

Checklist: Combining Learning Support Coordinator FTTE with other schools

This checklist is designed to support **principals and school boards** to make informed decisions about combining Learning Support Coordinator (LSC) Full-Time Teacher Equivalent (FTTE) allocations with other schools, in alignment with the Ministry of Education's guidance on the role and function of LSCs as outlined at education.govt.nz/lsc. These key steps and considerations should be reviewed and completed before a staffing transfer begins.

KEY INFORMATION

LSC roles are **permanent** unless there is a valid reason to appoint on a fixed-term basis, as outlined in the relevant collective agreement.

Staffing transfers must include an end date — they cannot be permanent. For in-school LSC staffing transfers, the default transfer period is one year.

Schools should also be aware in-school LSC roles **do not receive additional travel or property funding** so this will need to be considered as part of planning.

You can choose to use as much or as little of the checklist as suits your context but working through all of it will give you the best chance of success. Completing the full checklist ensures thoughtful planning, clear communication, and shared expectations are in place. Taking time to consider these matters will help avoid potential issues and ensure the arrangement is sustainable and beneficial for all schools involved.

If your school is considering combining LSC FTTE, work through this checklist with your leadership team and any potential partner schools. Contact your local Te Mahau Ministry team for support or NZSBA for any employment specific questions. You can find more information at: education.govt.nz/lsc

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Planning

Foundations

- ☐ Identify key stakeholders (Principals, SENCOs, LSCs) and nominate a lead school and contact person
- ☐ Set up regular communication channels (meetings, shared platforms) between key stakeholders
- ☐ Consider and plan for how personal information will be handled and shared across multiple sites (in accordance with the Privacy Act 1993)

Understand

- ☐ Understand variations in approaches across schools (inclusive education, learning needs, support models, equity, Te Tiriti o Waitangi)
- ☐ Explore staff capabilities across your own and other schools
- ☐ Consider the logistics of how a combined approach might work across a group of schools
- ☐ Consider how reporting and monitoring of role impact at school level will be managed
- ☐ Consider how performance management issues will be handled in a professional and confidential manner
- ☐ Consider staffing entitlement and potential roll change impacts
- ☐ Complete a detailed learning needs analysis
- ☐ Consult with whānau and external agencies, if needed
- ☐ Understand existing LSC expertise and Professional Learning Development (PLD) needs
- ☐ Identify gaps in specialist support and resources

Confirm the arrangements

- ☐ Ensure that financial arrangements (travel, staffing roll change impacts) are confirmed and well documented
- ☐ Ensure discussions, decisions, arrangements and agreements are documented, e.g. meeting minutes or a Memorandum of Understanding (MoU)
- ☐ Confirm communication processes across schools
- ☐ Plan for evaluation and feedback processes

- ☐ Finalise learning support referral, case management, and transition protocols
 - ☐ Confirm approach to LSC roles, responsibilities, and induction across all schools
 - ☐ Confirm admin support and resource sharing
 - ☐ Align goals with each schools' strategic/annual plan
 - ☐ Agree on recruitment, employment and management processes, including leave, employment queries or concerns, performance conversations, and approval of practising renewal
 - ☐ Plan for induction and PLD support
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Implementation

Formalise and commence

- ☐ Finalise and sign a Memorandum of Agreement (MoA)
- ☐ Create a transparent LSC schedule across schools
- ☐ Implement learning support reporting, review and escalation pathway for each school
- ☐ Implement process for annual review, employment changes, and recruitment

Support

- ☐ Ensure clear and documented processes for handling of disputes or request for changes to the MoA
 - ☐ Monitor and support the wellbeing of the LSC, including workload balance, access to professional support, and opportunities for connection across schools
 - ☐ Maintain regular communication and feedback loops between schools
 - ☐ Coordinate shared interventions and learning hubs
 - ☐ Align for joint professional learning and planning, utilising Ministry-provided induction and PLD as needed
 - ☐ Monitor systems for tracking and responding to needs
 - ☐ Review financial sustainability and adjust as needed
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Ongoing management and improvement

- ☐ Strengthen relationships with agencies and networks
- ☐ Review outcomes and share successful practices
- ☐ Maintain ongoing PLD and refresh inclusive practices
- ☐ Plan for leadership succession and strategic renewal
- ☐ Evaluate the arrangements regularly (e.g. annually) including a formal review of the MoA and make any necessary amendments and improvements



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