



Learning Support Coordinator

Role description

Background

The Government has announced funding of \$217 million over four years to establish the first tranche of around 600 full-time equivalent Learning Support Coordinators (LSC) in schools and kura from 2020. The Government intends that there will be further tranches to progressively roll out LSC coverage to all schools. The first tranche of LSCs will test some aspects of the role and enable refinements to be made in the second tranche. It is expected that the first LSC's will contribute to this refinement of the role by participating in the LSC evaluation.

Since 2015, the Ministry of Education (the Ministry) has been working to improve the delivery of learning support services to ensure that children and young people get the right support at the right time. A new Learning Support Delivery Model (LSDM) has been designed covering early learning, schools and kura, drawing on best practice overseas as well as other New Zealand models that highlight the value of flexibility and responsiveness to the local community. The LSDM is a collaborative way of working where teachers and other professionals, parents and the community are able to identify children's learning needs, plan together on how best to support them, and access supports through their shared network and Ministry facilitated service provision.

The LSCs will work within the LSDM and will be part of a learning support team working across all of its elements. The LSDM will provide the context, infrastructure (i.e. cluster arrangement, learning support register etc) and network of support for LSCs to undertake their roles in schools and kura, and across their clusters.

This role description sets out the core purpose, focus and functions for the LSC role. Local settings and the needs of specific clusters in which the role operates will influence how the functions are carried out in the local context and over time.

Purpose of the Role

The purpose of LSC role is to ensure children and young people with disability and additional learning needs have access to the services they need. They will substantively contribute to a collaborative approach that organizes learning support around what best meets the needs of children and young people across a local community. They will help simplify the current learning support system, particularly for the key stakeholders that interact with it, including parents and whanau.

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The LSC role is intended to be a full time, dedicated role. This role will need to be able to work with and influence the school or kura leadership team. They will also need to be able to build relationships across providers within the community of the LSDM.

LSCs will work to build the learning support capability of kaiako/teachers, and to help identify and plan for the learning support needs of all of the children and young people in their cluster. This is a co-ordinating role (rather than a teaching role) but requires the incumbent to be an experienced teacher in order to know how to engage with kaiako/teachers to support the development of their practice in working with children and young people with a range of learning support needs.

The LSCs will work closely with the Ministry's Learning Support Facilitators through the LSDM to help build core capability in schools to support the range of identified needs and to connect with a range of specialist supports and services, such as Resource Teachers, and those provided by other agencies, such as Oranga Tamariki – Ministry for Children, and community organisations. LSCs will also work with a range of colleagues, including gifted coordinators and other professionals, and Special Education Needs Coordinators (SENCO) where such roles are retained by schools, as part of a cluster's learning support team.

Role Requirements

To be considered for the position, applicants will be registered teachers and have ...

- » demonstrated successful experience in working with and including children and young people with learning support needs in the classroom
- » a sound knowledge, commitment to, and understanding of the learning support system and the Learning Support Action Plan priorities
- » the ability to engage at a school or kura and cluster leadership level
- » influencing skills at a working level within a school or kura and the wider cluster
- » understanding of te ao Māori
- » a current teaching practising certificate and relevant teaching qualification
- » met professional standards relevant to their current position.

Role Functions

The functions of the LSC role have been grouped so that they focus on five key groups of stakeholders in order to meet learning support needs ...

- » support **students** through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions;
- » 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;
- » 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;
- » 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;
- » work with and influence the **school or kura leadership** team to ensure all students receive the appropriate support to enhance their learning and progress.

While the LSC role will focus on all five stakeholder groups, how many and how much of the associated functions are undertaken by the LSC will depend on the needs and context of the schools, kura, ngā kōhanga reo, and early learning services in a cluster.

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Stakeholder focus	Function
<p>Support students through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions.</p>	<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>
<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>	<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>
<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>	<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>

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Stakeholder focus	Function
<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>	<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>
<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>	<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		
<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>