to enhance capabilities to improve teaching, and learning outcomes for diverse (all) students</p>	<p>Using a range of evidence to collaboratively identify professional learning strengths and needs of self and others; monitor progress towards goals;</p> <p>Leading collaborative professional learning approaches that improve outcomes for diverse (all) students.</p>

This is a new, fully funded and dedicated role. Learning Support Coordinators will: (link below) [Learning Support Coordinators – Conversation space \(education.govt.nz\)](https://education.govt.nz/learning-support-coordinators-conversation-space)

- build the capability of kaiako and teachers
- identify and plan for the learning support needs of all children and young people in the school or kura, including those with moderate needs
- be available to support learners, and their parents and whānau. The intention is that they will simplify the system, so it's easier for them to access services.

Things to consider:
<ul style="list-style-type: none">● LSC acting as SENCO for some schools should be included in the JD. This may vary though from year to year....● Making sure the job description has a localised flavour reflecting the needs of our KA.● Transition strategy across the KA.● 22/03/22 - The job description needs to be reflective of our Kāhui Ako, but also individual schools and the way their SENCO works within the school.●

