



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

In-School Learning Support Coordinator (LSC) Role

Questions and Answers (Q&As)


These Q&As support School Boards and Principals, parents, families and whānau, educators and others, as part of Budget 2025 Initiative: In-School Learning Support Coordinators (LSC) Role.

The Q&As will be updated regularly.



**Te Kāwanatanga
o Aotearoa**
New Zealand Government

Contents

FAQs for Schools – Boards and Principals	4
About In-School Learning Support Coordinators.....	4
What was announced in Budget 2025 around In-School Learning Support Coordinators?	4
What does a Learning Support Coordinator do and how is the In-school LSC role different from the Cluster-based LSC role?	4
What is different about ‘in-school’ LSCs?	4
What key shifts are expected from In-School LSC role model?	5
Will the In-School LSC work directly with learners in the classroom?	5
Does the In-School LSC role replace the cluster-based LSC role?	5
Will this investment improve waitlists and support growing demand?	6
Allocating In-School Learning Support Coordinators.....	6
What schools are on the allocation list?	6
How were the eligible schools allocated LSC staffing entitlement?	7
	7
What does the In-School LSC role Announcement mean for schools?	7
What is the allocation ratio for LSCs?	8
What if a school has more than 500 students, do they get more than 1 FTTE?	8
What factors will determine whether schools will receive LSC staffing entitlement in 2026, 2027 or 2028? How are schools prioritised?	8
Why do some schools need to wait to get a LSC staffing entitlement?	8
Why have some regions received higher allocation of LSCs in 2026 than others? ...	9
What if my school roll has changed, will our staffing entitlement have changed from the original published list?	9
Recruitment & Employment of In-School Learning Support Coordinator role ...	10
If a school has received an allocation for LSC staffing entitlement in 2026, what do principals and boards need to do?	10
How will schools be supported around recruitment of new LSCs for 2026 and beyond?	10
Where can I go for further support and guidance?	11
Can a school appoint an existing staff member to the in-school LSC role?	11
What if a school wants to appoint more than its allocated FTTE?	12
What options are available to our school if they only receive a part-time staffing entitlement?	12
How can a school combine their part-time FTTE with another school?	12

What if we have a teacher transitioning into the LSC role?	12
Remuneration for Learning Support Coordinators	13
What about remuneration for the in-school LSC role?	13
For eligible schools, will the school receive additional funding for resources or travel?	13
Will the operational grant continue to be provided for all LSCs?	13
Qualifications and training for Learning Support Coordinators	13
What qualifications are required to become an LSC?	13
What training is being provided for teachers who are becoming LSCs?	13
Cluster-based LSCs	14
What about LSCs working in a cluster - what does this mean for them?	14
If a school cluster has a LSC from tranche 1 LSC rollout and there's a current vacancy – can they move to an in-school LSC model instead?	14
The number of students my cluster supports has increased since tranche 1. Will my cluster be recalculated?	15
In-School LSCs in Māori Medium and Kaupapa Māori Settings	15
How is the Ministry supporting Māori Medium and Kaupapa Māori settings?	15
How can I make sure the LSC supports my rumaki classroom effectively?	15
Can our kura appoint an LSC who speaks te reo Māori?	15
Our kura are spread out - can we get support for travel costs?	15
Do Māori Medium learners get access to LSC support?	15
How can we make sure our kura is ready for the LSC rollout?	16
In-School LSCs and Resource Teacher Learning & Behaviour (RTLB)	16
Will LSCs take over responsibilities that currently sit with RTLBs?	16
Will RTLBs lose influence or visibility in schools with new LSCs?	16
FAQs to support Parents and Families Whānau	17
What is a Learning Support Coordinator (LSC)?	17
How will having access to a LSC help my child?	17
When will my child's school get an LSC?	17
Will the LSC work directly with my child in the classroom?	17
Can the LSC diagnose my child's learning needs?	17
Will I know if my school has an LSC?	17
Who should I talk to if I'm worried about my child's learning?	18
Can I make a request for learning support myself?	18
Will this make it easier for me to access the support my child needs?	18
What is Budget 2025 investing in for learning support?	18
Will my child get access to specialists more quickly?	18
What about children in early childhood education (ECE)?	18
Why are LSCs only being allocated to schools with Year 1–8 learners?	19
What if my child is transitioning to school next year?	19
Some schools have an increasing number of students starting at age six. What will be in place for them?	19

FAQs for Schools – Boards and Principals

About In-School Learning Support Coordinators

What was announced in Budget 2025 around In-School Learning Support Coordinators?

