

Learning Support Coordinators (English Medium) and Tiwhikete Whakaakoranga Tūturu/Full (Category One) Practising Certificates

Professional Growth Cycle

In 2019-2020, the Council facilitated a series of working group conversations with representatives of our teaching profession across the early childhood education and schooling sectors and collectively developed the professional growth cycle (with elements) to replace appraisal.

The elements that guide the design of the Professional Growth Cycle support the development of collaborative, dynamic and responsive teacher practice and growth for the benefit of their learners. They also indicate how the *Code* while reflecting the expectations of conduct and integrity shared by the teaching profession is integrated within the professional practice of the *Standards*. Overall the professional growth cycle illustrates a more light-handed and holistic approach than was featured in appraisal, focusing on how teachers use and meet the *Our Code, Our Standards/ Ngā Tikanga Matatika, Ngā Paerewa*.

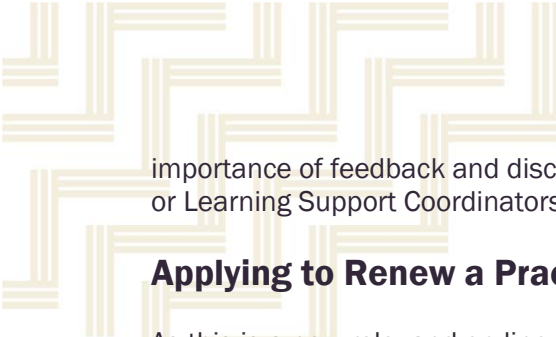
Our Code, Our Standards in the Learning Support Coordinators Role

In late 2020, the Teaching Council Matatū Aotearoa worked with the Ministry of Education and a group of Learning Support Coordinators to understand how a teacher or kaiako working in a Learning Support Coordinator role can use and meet the *Standards for the Teaching Profession* or the *Ngā Paerewa mō te Umanga Whakaakoranga* (in English and Māori medium contexts respectively). As part of this work, the Role Description for Learning Support Coordinators was analysed in relation to the *Standards for the Teaching Profession*. In the English medium context, the stakeholder focus and functions, along with the professional knowledge relationships, values and engagement were able to be aligned with the *Standards*. An alignment matrix (Appendix I) has been developed as a reference document to illustrate that each of the *Standards* can be met in this role.

Meeting all of the *Standards* in this role means that the learners are often not students or children but teacher colleagues. This has implications particularly for the *Design for Learning* and the *Teaching* standards. Learning Support Coordinators will need to consider how these fit together within and inform their roles. Being conscious of the *Standards* in their roles will become a natural part of the professional growth cycle too where the elements emphasise not only meeting but **using** the *Standards*.

The Learning Support Coordinator group also discussed how their practices were influenced by the diversity of their contexts and the ways in which this might be explored. Following the first meeting, members of the group worked with colleagues and recorded some examples of these specific practices on a Quality Practice Template (Appendix II). At the second meeting, the group discussed how these illustrated the diversity of their contexts and also supported their understandings of how they use and meet the *Standards* as described in the *Professional Growth Cycle*. Element a) addresses the importance of every teacher (this is inclusive of Learning Support Coordinators) understanding what using and meeting the *Standards* looks like in their setting, but does not prescribe how that would be recorded. This template is an optional part of the professional growth cycle.

It is expected that the Learning Support Coordinators will participate in the professional growth cycle designed in their Employing School. Their participation will reflect the elements and be customised to their role and give their Employing School principal the confidence to make their endorsement decision in regard to any application. The design of the professional growth cycle allows for a range of voices to be present in that the elements highlight both the place of collaborative teacher learning and the



importance of feedback and discussion about practice. This means that Employing Principals, teachers or Learning Support Coordinators may all have a role in the professional growth cycle.

