

In-School Learning Support Coordinator Interview Questions



Guide for school leaders and boards

For each **key responsibility**, ask **one behavioural question** asking for a past experience (e.g., “Tell me about a time...”) **and/or one situational question** asking for a future hypothetical action (e.g., “What would you do if...?”) to assess competence and approach.

1. Effective communication | Building and maintaining rapport with parents, whānau, and communities

Notes

Behavioural

- › Tell me about a time you built a strong relationship with a parent or whānau group. What was your approach, and what was the outcome?
- › Describe a situation when you had to rebuild trust with a community or family group. What did you learn from that experience?

Situational

- › Imagine a parent group is feeling excluded from a school initiative. How would you approach re-engaging them and ensuring their voices are heard?

2. Cultural competence | Providing culturally responsive support

Behavioural

- › Tell me about a time when you incorporated the principles of Te Tiriti o Waitangi into your work. What did that look like in practice?
- › Describe a situation when you supported a colleague or team to be more culturally responsive. What was your role?

Situational

- › You're working with a school that has limited engagement with local iwi. How would you support them to build a more culturally responsive relationship?

3. Early identification and support | Identifies early signs of learner challenges and guides others in implementing timely and effective interventions

Notes

Behavioural

- › Tell me about a time you noticed early signs that a learner was struggling in some way. What steps did you take, and how did you support others in responding?
- › Describe a situation when you helped a team implement an intervention plan. What was your role, and what was the outcome?

Situational

- › Imagine a teacher is unsure whether a learner's behaviour is a sign of deeper challenges. How would you support them in identifying and responding appropriately?
- › You've identified a group of learners who are not making expected progress. How would you approach planning support, setting goals, and monitoring progress over time?

4. Assessment and monitoring | Uses assessment data to monitor progress, identify learning gaps, and inform targeted support strategies

Behavioural

- › Can you share an example of how you used assessment data to identify a learning gap and develop a targeted support strategy?
- › Describe a time when data revealed something unexpected about learner progress. How did you respond?

Situational

- › You're reviewing assessment data for a group of learners with mixed results. How would you approach identifying who needs support and what kind of intervention is appropriate?

5. Adaptability and problem solving | Problem solving in complex environments

Behavioural

- › Tell me about a time you supported a learner with complex needs that required input from multiple team members and external specialists. How did you work collaboratively to develop a support plan, ensure quality teaching and learning was in place, and monitor progress over time? What challenges did you face, and how did you problem-solve to keep things on track?

6. Digital and data fluency | Applies digital and data fluency to leverage analytics, dashboards, and tools for informed decision-making

Notes

Behavioural

- › Tell me about a time when you used digital tools or dashboards to inform a decision or improve a process. What tools did you use and what was the impact?
- › Describe a situation when you introduced a new digital tool to a team. How did you ensure it was adopted effectively?

Situational

- › You've been asked to present learner progress using a dashboard to a leadership team. How would you prepare and ensure the data is understood and actionable?

7. Leading and influencing | Engaging at leadership level and influencing

Behavioural

- › Describe a time when you had to influence a leadership team to adopt a new approach or idea. How did you go about it?
- › Can you give an example of when you had to challenge a decision made at a senior level? What was your strategy and what happened?

Situational

- › You've identified a gap in how leadership is supporting inclusive practices. How would you raise this and influence change?

8. Facilitation and coaching | Communicating clearly and listening actively across diverse audiences

Behavioural

- › Give an example when you had to explain a complex idea to a diverse group. How did you ensure everyone understood?
- › Tell me about a time you supported a teacher to adapt their practice to better meet the needs of a diverse learner or group. What strategies did you use, and what was the outcome?
- › Describe a time when active listening helped you resolve a misunderstanding or conflict.

Situational

- › You're facilitating a meeting with teachers, specialists, and parents who have differing views around a learner's needs. How would you manage the conversation to ensure clarity and shared understanding?

9. Capability development | Ability to assess 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.

Notes

Behavioural

- › Can you share an example when you assessed a capability need and influenced an outcome that led to measurable improvements?
- › Tell us about a time you proactively assessed and identified a need and built the capability of your peers?
- › How would you influence school leadership to prioritise training to uplift capability in inclusive teaching and learning practices?

Situational

- › You have identified that staff may not be demonstrating inclusive teaching and learning practices. How would you approach this? Who would you connect with to address this in a constructive and mana-enhancing way?

10. Te reo Māori | Understanding of 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.

Behavioural

- › Tell us about a time that you worked with whānau, hapu or iwi?
- › Can you describe your experience supporting te reo Māori immersion education?
- › Tell us about a time you experienced te reo Māori shaping personal identity?

Situational

- › You have identified limitations in the use of te reo Māori in your school. How would you approach this? Who would you connect with, in the first instance, to support growth and positive change?

11. Te ao Māori | Ability to engage with whānau and hapū to uphold aspirations for Māori language revitalisation and ensure learning support practices reflect local tikanga and mātauranga Māori.

Notes

Experience supporting learners in Rumaki or Māori medium settings is highly desirable

Behavioural

- › What tikanga do you follow when building relationships with whānau and hapū?
- › How has your understanding of te ao Māori been reflected in a previous role?
- › How do you align whānau aspirations with the goals of the school?

Situational

- › You have been working with hapū to better understand te ao Māori in the context of learning support practices. How do you respectfully and meaningfully incorporate the knowledge that has been shared with you?



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