Te Tāhuhu o te Mātauranga
Ministry of Education

Learning Support Coordinator
2026 Role Description

Background

In 2019 the Government 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 also intended that there would be further tranches to progressively roll out LSC coverage to all schools.

Budget 2025 provides $192.5 million so that all state and state integrated schools and kura with Year 1 to 8 students get access to a Learning Support Coordinator. This cohort joins the 600 LSCs already working across the motu. The increase in around 650 FTTE will enable improved identification of, and response to learner needs. This will be phased in over three years – 2026, 2027, and 2028.

This investment is about bringing learning supports closer to children and young people. It is expected to benefit approximately 1,250 schools and 300,000 learners that were not part of the initial rollout.

Having LSCs in every school with Years 1 – 8 students will contribute to primary and intermediate aged students having their learning support needs identified and responded to earlier, teachers feeling more confident and supported to identify and respond to needs, and families being better informed about learning support at their schools.

The Ministry of Education (the Ministry) delivers learning support services through a collaborative approach that spans early learning, schools, and kura. This approach draws on international best practices and successful New Zealand models, emphasizing the importance of flexibility and responsiveness to local communities. It enables teachers, other professionals, parents, and the wider community to work together to identify children's learning needs, plan effective support strategies, and access services through a shared network across agencies and external providers.

This role description sets out the core purpose, focus and functions for the 2026 in-school iteration of the LSC role. Local settings in which the role operates, and the needs of learners 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 organises learning support around what best meets the needs of children and young people within a school or kura. They will help simplify the current learning support system, particularly for the key stakeholders that interact with it, including parents and whānau.

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Learning Support Coordinators (LSCs) will strengthen teachers' capability to support all learners by identifying and planning for diverse learning needs. While not a teaching role, it requires experienced educators who can effectively engage with teachers to enhance inclusive practices.

LSCs will collaborate with regional Ministry teams to build school-wide capability, connect with specialist services (e.g., Resource Teachers, external agencies, and community organisations), and work alongside colleagues such as gifted coordinators, SENCOs, and other professionals.

An LSC is a critical, influential role in a school leadership team who brings strong capability in building and maintaining relationships both internally and in the community they serve.

Role Requirements

A Learning Support Coordinator will be a registered teacher with a current teaching practising certificate and relevant teaching qualification, and have:

- demonstrated successful experience in working with and including children and young people with learning support needs in the classroom
- an ability to build and maintain strong relationships with parents, whanau and communities
- an ability to engage at a school or kura leadership level
- influencing skills at a working level within a school or kura
- an ability to provide culturally responsive support that protects the principles of Te Tiriti o Waitangi.
- 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 to meet learning support needs …

- support students through building a school or kura that meets the needs of all learners.
- 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, and connect with regional Ministry teams and wider agencies, 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.

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Stakeholder focus	Function
Support **students** through building a school or kura that meets the needs of all learners.	Supports schools or kura to meet the needs of all learners; Provides support to classroom teachers, other professionals and parents to identify student's needs early and respond in a timely manner with the right support; Provides support to individual students or groups of students when targeted or tailored supports are needed; Ensuring relevant records are kept up-to-date, and used regularly by authorised staff to respond to and plan for student needs (Information sharing and privacy protocols must be followed); Supports kaiako/teachers to ensure that students receiving specialist support have an individual learning plan; Creates systems and provide support for transitions for learners from early learning into school, between year levels, and into secondary school.
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.	Leads and supports others to identify learning support needs across the school or kura through the provision of tools and advice to teachers; Providing staff with evidence-based strategies, practices, and guidance about what will make a difference for their students; Embedding a culture of collaboration between the LSC and teaching professionals where different approaches are openly observed and shared; Working with staff within the school or kura (teachers and teacher aides, SENCOs, gifted coordinators, and other professionals) to develop their capability through training and professional development; Working with staff within the school or kura to decide on the best use of available learning support resources to meet the needs of children; Providing kaiako/teachers across a cluster with clear avenues to seek additional advice on meeting the learning support needs of all students.
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.	Ensuring parent, whānau and student voice is heard and represented when the school or kura is making decisions about learning support; 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; Leading school and kura-wide engagement and communication with parents and whānau of students with learning support needs; 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.

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Stakeholder focus	Function
Work with other **LSCs**, and connect with the **Service Manager** and **wider agencies,** to access services and resources to support learners	Using the relevant platform and assisting with planning to meet needs as students move through the system; Working across education settings and community agencies LSCs and regional Ministry teams r to build a strong learning support network across a range of providers and agencies; Developing expertise and a connected network / community of practice that shares good practice and up to date information, guidance, resources and support; Collect information for research and evaluation purposes to assist the Ministry of Education and school/kura with the development of the LSC professional practice.
Work with and influence the **school or kura leadership** team to ensure all students receive the appropriate support to enhance their learning and progress	Providing regular reporting to the school and kura leadership about student numbers, needs and trends regarding learning support; Raising and advising on particular capability development needs related to learning support for kaiako/teachers and learning support professionals; Raising learning support related issues that require leadership involvement in order to resolve; Influencing school wide system and resource decisions to support students with learning support needs; Helping to create shifts toward earlier intervention of LS services, and a tiered approach to meeting needs across a school or kura.

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Professional Knowledge, Relationships, Values and Engagement

Domain: Professional Knowledge in Practice – Ako		
Focus Area	*Broad Standards*	*Applicant Demonstrates Successful Practice and Understanding of …*
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	Implications and applications of the Treaty of Waitangi in New Zealand school settings; Māori enjoying and achieving educational success as Māori; Working collaboratively on bicultural initiatives.
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	Works responsively with colleagues to identify teachers' and their own professional learning strengths and needs using a range of evidence. Works collaboratively to enhance capabilities to improve teaching, and learning outcomes for diverse (all) students	Using a range of evidence to collaboratively identify professional learning strengths and needs of self and others; monitor progress towards goals; Leading collaborative professional learning approaches that improve outcomes for diverse (all) students.