Applying to Renew a Practising Certificate

As this is a new role, and on-line applications are new, the following guidance can help the Learning Support Coordinators through the process:

1. For teaching service, select regular.
2. For school or learning centre, name your employing school.
3. For role, select teacher.
4. For endorser, write the registration number of your employing principal.
5. Select the name of the endorser from the drop down menu.
6. Select Tūturu Practising Certificate (Full: Category One).

Appendix I: Alignment Matrix – Learning Support Coordinator: Role Description and Standards for the Teaching Profession

Standards for the Teaching Profession

	Role Description	Stakeholder Focus
Te Tiriti o Waitangi		
<p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</p>	<p>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> <p>Functions:</p> <ul style="list-style-type: none"> Ensuring parent, whānau and student voice is heard and represented when the school or kura is making decisions about learning support. 	<ul style="list-style-type: none"> Students. Parents and whānau.
Professional Learning		
<p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<p>Personal Learning - Works responsively with colleagues to identify teachers’ and their own professional learning strengths and needs using a range of evidence.</p> <p>Functions:</p> <ul style="list-style-type: none"> Develop 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 role and the LSDM. 	<ul style="list-style-type: none"> Teachers/ Kaiako LSCs, Learning Support Facilitators and wider agencies. Parents and whānau.

Role Description	Stakeholder Focus
Professional Relationships	
<p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<p>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.</p> <p>Functions:</p> <ul style="list-style-type: none"> • Providing kaiako/teachers across a cluster with clear avenues to seek additional advice on meeting the learning support needs of all students. • 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 communications with parents and whānau of students with learning support needs. • 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.
Learning Focused Culture	
<p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration, and safety.</p>	<p>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.</p> <p>Functions:</p> <ul style="list-style-type: none"> • Supporting the development of an inclusive environment in the cluster for all students and helping create a common understanding of what this means. • 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.



Role Description	Stakeholder Focus
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- 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.
- Helping to create shifts towards earlier intervention and support for groups of students as well as individuals.
- Embedding a culture of collaboration between the LSC and teaching professionals where different approaches are openly observed and shared.
- Influencing school wide system and resource decisions to support students with learning support needs.

Design for Learning		
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Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages, and cultures.

Planning for success/ Effective Learning support knowledge about what works best – 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.

Functions:

- Working with classroom teachers, other professionals, and parents to identify students’ needs early and respond in a timely manner with the right support.
- Contributing to the identification of learning support needs across the school or kura and cluster through the provision of tools and advice to teachers.
- Providing regular reporting, drawing on the learning support register, to the school and kura leadership about student numbers, needs and trends regarding learning support.
- Supporting kaiako/teachers to ensure that students receiving specialist support have an individual learning plan.
- Working with the learning support team to decide on the best use of the available learning support resources to meet the needs of children.
- Using the learning support register and assisting with planning to meet needs as students move through the system.

- Students.
- School or kura leadership.
- Parents and whānau.



	Role Description	Stakeholder Focus
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- Raising learning support related issues that require leadership involvement in order to resolve.
- Working with the learning support team to decide on the best use of the available learning support resources to meet the needs of children.
- Raising and advising on particular capability development needs related to learning support for kaiako/teachers and learning support professionals.

Teaching		
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Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Professional Learning - Works collaboratively to enhance capabilities to improve teaching and learning outcomes for diverse (all) students.

Function:

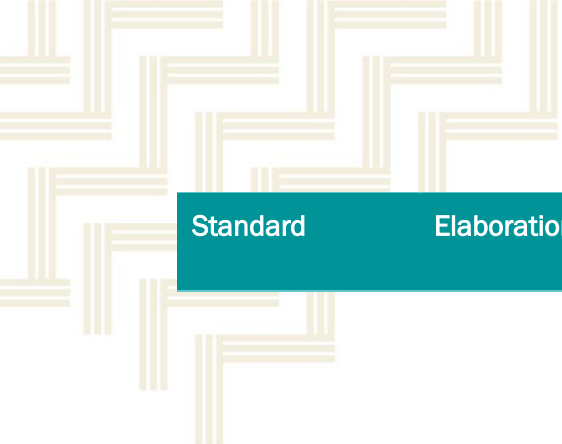
- Occasionally working with individual students to provide direct support where appropriate.
- Working with the learning support team (teachers and teacher aides, SENCOs gifted coordinators, and other professionals) to develop its capability through training and professional development.
- Providing the learning support team with evidence-based strategies, practices and guidance about what will make a difference for their students.
- 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.