All state and state-integrated schools and kura with learners in Years 1-8 will have access to an in-school Learning Support Coordinator (LSC) by 2028. This initiative will be rolled out over three years.

This initiative represents a significant investment in foundational learning support with \$192.5 million invested in Learning Support Coordinators, or around 650 additional FTTE (full-time teacher equivalent) by 2028.

The list of eligible schools; their allocation for Learning Support Coordinator staffing entitlement, and the year they will receive the staffing entitlement – 2026, 2027, or 2028 will be available in September 2025. Check the Ministry website for details.

If your school is not included in the allocation list and you are eligible to have access to an LSC, i.e. do not currently have access to an LSC, then please contact learningsupport.engagement@education.govt.nz.

What does a Learning Support Coordinator do and how is the In-school LSC role different from the Cluster-based LSC role?

All LSCs help identify children's learning needs early, coordinate, support and connect parents with specialists. They work with teachers, whānau, and services, including their local Te Mahau | Ministry learning support teams, to make sure children get the help they need to thrive.

The 2026 LSC role reframes the role to be based in-school, with LSCs supporting leadership, working directly with learners to observe, understand and identify support needs, while actively influencing school-practices and providing in-school supports.

The in-school LSC role will support students to get the right help earlier, better support teachers to meet diverse learning needs, and make it easier for families to understand and access learning support at school.

What is different about 'in-school' LSCs?

Under Budget 2025, LSC staffing entitlement will be directly allocated to individual schools, providing a more focused and embedded role within individual schools. Depending on the size of the school, the 2026 roll-out enables schools to have more choice around how they choose to use their staffing entitlement.

Rather than focusing on cluster-level inclusivity, the 2026 LSC role description:

- Reframes the role to support school leadership teams

- Works directly with learners to observe, understand and identify support needs
- Can actively influencing school-practices and provide in-school supports
- Strengthens the role of LSC in direct engagement with parents to provide early access to resources and supporting teachers to connect with parents.

Why has there been a shift to allocating LSCs directly to schools?

Schools with an in-school LSC have reported the greatest benefit and satisfaction with the role. Evaluation of the tranche 1 LSC rollout found that the role is highly valued and has improved schools' ability to identify and respond to learning support needs.

However, the effectiveness of LSCs at operating and collaborating across clusters of schools has been variable. LSCs operating across multiple schools, particularly in rural areas, can lose a significant amount of their time to travel.

This initiative will bring learning support expertise closer to schools and learners and give schools increased autonomy over who they employ to meet their individual needs.

What key shifts are expected from In-School LSC role model?

The 2026 LSC role reframes the role to be based in-school, with LSCs supporting leadership and working directly with learners to observe, understand and identify support needs, while actively influencing school-practices and providing in-school supports.

The 2020 LSC role focuses on LSCs working within clusters and the Learning Support Delivery Model (LSDM), with a strong emphasis on coordination across schools.

Will the In-School LSC work directly with learners in the classroom?

LSCs may work in the classroom alongside learners and their teacher, and work directly with learners to observe, understand and identify support needs.

Does the In-School LSC role replace the cluster-based LSC role?

There is no change to current cluster-based LSCs, that were rolled out in 2020.

At this stage, the new "in-school LSC" role and the current "cluster-based LSC" role will exist side-by-side.

What information will help me navigate this allocation of LSCs?

