

Learning Support Coordinators

Professional Learning and Development (PLD)

Practice area PLD is available to LSCs to strengthen confidence and capability in specific practice areas.

It is designed for LSCs who are:

- › in-school or cluster-based
- › seeking to build understanding of neurodiversity and trauma-informed practice
- › supporting learners with complex learning, behavioural or regulatory needs.

Two courses are available to support LSCs to strengthen inclusive systems, reduce barriers to learning and improve how schools respond to learner need, benefiting learners and whānau. Registration for term 4 is open and course details are outlined below.

Both courses are strengths-based and neurodiversity-affirming. Completing the LSC induction courses beforehand is strongly encouraged but not a pre-requisite for this PLD.



COURSES AVAILABLE

Tilting the Seesaw for LSCs – Autism New Zealand

This programme focuses on strengthening understanding of autism and supports LSCs to:

- › support teacher development and capability
- › enable inclusive classroom and school environments
- › use visual strategies and social narratives that benefit all learners
- › respond to the strengths, needs and aspirations of learners
- › influence practice and systems beyond individual learners.

All learning is informed by lived experience and participatory research. LSCs work collaboratively across Aotearoa New Zealand to build practical strategies that support inclusive teaching and learning.

Course structure

Delivered as a seven-week blended learning course, including:

- › one introductory session
- › weekly one-hour live, online sessions for six weeks (delivered via Zoom)
- › supporting online modules, readings, videos and reflective activities.

Time commitment

LSCs can expect to commit approximately two hours per week, including:

- › one hour attending the live online session, and
- › up to one additional hour engaging with course materials and reflection activities at a time that suits them.

This structure allows LSCs to apply learning incrementally, reflect on practice between sessions and share learning within their school context.

Session timing and flexibility

- › Sessions are held across a range of weekday time slots, with multiple options available each week.
- › Courses are delivered in small cohorts, supporting discussion, shared learning and peer connection.
- › If an LSC cannot attend their usual session, they may attend an alternative session, subject to availability.

Participants who complete the programme receive a certificate and ongoing access to Autism New Zealand resources and advice.

Registration

Register for Term 4 by choosing the date and time that suits you via the following links:

Course Start	Time of session	No of weekly sessions	Last date of course	Links to course registration
Monday 19 October	9am–10am	7	Mon 30 Nov	Register for this session of Tilting the Seesaw
	11am–12pm	7	Mon 30 Nov	Register for this session of Tilting the Seesaw
	1pm–2pm	7	Mon 30 Nov	Register for this session of Tilting the Seesaw
	3pm–4pm	7	Mon 30 Nov	Register for this session of Tilting the Seesaw
Tuesday 20 October	9am–10am	7	Tues 1 Dec	Register for this session of Tilting the Seesaw
	11am–12pm	7	Tues 1 Dec	Register for this session of Tilting the Seesaw
	1pm–2pm	7	Tues 1 Dec	Register for this session of Tilting the Seesaw
Wednesday 21 October	9am–10am	7	Wed 2 Dec	Register for this session of Tilting the Seesaw
	11am–12pm	7	Wed 2 Dec	Register for this session of Tilting the Seesaw
	1pm–2pm	7	Wed 2 Dec	Register for this session of Tilting the Seesaw
Thursday 22 October	9am–10am	7	Thurs 3 Dec	Register for this session of Tilting the Seesaw
	11am–12pm	7	Thurs 3 Dec	Register for this session of Tilting the Seesaw
	1pm–2pm	7	Thurs 3 Dec	Register for this session of Tilting the Seesaw
	3pm–4pm	7	Thurs 3 Dec	Register for this session of Tilting the Seesaw

Kete into Practice – FASD-CAN

(Fetal Alcohol Spectrum Disorder – Care Action Network)

This programme builds LSC capability to support learners affected by prenatal alcohol exposure (PAE), including those with diagnosed or undiagnosed Fetal Alcohol Spectrum Disorder (FASD).

FASD affects an estimated 3–5% of the population in Aotearoa New Zealand, making it likely that at least one learner in many classrooms is impacted. Learners affected by FASD often present with differences in learning, memory, attention, communication, emotional regulation and social skills.

This course supports LSCs to:

- › build understanding of how PAE/FASD can impact learning and behaviour
- › strengthen knowledge of brain based strategies that support inclusion
- › learn practical examples from other educators applying FASD informed strategies
- › identify systems and practices within their kura or school that can be improved to support learners with FASD
- › reflect on areas for further professional growth to support inclusive practice across their role.

Course structure and session timing

Delivered across a 12-week course, including:

- › ten 1.5 hour-long weekly live online sessions (delivered via Zoom)
- › supporting presentation materials available after each session
- › two sessions delivered ‘Community of Practice-style’, enabling shared discussion and collective problem solving.

Time commitment

LSCs can expect to commit approximately 1.5 hours per week, with sessions primarily between 3:30pm-5pm.

This structure allows LSCs to apply learning incrementally, reflect on practice between sessions and make connections with other LSCs.

Session timing and flexibility

Recordings may be available on request if you miss a session.

Participants who attend at least eight of the ten sessions will receive a Certificate of Attendance.

Registration

Group	Dates	Links to course registration
Group 4	4 August – 28 November 2026	Kete Into Practice: Educators Training – 12 Module – Group 4 – Fill out form

Participants can register for Group 4 up to the end of September.

How to get support

Support is available through PLD providers and existing Ministry channels.

- › For questions about the Autism New Zealand course, contact: training@autismnz.org.nz
- › For questions about the FASD-CAN course, contact: training@fasd-can.org.nz
- › For role related queries, LSCs should talk with their principal in the first instance.
- › For further guidance or support, you can also contact your local Ministry of Education team.

Regional contact details are available at:

[Regional offices – Ministry of Education](#)