- Students.
- Teachers/kaiako.
- Parents and whānau.

Appendix II: Examples of LSC Quality Practice Templates - Standards for the Teaching Profession

Te Tiriti o Waitangi Partnership Standard – Option One

Standard	Elaborations of the standard	What quality practices do you use in your setting that connect with this standard?	What evidence do you use that demonstrates these quality practices?
Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	<ul style="list-style-type: none"> Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand. Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Practice and develop the use of te reo and tikanga Māori. 	<ul style="list-style-type: none"> Knowledge of key stakeholders from the Māori community. Acknowledge iwi and hapū in connecting and meeting. Recognise the duality of Aotearoa in all practices. Te Whare Tapa Wha model. Know and acknowledge the local hapu and iwi and their history. Continue to develop knowledge and understanding of Te Ao Māori. Use of karakia and whakatauki. Promote the choice of using te reo Māori. Support school curriculum/ programme/ polices to reflect the (status of tangata whenua) bicultural bilingual Aotearoa. Explicit learning of Māori history. Connections, family lines, sense of belonging, tamariki take pride in their culture. Whakawhānaungatanga. Māori enjoying and achieving educational success as Māori. 	<ul style="list-style-type: none"> Kaumatua/iwi/leader and other names communicated and pronounced accurately. Questions asked, conversations, topics with whānau, colleagues and akonga. Readings, personal and professional. Working collaboratively in the school environment. Successful whānau. Hui- work in partnership to develop bicultural initiatives Voice- whānau and Tamariki. Mana potential programme. Te Whare Tapu Wha studying. Visits – places and importance e.g. Waitangi, local marae. Model the use of te reo Māori in all settings. PLD. Ongoing/active for staff, inclusive practices. Researched and presented to whole staff on The Native School Act.



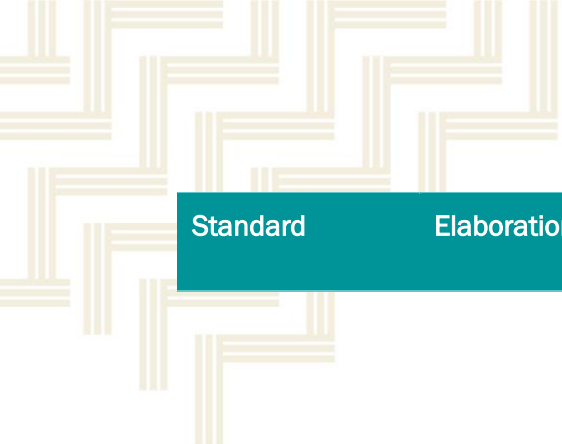
Standard	Elaborations of the standard	What quality practices do you use in your setting that connect with this standard?	What evidence do you use that demonstrates these quality practices?
		<ul style="list-style-type: none">• System of supports for students called Te Aka Poutama, co constructed support plans with students who are able to choose to access, goal setting and credit review advice, in class support and out of class support with a teacher and LSA to complete standards.	