The Ministry is publishing on education.govt.nz the following information:

1. School-List Announcement
 - Ministry of Education will publish a list of eligible schools allocated a Learning Support Coordinator staffing entitlement, how much FTTE, and the year they will receive the staffing entitlement – 2026, 2027, or 2028.
 - The list will be published by region on the Ministry website.
2. School Information Pack

- The Ministry of Education will publish a **School Information Pack** to support the School-List Announcement. The School Information Pack has been designed for School Boards and Principals.
- The **School Information Pack** includes:
 - Information for school leaders and boards:
 - Operational guidance on how to understand, prepare and implement the in-school LSC
 - Timeline of key dates
 - Information around the allocation approach and rationale
 - Links to NZSBA for employment support and advisory services.
 - The LSC Role Description
 - Set of Q&As
- The Ministry is working closely with **New Zealand School Boards Association (NZSBA)** to provide school Boards and Principals with a comprehensive suite of resources to support them in appointing new Learning Support Coordinators (LSCs). These resources are designed to ensure schools feel confident and well-informed throughout the process (see Resources section).
- **Schools recruiting for 2026:** If a school receives an allocation for an LSC in 2026, principals and boards can start recruitment anytime remembering that the start date will still need to be in term 1, 2026. NZSBA provides **employment support** and **advisory services**.

Will this investment improve waitlists and support growing demand?

The Ministry acknowledges that there has been growing demand for Learning Support and recognises the need to reduce waitlists. This funding will enable teachers and specialists to identify learning support needs early in a child's life, reduce waitlists over time, and provide the right support for children with learning support needs, to support attendance and to lift achievement.

Allocating In-School Learning Support Coordinators

What schools are on the allocation list?

- The initiative is available to state, state integrated schools and kura with students in Years 1-8.
 - Your school will not be on the allocation list if you currently have access to a LSC as part of a cluster or are a private school.
- Charter schools will receive an increase to their staffing-based funding that is equivalent to the new LSC staffing component for state schools.
- Te Aho o Te Kura Pounamu | The Correspondence School will be provided with additional funding for learning support coordination.

- As part of the rollout of Learning Support Coordinators, rumaki reo Māori immersion Level 1 and 2 are included in the staffing calculations for 2026, supported by the design of a learning support coordination function and approach for rumaki reo.
- The Ministry is working with Ngā Kura ā Iwi and Te Rūnanga Nui to develop a learning support coordination function for their affiliated kura. Learnings from this work will inform the wider approach for Māori Medium settings.

How were the eligible schools allocated LSC staffing entitlement?

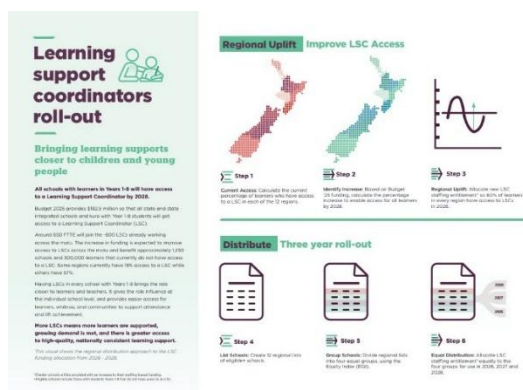
A key driver of the initiative is about improving access to a LSC and delivering foundational support to benefit all learners in schools across New Zealand.

The LSC staffing entitlement has been equally distributed across 12 regions. The goal is 100% of schools with learners in Years 1–8 having access to an in-school LSC by 2028.

The roll-out has been phased over three years.

- The 2026 allocation will provide 60% of learners with access to an LSC.
- The 2027 allocation will provide 80% of learners with access to an LSC
- The 2028 allocation will provide 100% of learners with access to an LSC.

The visual on <https://www.education.govt.nz/lsc> shows the regional distribution approach to allocation of the LSC staffing entitlement across all state and state-integrated schools and kura with learners in Years 1–8.



What does the In-School LSC role Announcement mean for schools?

The new LSC staffing entitlement will be allocated to those schools with learners in Years 1 - 8, that do not currently have access to an LSC.

Check the Ministry website to see the list of schools allocated a Learning Support Coordinator staffing entitlement, and the year they will receive the staffing entitlement – 2026, 2027, or 2028.

The Ministry is working closely with New Zealand School Boards Association (NZSBA) to provide guidance and resources to support School Boards and Principals around hiring the right person for the role.

What is the allocation ratio for LSCs?

In-school LSCs are allocated at a ratio of 1 FTTE per 500 students, with a minimum of 0.2 FTTE.

How does the number of students at a school relate to the LSC allocation?

