



**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.

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**Te Kāwanatanga
o Aotearoa**
New Zealand Government

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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 LSCs, or around 650 additional FTTE (full-time teacher equivalent) by 2028.

The list of eligible schools; their allocation for LSC staffing entitlement, and the year they will receive the staffing entitlement – 2026, 2027, or 2028 is available at education.govt.nz/lsc.

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?

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.

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 the 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 cluster-based LSCs that were rolled out in 2020. 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 has published the following information at education.govt.nz/lsc:

- **School-List Announcement** - The Ministry of Education published a list of eligible schools that are allocated an LSC staffing entitlement, how much FTTE, and the year they will receive the staffing entitlement – 2026, 2027, or 2028. The list is published by region.

- **In-school LSC role information** , which includes:
 - Information for school leaders and boards, operational guidance on how to understand, prepare and implement the in-school LSC
 - Information around the allocation approach and rationale
 - The high-level LSC Role Description
 - A detailed overview of the LSC role and its place in the learning support system
 - Skills Matrix - A visual of key responsibilities and skill sets required
 - Interview Questions - Suggested for school principals
 - Checklist for combining LSC FTTE across schools – This checklist will help schools plan and manage the process of sharing an LSC across multiple schools if they choose to do so.

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.

Recruitment & Employment of In-School LSC role

What do principals and boards need to do?

If a school has received an allocation for an in-school LSC, principals and boards are encouraged to familiarise yourself with the LSC information, available at education.govt.nz/lsc.

GovHub is the service-delivery arm of Te Whakarōpūtanga Kaitiaki Kura o Aotearoa | New Zealand School Boards Association (NZSBA). It provides schools with **employment support and advisory services**.

When will our in-school LSC staffing entitlement be provided so we can recruit our LSC?

The in-school LSC allocation will be updated in Pourato when your school is eligible. Eligible schools will **see** their allocation under *Staffing > Staffing Entitlement* towards the end of the year, when next year's staffing entitlements are updated in Pourato, but note that appointments can only commence from the start of the school year; for 2026 schools, this was 21 January 2026.

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

The Ministry of Education is working closely with GovHub (NZSBA) to provide schools (boards and principals) with advice to support them in appointing new LSCs.

Schools are advised that their Ministry **Service Manager** or **Manager Integrated Services** are the best source of information on in-school LSCs.

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

The **in-school LSC role information** at [Learning support coordinators in schools - Ministry of Education](#) provides detailed information around the in-school LSC role, helping schools appoint the right person to the role.

Where do I find more detailed information about the role so I can appoint the right person?

The Skills Matrix on the Ministry's website [link] for in-school LSCs provides a broad overview of all the responsibilities of the role.

These responsibilities are matched to the five key relationship areas that LSCs work with every day:

- Learners
- Kaiako, Teacher Aides and Teachers
- Parents and whānau
- Other LSCs, Ministry staff and Other Agencies
- School Leadership Teams

LSCs bring a wealth of skills, knowledge and experience to their role as they are all registered teachers with current full practising certificates, and many have post-graduate qualifications in specialist areas of interest.

The skill sets and experience outlined are many and varied. They are all important to support the LSC to meet the responsibilities as outlined and provide guidance to a principal when appointing an LSC so both parties have clarity on expectations and accountabilities.

When an LSC starts in the role, they may not have all the skillsets listed, however, they are expected to grow and develop their capability over time.

Induction courses for LSCs are designed to help new LSCs gain a clear understanding their role and responsibilities, and to support them in their first three months in the position. Find all LSC induction information, including course content and how to access it, at [Learning support coordinators in schools – Ministry of Education](#)

What are the key areas of knowledge and qualifications required for the in-school LSC role?

- Demonstrated experience working with children with learning support needs
- An ability to build and maintain strong relationships with parents, whānau and communities
- An ability to confidently engage at a school or kura leadership level
- Influencing skills at a high working level within a school or kura
- An ability to provide culturally responsive support that protects the principles of Te Tiriti o Waitangi
- An ability to meet professional standards relevant to their current position.

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 LSCs. [Regional offices - Ministry of Education](#)
- For employment queries contact **GovHub** (NZSBA) or email eradvice@tewhakaroputanga.org.nz

What kind of person is appointed into the role of an LSC?

LSCs come from a variety of backgrounds. In addition to being a qualified teacher they will be successful if they bring much of the following:

- An ability to communicate clearly and listen actively to build understanding across diverse audiences including teachers, specialists, and parents.
- Demonstrates empathy and cultural competence by responding appropriately to the diverse backgrounds and needs of learners and families.
- An ability to identify early signs of learner challenges and be able to guide others in implementing timely and effective interventions.
- Skills in using assessment data to monitor progress, identify learning gaps, and inform targeted support strategies.
- Ability to apply digital and data fluency to leverage analytics, dashboards, and collaboration tools for informed decision-making.
- Able to adapt support strategies and solve problems using evidence-based approaches in response to changing learner needs.
- Assesses and influence capability development, guide school leadership to invest in future-focused professional growth for all staff.
- An ability to build capability through facilitation and coaching, enabling non-specialists to confidently support learner needs.