Te Tiriti o Waitangi Partnership Standard – Option Two

Standard	Elaborations of the standard	Role description of LSC – bicultural knowledge and practice	What quality practices do you use in your setting that connect with this standard and the Learning Support Action Plan (LSAP)?
<p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> • Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori. 	<ul style="list-style-type: none"> • Supports (leads) the development of expertise across the community in teaching 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 educational settings. • Māori enjoying and achieving educational success as Māori. • Working collaboratively on bicultural initiatives. 	<ul style="list-style-type: none"> • Professional learning. • Te Tiriti o Wāitangi course. • Marae visit with whole Kāhui Ako. • Part of the working party on the Kāhui Ako achievement challenges - Whakawhānaungatanga - conscious collaboration, conscious inclusion, conscious connection. • Gathering whānau voice and student profiles. • Developing understanding of local curriculum and supporting schools - making connections with iwi. • Use of te reo - everyday greetings. • Use of mihi/pepeha. • Use of karakia and whakatau in meetings. • Understanding of tikanga - Seeking to understand if not known, and tikanga is present in hui, gatherings. • Strength based approach - reject deficit theorising - mana enhancing practices. • Use of reflective questions from Te Pikinga ki Runga. • Using te ao Māori perspectives to identify characteristic of exceptionalities - eg manaakitanga, whakakōrero.

Te Tiriti o Waitangi Partnership Standard – Option Three

Standard	Elaborations of the standard	What quality practices do you use in your setting that connect with this standard?	What evidence do you use that demonstrates these quality practices?
<p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> • Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practice and develop the use of te reo and tikanga Māori. 	<p><u>DOMAIN:</u></p> <ul style="list-style-type: none"> • 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><u>STAKEHOLDER:</u></p> <ul style="list-style-type: none"> • Support students through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions. • 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. • 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. • 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>(AREA TO CAPTURE DIVERSITY OF MY MAHI)</p> <ul style="list-style-type: none"> • Ensuring whānau whakahaere (whānau hold the mana at all times). • Role model appropriate tikanga (Karakia/mihimihi) where appropriate. • Use te reo as much as possible (appropriately). Continue to develop knowledge of te reo me ona tikanga. • Tautoko whānau at hui. • Acknowledge the whānau as a whole (whakapapa included). • Acknowledge local histories, narratives, kaumatua and pepeha/mana whenua. • Continue to learn about matauranga Māori, including the uniqueness of Kohanga Reo/Puna Reo, Kura Kaupapa Māori (Te Aho Matua), Kura-a-iwi. • Support for whānau in hui with the child's hauora at the centre. • Continue to research and find agencies and support in the wider rohe to support whānau and tamariki.



Standard	Elaborations of the standard	What quality practices do you use in your setting that connect with this standard?	What evidence do you use that demonstrates these quality practices?
		<ul style="list-style-type: none">• Work with and influence the school or kura leadership team to ensure all students receive the appropriate support to enhance their learning and progress better meet the needs of learners, and to strengthen their connections with early learning services.• 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.	

Te Tiriti o Waitangi Partnership Standard – Option Four

Standard	Elaborations of the standard	Role description of LSC
<p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> • Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practice and develop the use of te reo and tikanga Māori. 	<ul style="list-style-type: none"> • 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>STAKEHOLDER:</p> <ul style="list-style-type: none"> • Support students through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions. • 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. • 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. • 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 better meet the needs of learners, and to strengthen their connections with early learning services.

Teaching Standard – Option One

Standard	Elaborations of the standard	What quality practices do you use in your setting that connect with this standard?	What evidence do you use that demonstrates these quality practices?
<p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make 	<p>Support Students</p> <ul style="list-style-type: none"> • Working with classroom teachers, other professionals and parents to identify student’s needs early and respond in a timely manner with the right support. Providing the learning support team with evidence based strategies, practices and guidance about what will make a difference for their students. • 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. Support teachers with programmes/ develop and adapt, resource School wide data – making suggestions. Steps for Māori learners’ programme. Bicultural knowledge and practice. 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. • Embedding a culture of collaboration between the LSC and teaching professionals where 	<ul style="list-style-type: none"> • Individual/ small group programmes. • P.D to upskill. • Talking with other teachers, other support agencies. • IEP Programmes/ connecting. • IEP with a Māori learner focus. • Using the Domains from the LSC Role Description. • Responding to learners’ needs. • Delivery of individual programmes Toe by Toe, Numeracy, Literacy, Gifted extension.

