



## Learning Support Coordinator

The Background, Purpose of the Role, Role Description and Role Requirements are in line with the Ministry of Education's original intention which can be found [here](#)

### Learning Support Coordinator: Role description

Stakeholder Focus	Function
Support <b>students</b> 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>Working with individual students and/or small groups 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.</p> <p>Information sharing and privacy protocols must be followed; 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</p>

	<p>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>
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>
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## Professional Knowledge, Relationships, Values and Engagement

### Domain: Professional Knowledge in Practice - Ako

<b>Focus area</b>	<b>Broad Standards</b>	<b>LSC demonstrates successful practice and understanding of:</b>
<b>Bicultural knowledge and practice</b>	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>
<b>Planning for success</b>	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.
<b>Effective learning support knowledge about what works best</b>	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	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.

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<b>Professional Learning</b>	<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>