- Lead and influence improvement, advocating for standards, supporting expertise development, and fostering active participation.

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 and are advised to read the **In-school LSC role information** for details on the key responsibilities and skillsets required. Existing staff retain their salary step and leave entitlements. The LSC must be released from teaching duties for the relevant FTTE of their LSC role.

Can I appoint the LSC staffing entitlement to a principal?

No, the LSC entitlement cannot be appointed to a principal because the role is intended to *add to* the capability and capacity in a school. This ensures dedicated time and specialist expertise are available to strengthen learning support for students and assist the school's leadership team.

There are options for schools on ways to use and/or combine their allocations. For example, the 0.2 FTTE may be used by the principal's release teacher, who could be appointed to the in-school LSC role, or schools may choose to combine FTTE with another school.

It should be noted that:

- The in-school LSC role must be filled by an experienced teacher with a full practising certificate.
- The intent of the LSC allocation is to strengthen the school's learning support capability by adding a teacher with specialist expertise to support the school's students and the school leadership team.
- Induction resources will be available to access from February 2026. These are designed to help new LSCs gain a clear understanding their role and responsibilities, and to support them in their first three months in the position.
- Professional Learning and Development (PLD) will also be available in 2026 for all LSCs. The PLD is intended to support all experience levels, so that all LSCs have the opportunity to lift their capability to better support their schools and learners.
- Schools can find a checklist for combining the LSC FTTE with other schools at education.govt.nz/lsc – this checklist will help schools plan and manage the process of sharing an LSC across multiple schools if they choose to do so.
- Further detail on the requirements for the LSC role is available at education.govt.nz/lsc, including a skills matrix and detailed role information.

We acknowledge that schools are self-governing and make employment decisions that best suit their unique contexts. We strongly encourage schools to contact the NZSBA if they have specific questions about the recruitment and appointment of their in-school

LSC. For employment queries, GovHub (NZSBA) can be contacted at eradvice@tewhakaroputanga.org.nz.

How will in-school LSCs work with Ministry learning support specialists and RTLB colleagues?

LSCs coordinate and connect across the system. They:

- Initiate requests for support, coordinate access and facilitate initial connections
- Contribute to team planning and support plans to be embedded into class practice
- Maintain regular communication with whānau and specialists, lead review meetings and adjust support plans based on progress

You can find more information about how in-school LSCs will work with Ministry and RTLB colleagues in the Role Information Pack at education.govt.nz/lsc.

Is the in-school LSC role permanent or fixed-term?

All part-time and full-time positions will be permanent unless identified as being fixed term as set out in the relevant collective agreement. Further information about recruiting to permanent or fixed-term roles and letter templates are available on the NZSBA website at [Help for Principals](#).

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 **GovHub** (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.

Do schools lose an LSC allocation 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 that were already working in a cluster approach to meet learning support needs in the educational community.

What designation code do I use for my LSC in payroll?

Schools must use the **S13 designation code** for all LSCs in EdPay.

This ensures accurate payroll processing, compliance, and correct resourcing for your school.

If your LSC has more than one role at your school, each job must be set up as a **separate job** with its appropriate designation code. For example, if someone is both a classroom teacher and an LSC, they need **two jobs, each with the appropriate designation code** in EdPay.

Step-by-step instructions for updating pay details are available here: [EdPay | Training | Change pay details.](#)

What steps do I need to take if my deputy or assistant principal is appointed as our in-school LSC?

If your deputy or assistant principal takes on the in-school LSC role, there are payroll and employment considerations you need to make to ensure everything is set up correctly from appointment.

Employment queries:

For any employment specific questions, please contact **GovHub** (NZSBA), who are best placed to provide advice and support.

How should their roles be set up in EdPay?

Each job must be set up as a separate job, each with its appropriate designation code. For example, if someone is both a deputy principal and an LSC, they need **two jobs** and **two designation codes** in EdPay. Step-by-step instructions are available here: [EdPay | Training | Change pay details.](#)

Where should units be attached?

Units should be linked to the job that generates the units. If the units relate to their deputy or assistant principal role, they must be coded to that job. If the units relate to their LSC role, they must be coded to the LSC job.

Linking the units to the correct job is best payroll practice.