The 1:500 allocation ratio means that schools with less than 450 students (~930 schools) will receive less than 1 FTTE, so they will be funded for a part-time appointment (at least 0.2 FTTE).

What if a school has more than 500 students, do they get more than 1 FTTE?

For schools with more than 500 students, the allocation is proportional. A school with a roll of 550, for example, would likely receive approximately 1.1 FTTE allocation. The allocation is not capped.

What factors will determine whether schools will receive LSC staffing entitlement in 2026, 2027 or 2028? How are schools prioritised?

All state, state-integrated schools and kura with learners in Years 1-8 will have access to a Learning Support Coordinator by 2028. Schools eligible for this roll-out include those with students in Years 1-8 that do not currently have access to an LSC.

The rollout takes place over three years and is focused on learners having more consistent access to LSCs, across the 12 education regions. Currently, the percentage of learners in a region with access to a LSC ranges from 18% to 57%.

In 2026, the Budget '25 funding increase means around 60% of learners in every region will have access to a LSC. In 2027 that will rise to around 80% before reaching all schools in 2028.

The Ministry has published the [detailed allocation methodology](#) to show how the LSC staffing entitlement is being distributed across all 12 regions for use in 2026, 2027, and 2028.

Why do some schools need to wait to get a LSC staffing entitlement?

The Ministry is providing significant investment for learning support initiatives to address growing demand and funding shortfalls, enabling teachers and specialists to identify learning support needs early in a child's life. That's why this initiative rolls out staffing entitlement for a Learning Support Coordinator (LSC) to all schools with Year 1 to 8 students that don't currently have an LSC. The initiative provides around 650 new full time teacher equivalents (FTTE). The rollout has been phased over three years. This will provide time for the workforce to be optimised and gives schools time to plan how they choose to use their staffing entitlement.

Why have some regions received higher allocation of LSCs in 2026 than others?

Currently, some regions in New Zealand have 18% of learners with access to a LSC while others have 57%. To ensure equal access for all learners in Years 1–8 and an uplift of LSC access across all regions, schools that already have a LSC are not eligible to receive funding in 2026. Learners deserve to have equal access to a Learning Support Coordinator, wherever they live in New Zealand.

Currently, less than half of learners (42%) in Years 1–8 have access to a Learning Support Coordinator (LSC). Budget 2025 investment means that by 2028, all schools with learners in Years 1-8 will get a LSC.

What if my school roll has changed, will our staffing entitlement have changed from the original published list?

Learning Support Coordinator staffing is calculated based on the July roll return. If your school has resubmitted your roll return, or had a roll audit, your LSC entitlement will be recalculated. You can check whether your July roll has been resubmitted or audited under the Summary tab in Pourato.

Will LSC staffing entitlement be calculated each year, based on the July roll return?

Yes. The LSC 2027 and 2028 staffing entitlements are provisional and will be confirmed annually following July roll returns.

What about Charter Schools, Te Kura and Specialist Schools?

All new charter schools with Year 1-8 students, and all converting charter schools with Year 1-8 students that were not part of LSC clusters, receive an increase to their staffing-based funding that is equivalent to the new LSC staffing component for state schools. Existing charter schools are included in the school lists and will receive their increased funding, either in 2026, 2027 or 2028. Any converted charter schools that previously employed an LSC, will continue to receive resourcing to do so.

Te Kura will be provided with additional funding for learning support coordination. The amount provided will be calculated using their full-time Year 1-8 Equivalent Full-Time Student roll.

At this time, **specialist schools** are not included in this initiative, as students enrolled in specialist provision already have their learning support needs identified, addressed and funded.

Why aren't specialist schools included in this initiative?

At this time, **specialist schools** are not included in this initiative, as students enrolled in specialist provision already have their learning support needs identified, addressed and funded. Where specialist schools are currently members of a cluster, they do have access to LSC.

Recruitment & Employment of In-School Learning Support Coordinator role

If a school has received an allocation for LSC staffing entitlement in 2026, what do principals and boards need to do?

If a school receives an allocation for a LSC in 2026, principals and boards are encouraged to plan for their LSC to commence in Term 1, 2026. Please familiarise yourself with the **School Information Pack** which is available on the Ministry website for more information.

