



Learning Support Coordinators (LSCs)

What are LSCs?

LSCs are an in-school role that will work to ensure all learners – including those with disabilities, neurodiversity, behavioural issues and who are gifted – get the help they need.

The LSC is an additional, full time, dedicated role, not an add-on to existing classroom teaching or management responsibilities. They may work across several smaller schools or there may be several within one large school. The Ministry will work with clusters to agree on where shared LSCs will be based.

LSCs will be registered teachers and kaiako with a current teaching practicing certificate, employed by the Board of Trustees.

The first tranche of 623 LSCs will start in schools and kura in the 2020 school-year.

What do they do?

The LSC role will focus on five areas associated with learning support needs:

- support for students in schools and kura
- working with teachers/kaiako in schools and kura
- working with parents, family and whānau
- working with other LSCs across a cluster of schools and kura, and be assisted by the Learning Support Facilitator function and work within the Learning Support Delivery Model
- working with the school/kura leadership team to plan support for all learners.

LSCs will focus on identification and coordination of learning support needs within a school; Ministry of Education staff will facilitate access to supports and services, including specialists, other services, and services from other agencies.

The LSCs will also play an important role in connecting with early learning services and kōhanga reo.

Improving outcomes for all children

Strengthening the way learning support is provided is about all children and young people getting the right support, at the right time.

LSCs will create a stronger link between children and young people who need support for their learning and the range of supports available.

How will the LSC role work?

LSCs will work alongside classroom teachers and others to:

- build the capability of kaiako and teachers
- identify and plan for the learning support needs of all children and young people in the school or kura, including those with moderate needs
- be available to support learners, and their parents and whānau. The intention is that they will simplify the system, so it's easier for them to access services.

LSCs will also work with school and kura leadership to set up systems to support children and young people with learning support needs to move smoothly between early learning services, schools and kura, and into further education, training or work.

The LSC role is not intended to replace any of the learning support roles such as Special Education Needs Coordinators (SENCOs) where schools and kura have chosen to put these in place.

Schools and kura can retain their SENCO if they choose to, in addition to having an LSC, as the SENCO role has been established by the Board of Trustees.

As not all schools and kura can receive an LSC in the first tranche, many may want to continue with their SENCO so they can participate more readily in the Learning Support Delivery Model.



Why was the LSC role created?

One in five children and young people need some kind of extra support for their learning.

Currently, there is not a formal, fully-funded learning support role within schools and kura, although some choose to use their own resources to fund SENCOs.

LSCs are one of the key priorities in the Learning Support Action Plan, and strengthen the implementation of the on the Learning Support Delivery Model.

In November 2018 Government funding of \$217 million over four years was announced, to establish the first tranche of LSCs in 2020.

This first tranche will build a comprehensive view of how the role works in a variety of different settings such as urban or rural, size of school and number of students, location and distance, and special character.

Planning for the second and further tranches will be worked through once schools and kura have had time to implement the first tranche.



How does the LSC role fit with the Learning Support Delivery Model?

The Learning Support Delivery Model brings local early learning services, kōhanga reo, schools and kura together to identify and meet learning support needs of their local learners.

Under the delivery model, support is more flexible and joined-up and tailored around the needs of all ākonga (learners). The contribution of whānau is valued and learning support reflects their identity, language and culture.

LSCs will play a key role in implementing the delivery model. Through the model they will connect their cluster with the Ministry of Education, RTLB, and other supports and providers in their area and plan support based on what they know works for children, young people, families and whānau.

How will LSCs operate in different environments?

The guiding ratio of LSCs to learners is 1:500. A LSC may work across several schools and kura.

The intention is that schools and kura within a cluster would employ a full-time, dedicated LSC role. However, a cluster may have one full-time LSC work across a number of smaller schools. Clusters are best placed to understand their needs and how the LSC role will best work for them.

The first tranche of LSCs has been limited to 623, with a spread across school types, size, and geographic locations. This will allow evaluation and refinement of the role in different environments before it is rolled out more widely.

For more information

The LSC role description and some frequently asked questions and answers are available on our [website](#):