Standard	Elaborations of the standard	What quality practices do you use in your setting that connect with this standard?	What evidence do you use that demonstrates these quality practices?
	<p>connections with prior learning.</p> <ul style="list-style-type: none"> • Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. 	<p>different approaches are openly observed and shared.</p> <ul style="list-style-type: none"> • Working with the learning support team to decide on the best use of available learning support resources to meet the needs of children. <p>Professional Development</p> <ul style="list-style-type: none"> • Making ILP – assisting teachers / students. • Student voice. • Planning for success. • Effective learning. • Student voice, ILP, IEP process. • Teacher voice parent voice. 	

Teaching Standard – Option Two

Standard	Elaborations of the standard	Job description of LSC – effective teaching and learning	What quality practices do you use in your setting that connect with this standard and the LSAP?	What evidence do you use that demonstrates these quality practices?
<p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. • Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. 	<ul style="list-style-type: none"> • Leads and works with colleagues within and across schools to develop expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement of every student in ways that recognise their identity, language and culture. • Leading change with colleagues using current and relevant research evidence to support every student to learn and achieve in ways that recognise their identity, language and culture. 		

Teaching Standard – Option Three

Standard	Elaborations of the standard	What quality practices do you use in your setting that connect with this standard?	What evidence do you use that demonstrates these quality practices?
<p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. 	<p><u>DOMAIN:</u></p> <ul style="list-style-type: none"> • 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. • 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. <p><u>STAKEHOLDER:</u></p> <ul style="list-style-type: none"> • 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 	<p>(AREA TO CAPTURE DIVERSITY OF MY MAHI)</p>

Standard	Elaborations of the standard	What quality practices do you use in your setting that connect with this standard?	What evidence do you use that demonstrates these quality practices?
	<ul style="list-style-type: none"> • Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. 	<p>develop an understanding of learning support processes and who to contact if needed.</p> <ul style="list-style-type: none"> • 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. 	

Teaching Standard – Option Four

Standard	Elaborations of the standard	Role description of LSC	What quality practices do you use in your setting that connect with this standard?	What evidence do you use that demonstrates these quality practices?
<p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and 	<ul style="list-style-type: none"> • 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. • Effective learning support knowledge about what works best: Help 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. <p><u>STAKEHOLDER:</u></p> <ul style="list-style-type: none"> • Support students through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions. • Support for parents and whānau to partner successfully with their school or kura and develop an understanding 	<ul style="list-style-type: none"> • Upskilling teachers into the ways in which their students learn best (eg: using visuals to support their learning) and help them to plan and cater for this. • Helping teachers to modify teaching approaches to address the needs of individuals or groups of learners (eg: multisensory approach). • Selecting teaching approaches, resources, technologies that are inclusive and effective for a diverse range of learners (eg: use of tech to support learning). • Help to support student needs through working with TAs ; developing teaching 	

Standard	Elaborations of the standard	Role description of LSC	What quality practices do you use in your setting that connect with this standard?	What evidence do you use that demonstrates these quality practices?
	<p>apply learning to different contexts and make connections with prior learning.</p> <ul style="list-style-type: none"> • Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. 	<p>of learning support processes and who to contact if needed.</p> <ul style="list-style-type: none"> • 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. • 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 better meet the needs of learners, and to strengthen their connections with early learning services. • 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>resources, strategies and techniques.</p> <ul style="list-style-type: none"> • Establish SMART goals in line with both student needs and school wide curriculum focus and review termly. • Where appropriate, setting up opportunities for students to co-construct their learning goals and next steps. • Providing opportunities and supports for learners to engage with, practise and apply new learning to different contexts. • Giving learners the skills to make connections between their prior experiences and learner and their current learning activities. 	