New Zealand School Boards Association (NZSBA) will provide schools with **employment support** and **advisory services**.

How will schools be supported around recruitment of new LSCs for 2026 and beyond?

The Ministry of Education is working closely with NZSBA to provide schools (Boards and Principals) a comprehensive suite of resources to support them in appointing new Learning Support Coordinators (LSCs). These resources are designed to ensure hiring schools feel confident and well-informed throughout the process.

Schools are advised that Ministry of Education **Service Manager** or **Manager Integrated Services** are the best source of information on in-school Learning Support Coordinators.

- [Regional offices - Ministry of Education](#)
- NZSBA for employment queries | eradvice@tewhakaroputanga.org.nz

Coming in Term 3, 2025:

- Ministry of Education will publish the **School-List Announcement** - a list of eligible schools allocated a Learning Support Coordinator staffing entitlement, and the year they will receive the staffing entitlement – 2026, 2027, or 2028.
- The list will be published by region on the Ministry website.

The Ministry of Education will publish a **School Information Pack** to support the School-List Announcement. The School Information Pack has been designed for School Boards and Principals.

- The **School Information Pack** includes:
 - Information for school leaders and boards
 - Operational guidance on how to understand, prepare and implement the in-school LSC
 - Timeline of key dates
 - Information around the allocation approach and rationale

- Links to NZSBA for employment support and advisory services.
- The LSC Role Description
- Set of Q&As

Coming in Term 4, 2025:

The Ministry will update the School Information Pack with:

- **LSC Role Guidance:**
 - A detailed overview of the role, responsibilities, and expectations of LSCs under the new in-school model (goes live early term 4)
- **LSC Induction Toolkit:**
 - A 30–90 day induction toolkit to support new LSCs in the role (Term 4, 2025).

While principals will lead the recruitment process, boards play a key role in governance, approval, and ensuring alignment with school needs and values.

School boards will receive from NZSBA:

- An **NZSBA webinar session** will be available for school boards to attend in early Term 4. This will provide more information and an opportunity to ask questions.
- NZSBA will provide **employment support and advisory services**.

Coming in 2026:

- **Professional Learning & Development (PLD)** - as part of Budget 2025, \$14m funding has been announced for PLD for new and existing LSCs. More will be communicated as information becomes available in 2026.
- **Evaluation** - An evaluation of the service will take place. More will be communicated as information becomes available.

Where can I go for further support and guidance?

- Talk to your local Ministry of Education **Service Manager** or **Manager Integrated Services** if you want to know more about in-school Learning Support Coordinators. [Regional offices - Ministry of Education](#)
- For employment queries contact **NZSBA** or email eradvice@tewhakaroputanga.org.nz

Can a school appoint an existing staff member to the in-school LSC role?

Yes, if they are a registered teacher with a current full practising certificate. Boards must follow appropriate recruitment processes. Existing staff retain their salary step and leave entitlements.

What if a school wants to appoint more than its allocated FTTE?

Boards may choose to top up the LSC role using operational funding. For example, if allocated 0.8 FTTE, schools can fund the additional 0.2 FTTE locally to make the role full-time (1.0 FTTE).

What options are available to our school if they only receive a part-time staffing entitlement?

Schools can choose how they use their staffing entitlement. There is a range of options available to schools and they have the autonomy to decide what will work best for their school community.

Schools with smaller rolls will receive a part-time allocation. Below are some examples of how schools might choose to use their staffing entitlement:

- The LSC role could be a part-time position
- Combine FTTE with other schools
- Combine FTTE with a teaching role within their own school; teachers could be employed by a school to spend part of their time performing the LSC role, and part of their time on classroom teaching or other management duties.

Schools can contact or email **NZSBA** to find out more about their employment options: eradvice@tewhakaroputanga.org.nz

How can a school combine their part-time FTTE with another school?

It is likely that some schools may want to combine FTTE. This can be done through staffing transfers. [Staffing transfer agreements - Ministry of Education](#)

Schools can transfer part or the whole of their LSC staffing entitlement.

What if we have a teacher transitioning into the LSC role?

They'll retain their current salary step and leave balances. The role must be filled by a registered teacher with a current full practising certificate, and schools must follow appropriate recruitment processes. The LSC must be released from teaching duties for the relevant FTTE of their LSC role.

