Learning Support Coordinator:

Role Description

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.

Learning Support Coordinator:

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.

Learning Support Coordinator:

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.