Learning Support Coordinator Skills Matrix

Te Tāhuhu o te Mātauranga Ministry of Education | Te Kāwanatanga o Aotearoa New Zealand Government

This Matrix has been designed for School Leaders and Boards to use alongside the Role Information Pack and Interview Questions Guide

DOMAIN	KEY RESPONSIBILITIES		SKILLS / EXPERIENCE REQUIRED	KNOWLEDGE / QUALIFICATIONS REQUIRED
Learners › Support learners by understanding their needs and providing timely, culturally responsive support so they can thrive, belong and progress in all aspects of school life.	› Supports teachers, professionals, and parents to identify and respond to learner needs early › Provides targeted support to individual learners or groups › Monitors the impact of supports and adjust approach as needed › Maintains and shares learner records appropriately to inform planning › Assists teachers in developing individual learning plans for learners receiving specialist support	› Establishes systems and supports smooth transitions between learning stages › Collaborates with Rumaki kaiako to ensure learning support strategies align with Te Marautanga o Aotearoa and reflect the language, identity and culture of ākonga Māori › Builds and maintains relationships with early learning services and learning support services local to the learner, to proactively plan for children likely to transition into their school › Has a foundational understanding of the ECE curriculum.	**Effective communication** | Clearly and respectfully conveys information across diverse audiences (teachers, specialists, parents and whānau) and actively listens to understand concerns and perspectives **Cultural competence** | Understands the diverse backgrounds and needs of learners and their families and responds appropriately **Early identification and support** | Recognises and responds to early signs of learning, behavioural, wellbeing, social, or emotional challenges and knows how to guide others in responding **Assessment and monitoring** | Uses a range of information-gathering strategies and assessments to build a clear understanding of learners' strengths and needs and applies these insights to inform planning, monitor progress and adjust support as needed **Adaptability and problem solving** | Adjusts support based on changing needs and responds to challenges with evidence-based solutions **Digital and data fluency** | Uses data, analytics and collaboration platforms to inform decisions, while ensuring ethical data use, respecting privacy and consent and adhering to information-sharing protocols **Leading and influencing** | Advocates for high, consistent standards and continuous improvement of inclusive practices, learners' needs and rights and supports others in developing their expertise and encourages participation and contribution **Facilitation and coaching** | Supports others (especially non-specialists) to build their capability in identifying and responding to learner needs **Capability development** | Assesses current and future capability needs and influence school leadership to prioritise and strategically allocate time, expertise and resources to build inclusive teaching and learning practices **Te reo Māori** | Understands bilingual and immersion education contexts, including the implications of Māori Language Learning (MLL) levels and the role of Te Reo Māori in identity and learning **Te ao Māori** | Engages with whānau and hapū to uphold aspirations for Māori language revitalisation and ensure learning support practices reflect local tikanga and mātauranga Māori. Experience supporting learners in **Rumaki or Māori medium settings** is highly desirable.	**Registered teacher** | With a current practising certificate and relevant teaching qualification **Knowledge of child development and learning** | Understands developmental milestones and how they relate to educational needs **Knowledge of inclusive education practices** | Evidence-based learning support strategies **Knowledge of the application of data** | Capability in using data and evidence to inform planning and reporting on learning support needs **Bicultural knowledge and practice** | Knowledge of the application of the Treaty of Waitangi in New Zealand school settings.
Kaiako | teachers and teacher aides › Lifts capability to better meet the needs of learners and to strengthen their connections with early learning services.	› Supports teachers to plan and implement support needs based on progress data › Shares evidence-based strategies to improve learner outcomes › Works collaboratively with leadership to ensure coherence of support for learners and school › Supports staff in identifying learning support needs using available tools and advice › Models effective strategies for use by the class teacher and provides coaching when needed › Fosters a collaborative culture for sharing teaching approaches › Builds staff capability through training and professional development	› Helps allocate learning support resources effectively › Provides clear pathways for teachers to access further support › Provides guidance and support to Rumaki kaiako to identify learning support needs in immersion settings, including how to distinguish between language development and additional learning needs › Analyses the school's attendance and achievement data to identify patterns and areas for improvement and works collaboratively with kaiako, leadership and support staff to implement strategies that lift learner engagement and outcomes › Ensures parent, whānau and learner voices inform learning support decisions.		
Parents and whānau › The LSC encourages parents and whanau to partner successfully with their school and develop an understanding of learning support processes and who to contact if needed.	› Ensures parents and whānau understand the LSC role and provide information, including their contact details, for parents/whānau (class teachers maintain key responsibility for each learner in their class) › Contributes to reporting to parents as appropriate › Meets regularly with parents and whānau and develops mechanisms for regular communication › Supports parents and whānau to understand and navigate learning support processes when challenges arise, acting as a trusted point of contact to translate information, problem-solve collaboratively and ensure their voice is heard in decision-making	› Provides early access to resources to support proactive parent engagement › Leads communication with families of learners needing learning support › Builds teacher capability to partner with parents and whānau and provide support in complex or sensitive situations where there may be differing views or concerns about a learner's needs or support plan › Uses the available resources and plans to support learner transitions.		
Other LSCs, Ministry staff, and wider agencies › Accesses services and resources to support learners.	› Maintains a clear understanding of available specialist supports, including EISSPs, alternative providers and Ministry teams, to ensure coordinated transitions and effective service delivery for learners › Maintains oversight of the school's learning support needs-profile, including learners engaged with Ministry and RTLB services, and ensure timely communication with the appropriate contacts for transitions and ongoing support › Ensure clear, compliant information-sharing practices between agencies, with full adherence to privacy requirements	› Collaborates with education and community agencies to strengthen learning support networks › Builds expertise and a connected community of practice to share resources and guidance › Gathers data to support research and improve LSC professional practice › Reports regularly to school and kura leadership on learner numbers, needs and learning support data and trends.		
School leadership team › Influences others to ensure all learners receive the appropriate support to enhance their learning and progress.	› Advises on capability development needs for teachers and learning support staff in the school › Escalates issues relating to learning support that require leadership input › Influences school-wide systems and resource decisions for learning support	› Promotes and leads out on early intervention and a tiered support approach › Demonstrates leadership in promoting inclusive practices and upholding the rights and needs of all learners, influencing school-wide systems and culture.		