Do schools lose an LSC allocation school based on the changes to Kāhui Ako funding?

Many schools who received Learning Support Coordinators (LSCs) in the 2020 allocation were also in Kāhui Ako, however the LSC FTTE was allocated separately to other Kāhui Ako resourcing.

Schools did not receive LSC FTTE because they were part of a Kāhui Ako | Community of Learning, but because they were schools who were already working in a cluster approach to meet learning support needs in the educational community.

Remuneration for Learning Support Coordinators

What about remuneration for the in-school LSC role?

The role must be filled by a registered teacher with a current full practising certificate, and schools must follow appropriate recruitment processes. They'll retain their current salary step and leave balances.

For eligible schools, will the school receive additional funding for resources or travel?

Budget 2025 does not include specific funding for travel or operational resources. Schools are expected to reimburse travel costs in line with collective agreements.

Will the operational grant continue to be provided for all LSCs?

No additional funding is available above the allocated in-school LSC FTTE, however, Budget 25 investment provides approximately \$14 million for professional learning and development opportunities for current and new LSCs. The Ministry will have further details about this in 2026.

Qualifications and training for Learning Support Coordinators

What qualifications are required to become an LSC?

LSC are required to be experienced teachers with a full practising certificate.

If a teacher is transitioning into the LSC role, they'll retain their current salary step and leave balances.

The [2026 LSC role description](#) provides information that would be helpful for to understand the expectations of the role.

What training is being provided for teachers who are becoming LSCs?

Budget '25 investment provides approximately \$14 million for professional learning and development opportunities for current and new LSCs.

More information around PLD opportunities will be available in 2026.

When will the updated LSC role description come out?

The role description is available at <https://www.education.govt.nz/lsc>. Further role information will be available at the start of Term 4, 2025 to support schools with 2026 allocated staffing entitlement to begin recruitment in time for Term 1, 2026.

Cluster-based LSCs

What about LSCs working in a cluster - what does this mean for them?

For existing LSCs working in a cluster, there is no change to the LSC role and responsibilities, or the cluster based operating model. The Ministry continues to fund and support schools with existing LSCs operating across primary and secondary schools in a cluster.

Can a LSC working in a cluster join the new in-school model and opt out of the current cluster model?

At this stage, the cluster model remains in place. However, clusters can change their membership and arrangements over time, with changes classified as either minor or significant.

Minor change, such as schools joining or leaving clusters without affecting staffing or property, are approved by the regional Director of Education.

Significant changes, which may impact staffing, grants, or property (e.g. an employing school withdrawing or changing roles), are managed by and require approval from the Ministry's National Office. All changes must be agreed upon by cluster members and discussed with the local Ministry office to ensure transparency and accurate records.

The principles guiding cluster changes emphasise that Boards and Principals are best placed to make decisions about shared Learning Support Coordinator (LSC) roles. LSC allocations (tranche 1 LSC rollout) are tied to clusters, not individual schools, and do not automatically transfer if a school leaves. Funding for property and grants is generally not reclaimed, but changes in employing or accommodating schools may affect future entitlements. Property funding is a one-off allocation, and changes after formal notification do not attract additional funding. Furniture and equipment provided for LSCs are expected to move with the role if the employing school changes.

If a school in a cluster wants to leave the cluster, can it get an in-school LSC staffing entitlement instead?

A key driver of the initiative is about improving access to a LSC for students who currently don't have access, so that by 2028 all schools with students in Years 1-8 will have access to an LSC. Eligible schools have been included in the school lists here [\[link\]](#). Schools that are already part of a cluster will continue to access LSCs as they do now—there are no changes to how the cluster model operates. If a school leaves their cluster they will not be eligible for an in-school LSC.

If a school cluster has a LSC from tranche 1 LSC rollout and there's a current vacancy – can they move to an in-school LSC model instead?

The settings for the cluster model are not changing. If an LSC resigns, then a new LSC for the cluster would be recruited.

The number of students my cluster supports has increased since tranche 1. Will my cluster be recalculated?

At this stage, there is no change to the cluster-based LSC role or model.

I hear there will be more Professional Learning and Development for me - when can I access this?