Key points to remember:

- Permanent units are additional salary regardless of aggregation and are paid at the substantive (non-divisible) rate to both full time and part time teachers.
- Units are paid at the full rate to part time teachers, except in official job share positions.
- LSC roles do not attract Classroom Release Time (CRT).
- Teachers must be classroom teachers to receive CRT under the Primary Teachers' Collective Agreement (PTCA).
- Further information can be found in guidance jointly developed by NZEI Te Riu Roa and the Ministry which is available here [CRT-Guidance.pdf](#)
- Keep units attached to the correct job (e.g. management units stay with the deputy/assistant principal job).
- Some allowances are FTTE dependent.
- Ensure you are following the provisions of the relevant collective agreement and seek advice from **GovHub** (NZSBA) where needed.

Do I need to backdate the designation code for my in-school LSC?

You should backdate the S13 designation code to the date your teacher started in the LSC role and for the hours allocated to that role. This ensures your school's staffing entitlement use is recorded accurately.

Allocating In-School Learning Support Coordinators

What schools are on the allocation list?

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.

- The initiative is available to state, state-integrated schools and kura with students in Years 1-8. *Note - Your school will not be on the allocation list if you currently have access to an 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 LSCs, 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 an 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 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 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 receive approximately 1.1 FTTE allocation. The allocation is not capped.

Why do some schools need to wait to get an 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 an LSC to all schools with Year 1 - 8 students that don't currently have an LSC. The initiative provides around 650 new full time teacher equivalents (FTTE). The

in-school LSC rollout has been phased over three years, which provides time for the required workforce adjustments to be made.

What factors determined whether schools will receive LSC staffing entitlement in 2026, 2027 or 2028?

All state, state-integrated schools and kura with learners in Years 1-8 will have access to an LSC 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 2025 funding increase means around 60% of learners in every region will have access to an 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 have some regions received higher allocation of LSCs in 2026 than others?

Our 2025 analysis showed that, some regions in New Zealand had 18% of learners with access to an LSC while others had 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 an LSC are not eligible to receive funding in 2026. Learners deserve to have equal access to an LSC wherever they live in New Zealand.

At 2025, less than half of learners (42%) in Years 1–8 had access to an LSC. The Budget 2025 investment means that by 2028, all schools with learners in Years 1-8 will get an LSC.

The starting point in the phased roll out is to ensure that in 2026 all regions have a very similar percentage of learners with access to an LSC. To do this means some regions will get a larger allocation than other to achieve the uplift required; meaning those with already high levels of access for learners will have a smaller proportion of FTTE to allocate across the region.

This method supports a consistent uplift in access to LSCs nationwide, with approximately 60% of learners getting access in 2026, 80% in 2027, and full coverage by 2028.

A summary of this, as well as a visual representation of the steps, can be found at education.govt.nz/lsc.

Can schools change the year they have been allocated an in-school LSC?

The Ministry acknowledges some schools need to wait until 2027 or 2028 to receive their in-school allocation. There is no appeal process to change the year a school will receive their in-school LSC allocation.

The allocations have been calibrated across regions for the three years to provide transparency to all schools as to when their learners will have access to the staffing entitlement so schools can plan and/or make other choices about how they provide support to learners using other mechanisms.

The phased approach was done in a structured and impartial way. No prioritisation was made for individual schools or regions beyond ensuring equal distribution across groups of schools in each region. Therefore, schools cannot switch years as this will have downstream impacts for other schools in the region.

Annual adjustments to inform actual FTTE allocation will be made in 2026 and 2027 to ensure that 2027 and 2028 schools receive FTTE based on updated roll data.

Schools are encouraged to continue working with their local Te Mahau | Ministry team to ensure they're receiving all the support available to them.

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

LSC 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.

When will new schools be allocated an in-school LSC?

New schools will be added to the allocation model using their July 2026 roll, and will be eligible to receive their entitlement in either 2027 or 2028. Closed or merged schools will be removed from the model prior to the allocation run.

Existing schools already marked for 2026–2028 rollout will not be impacted by the inclusion of new schools; their year of entitlement will remain unchanged. This approach ensures stability for schools already expecting LSCs, while allowing new schools to be included in a fair and transparent way.

Can schools use the staffing entitlement to pay for a SENCO?

The LSC staffing entitlement is provided for the employment of an LSC, an in-school role designed to support leadership, work directly with learners to observe, understand and

identify support needs, while actively influencing school-practices and providing in-school supports. Schools may choose to use their other resources to employ or continue to employ a SENCO to work with the LSC if that works in their context.

Will secondary schools receive an in-school LSC allocation?

The Ministry acknowledges that there has been growing demand for learning support across school years. The in-school LSC funding is focused on enabling teachers and specialists to identify learning support needs as early as possible in a child's life. This will allow earlier responses to learning support needs, which leads to increased student attendance and achievement, and reduces disparities in education, work, and life outcomes.

We understand the impact on secondary schools who may need to support learners in other ways, and we encourage them to work closely with their local Te Mahau | Ministry team so they can help ensure schools are receiving all the support available to them.

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.

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.