Budget 2025 provides \$14m for increased PLD for all LSCs, starting in 2026. This investment recognises the criticality of the LSC role and the need to ensure LSCs have more options to grow their skills, knowledge and networks.

In-School LSCs in Māori Medium and Kaupapa Māori Settings

How is the Ministry supporting Māori Medium and Kaupapa Māori settings?

As part of the rollout of Learning Support Coordinators, rumaki reo Māori immersion Level 1 and 2 are included in the staffing calculations for 2026. The Ministry is working with Ngā Kura ā Iwi and Te Rūnanga Nui to develop a learning support coordination function for their affiliated kura. Learnings from this work will inform the wider approach for Māori Medium settings.

How can I make sure the LSC supports my rumaki classroom effectively?

Schools with Rumaki Reo Rua settings have the responsibility to appoint an LSC who has the skills and experience to meet the needs of ākonga and whānau in bilingual settings. This includes deep knowledge of Te Reo Māori, Te Ao Māori and the ability to provide culturally and linguistically responsive support.

Can our kura appoint an LSC who speaks te reo Māori?

Yes. While fluency is not currently a formal requirement, it is strongly encouraged in Māori Medium settings.

Our kura are spread out - can we get support for travel costs?

While Budget 2025 does not include specific travel funding for LSCs, schools can choose to use operational funding to reimburse travel.

Do Māori Medium learners get access to LSC support?

Yes. Tamariki in Māori Medium settings are included in the LSC rollout. Budget 2023 and 2025 investments ensure Māori Medium learners are part of the system-wide improvements.

How can we make sure our kura is ready for the LSC rollout?

Stay connected with your Ministry regional office, review the information packs when they are published, and begin planning how the LSC role can best support your learners, kaiako, and whānau.

In-School LSCs and Resource Teacher Learning & Behaviour (RTLb)

Will LSCs take over responsibilities that currently sit with RTLb?

LSCs are not specialist teachers. Their role is supporting need identification, brokering and coordinating specialist services. RTLb will continue to provide universal, targeted and tailored supports for learning and behaviour. LSCs help ensure learners are connected to the right services at the right time and drive within school supports for learners, families | whānau and educators.

Will RTLb lose influence or visibility in schools with new LSCs?

No. RTLb remain an important role within Learning Support.

What happens to RTLb involvement in Year 1 learners now that EIS is expanding?

From 2026, the Early Intervention Service (EIS) will support learners through to the end of Year 1. RTLb will begin working with learners from the transition point between Year 1 and Year 2, allowing EIS to provide continuity of service and to reduce the scale of change for learners and whānau when they start school.

FAQs to support Parents and Families | Whānau

What is a Learning Support Coordinator (LSC)?

An LSC is a dedicated staff member within your child's school who helps identify learning needs early, coordinates, supports and connects parents with specialists. They work with teachers, whānau, and services to make sure children get the help they need to thrive.

How will having access to a LSC help my child?

LSCs make it easier for schools to respond quickly to learning needs. They help teachers plan support, work with specialists like speech-language therapists or psychologists and ensure your child's needs are understood and addressed. This means less waiting and more joined-up support.

When will my child's school get an LSC?

All schools with Year 1–8 learners will have access to an LSC by 2028. Check the school list to see when schools get access to staffing entitlement in 2026, 2027 or 2028. Schools that already have a LSC will continue to have an LSC working with the cluster of schools, as they do today.

Will the LSC work directly with my child in the classroom?

LSCs may work in the classroom alongside your child and their teacher, and work directly with learners to observe, understand and identify support needs. The 2026 role is strengthened to directly engage with parents to provide early access to resources as well as supporting teachers to connect with parents, while actively influencing school-practices, providing in-school support for leadership teams.

Can the LSC diagnose my child's learning needs?

LSCs help identify concerns and work with you, your child's teacher and other specialists to make sure your child has access to the right supports at the right time. Sometimes a LSC may refer your child to a different kind of specialist, such as educational psychologists or speech-language therapists but would only do this with your permission. LSCs don't diagnose learning or developmental conditions.

Will I know if my school has an LSC?

Schools may inform parents through newsletters or another school communication channel. You can also ask your child's teacher.

For any further queries about in-school LSCs you can contact your local Service Manager or Manager Integrated Services in our [Regional offices - Ministry of Education](#).

Who should I talk to if I'm worried about my child's learning?

Start with your child's teacher or early childhood education service. They can guide next steps. Once your school has a LSC, they will also be a key contact for support. You can also visit the Ministry's [learning support page](#).

Can I make a request for learning support myself?

Yes, parents can raise concerns with teachers or the LSC. You don't need a formal diagnosis to ask for help. Schools and early childhood education services may work with you to assess your child's needs and connect with services.

If you need more advice after talking to your school or early learning service, you can contact our learning support team directly to talk about your concerns. They can help you to understand whether your child may need additional support, and if so, what options may be available.

Find support in your region - [Regional offices - Ministry of Education](#).

Will this make it easier for me to access the support my child needs?

That's the goal. Budget 2025 invests in Learning Support to make services more proactive and accessible. With LSCs in every school with learners in Years 1-8, by 2028, families should find it easier to get help for their children.

What is Budget 2025 investing in for learning support?

Budget 2025 includes \$645.8 million in operating funding and \$100.9 million in capital funding—the largest investment in learning support in a generation. It focuses on early intervention, expands services, and improves access to specialists, to ensure learners get the support they need.

Will my child get access to specialists more quickly?

Yes. The Budget '25 investment expands Early Intervention Services (EIS), increases the number of specialists, and aims to reduce wait times for assessments and interventions.

You can read more about the Budget 2025 education package [here](#), and more about the Learning Support investment [here](#).

What about children in early childhood education (ECE)?

Budget 2025 includes \$266 million for early learning, with a focus on early intervention. The Early Intervention Service expands from early childhood education into Year 1 to support successful transitions to school for children with additional learning needs.

Why are LSCs only being allocated to schools with Year 1–8 learners?

Research consistently demonstrates that intervening early is the best approach to improve outcomes for children and young people and get the best value for money. Investing in preventative support within the first 2,000 days of life is likely to make the most difference and is a strong predictor of success at school and in finding a job. Leaving school with higher qualifications leads to a range of more positive life outcomes, including higher incomes and better chances of employment.

For learners with additional needs, this initiative will enable their needs to be identified and responded to earlier. Addressing learner needs early leads to increased student attendance and achievement, and reduces disparities in education, work, and life outcomes.

The Learning Support Budget Package intends to help more learners with additional needs participate, progress, and achieve in their education alongside their peers.

What if my child is transitioning to school next year?

We know it's an important time for parents when their child transitions from an early childhood education service to primary school. Under Budget 2025, the Early Intervention Service will expand from early childhood education through to the end of Year 1 to better support successful transitions to school for children with additional learning needs. Therefore, EIS specialists will continue supporting children through their transition to school. Stay tuned for more information as these EIS initiatives are rolled out.

All LSCs will work with early learning services to ensure plans are in place and support continues smoothly into school.

Some schools have an increasing number of students starting at age six. Some are high needs students and have missed out on early intervention. What will be in place for them?

Budget 2025 is about strengthening learning support and identifying needs of children earlier and moving support closer to learners and educators.

The rollout of Learning Support Co-ordinators (LSC) to every school with learners Year 1 to 8 will provide schools with a dedicated, funded FTTE to identify, plan for and meet additional learning needs. LSCs will play a crucial supporting role for teachers and whānau who may start at school with previously unidentified or unmet learning or developmental needs.

In addition to the investment in Learning Support Coordinators, Budget 2025 also invested in the strengthening and expansion of the Early Intervention Service into a child's first year at school to better support learners through both the transition to school and, where needs are identified, soon after starting school. Alongside additional learning support specialist staff to work with learners, educators and whānau in the school

environment, there are 900,000 additional teacher aide hours (by 2029) dedicated to supporting learners in the crucial early years.

More detail around the implementation of Budget 2025 initiatives, including announcing the LSC allocations and expansion and strengthening of Early Intervention Service will be communicated.



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

He mea tārai e mātou te mātauranga
kia rangatira ai, kia mana taurite ai ōna huanga.

We shape an education system that delivers
equitable and excellent outcomes.



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