How does my new LSC get a device?

You must provide your LSC with access to digital devices, school systems, and relevant data. Devices can be leased through the TELA+ digital device leasing scheme. Devices are heavily subsidised by the Ministry and offer significant cost savings to schools. More information can be [found here](#).

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. The LSC Skills Matrix covers the key responsibilities, skillsets, areas of knowledge and qualifications required.

What Professional Learning and Development (PLD) is being provided for current and new LSCs?

As part of Budget 2025, \$14 million has been allocated over four years to strengthen LSC capability for current and new LSCs by establishing a clear learning pathway.

Three LSC Induction courses are available to all in-school and cluster-based LSCs, to support national consistency and best practice.

Training is available in specific practice areas: autism and prenatal alcohol exposure (PAE), including those with diagnosed or undiagnosed Fetal Alcohol Spectrum Disorder (FASD).

Comprehensive PLD is being developed based on the LSC skills matrix. It will start to roll out from Term 3 and into 2027.

Who can access the induction?

Anyone with an Education Sector Login (ESL) can access the induction courses including all in-school LSCs and cluster-based LSCs.

The induction is intended to support all experience levels, so that all LSCs have the essential knowledge and skills to better support their schools and learners.

What is the specific practice area PLD?

The two courses available are: *Tilting the Seesaw for Learning Support Coordinators*, developed by Autism New Zealand, and *Kete into Practice*, developed by FASD-CAN (Fetal Alcohol Spectrum Disorder – Care Action Network).

These have been developed for LSCs and are available from Term 2. Course details are in the LSC PLD fact sheet on our webpage here [Learning support coordinators in schools - Ministry of Education](#).

Is the practice area PLD open to schools that are receiving their allocations in 2027 and 2028?

This PLD is primarily designed to support LSCs who are currently in the role. All three LSC Induction courses are available to anyone with an ESL login.

Schools receiving their LSC entitlement in 2027 may have begun recruitment and appointment processes ahead of Term 1, 2027. Where this occurs, and subject to available capacity, there may be opportunities for them to join Term 3 or Term 4 2026 PLD cohorts. The Ministry will confirm this at the start of Term 3.

More comprehensive PLD aligned to the LSC skills matrix is being developed and will begin rolling out from Term 3 and into 2027.

Is this PLD suitable for staff who are not LSCs?

No. The practice area PLD is specifically designed for LSCs and focuses on specific practice, systems, and influence relevant to the LSC role. It is not intended for use as general classroom or whole-school PLD.

How are places allocated if demand exceeds available spaces?

Cohort sizes are limited and managed by the PLD providers. If demand exceeds capacity, priority will be given to LSCs currently in role.

Can schools enrol more than one LSC in the same course?

Yes, where a school or cluster has more than one appointed LSC, multiple LSCs may enrol, subject to available capacity. Schools should consider workload, release time, and the expectations of participation when supporting enrolments.

Does participation in the practice area PLD lead to a recognised qualification?

Participants who meet attendance or completion expectations receive a certificate of completion from the provider. This PLD does not result in a formal qualification and does not replace LSC induction or future PLD coming in Term 3 and 2027.

Does this PLD focus on diagnosing learners?

No. This PLD does not train LSCs to diagnose autism, FASD, or any other condition. It focuses on inclusive, strengths-based, and evidence-informed practices that support learners and school systems.

What should principals consider before supporting an LSC to enrol?

Principals should consider:

- the LSC's current workload and capacity to engage meaningfully
- release time for attending live sessions
- supporting their LSC to apply and share their learning within the school or cluster context.

Cluster-based LSC role and model

Are there any changes to the cluster-based LSC role or model?

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 schools in the current cluster model change the arrangement?

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

Cluster change process

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

No - 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 at education.govt.nz/lsc. 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.

I work in a secondary school now, but I see new LSCs will work only with Years 1-8, what does this mean for me in the secondary school environment?

There is no change to your role or funding — your school remains part of the existing cluster model, which continues to support learners across all year levels, including secondary. You'll keep working flexibly across your cluster to meet the needs of students in Years 9–13 as determined by your leadership team.

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

There is no change to the cluster-based LSC role or model.

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 in-school Learning Support Coordinators, rumaki reo Māori immersion Level 1 and 2 are included in the staffing calculations for 2026.

In addition, 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 RTLBs?

LSCs are not specialist teachers. Their role is supporting need identification, brokering and coordinating specialist services. RTLBs 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 RTLBs lose influence or visibility in schools with new LSCs?

No. RTLBs remain an important role within Learning Support.

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

From 2026, the Early Intervention Service (EIS) will support learners through to the end of Year 1. RTLBs 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.

QAs 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 the Budget 2025 investment in learning support?

Budget 2025 included \$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 2025 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 included \$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 has been expanded 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 LSCs, 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.



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

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

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