



Learning Support Coordinators

Frequently asked questions (FAQs)

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About Learning Support Coordinators

What are Learning Support Coordinators (LSCs)?

Learning Support Coordinators (LSCs) are an in-school role that will work to ensure all learners – including those with disabilities, neurodiversity and behavioural issues, and those who are gifted – get the help they need.

The LSC is an additional, full-time, dedicated role, not an add-on to existing classroom teaching or management responsibilities. LSCs may work across several smaller schools.

LSCs will be registered teachers and kaiako with a current teaching practising certificate, employed by a Board of Trustees.

What will LSCs do?

The LSC role will work to identify and plan for the learning support needs of all children and young people in the school or kura, including those with moderate needs and who are gifted, and to bring in specialist help to support classroom teachers.

The LSC role will focus on five areas associated with learning support needs:

- ☐ support for students in schools and kura
- ☐ working with teachers and kaiako in schools and kura
- ☐ working parents, family and whānau. They will simplify the system, so it's easier for them to access services
- ☐ work with other LSCs across a cluster of schools and kura, and be assisted by the Ministry's Learning Support Facilitator function and work within the Learning Support Delivery Model
- ☐ working with the school or kura leadership team to plan support for all learners.

Part of their role is to address barriers to learning and deliver support as quickly as possible, close to where children and young people are learning. LSCs will strengthen in-school support. They will focus on identifying and coordinating support within a school, and connecting with Ministry of Education staff who can facilitate timely access to supports and services, including specialists, other services, and other agencies. LSCs will have responsibility for the school's learning support register.

The LSCs will also play an important role in connecting with early learning services and kōhanga reo.

How will the LSC role work?

LSCs will work alongside classroom teachers and others to:

- ☐ build the capability of kaiako and teachers
- ☐ identify and plan for the learning support needs of all children and young people in the school or kura, including those with moderate needs
- ☐ be available to support learners, and their parents and whānau.

LSCs will also work with school and kura leadership to set up or improve existing systems to support children and young people with learning support needs to move smoothly between early learning services, schools and kura, and into further education, training or work. Occasionally LSCs may work with individual students to provide direct support, but this will not be their main focus.

When will the LSC role be in place?

The first tranche of 623 Full-Time Teacher Equivalent (FTTE) LSCs will start in schools and kura from the beginning of the 2020 school year. Around 300,000 students will be in schools that have LSCs.

Could an LSC work across more than one school, including primary and secondary?

The guiding ratio of LSCs to students is 1:500 so it is possible that a LSC may work across more than one school, particularly in smaller rural communities. Where schools have a roll of 500 or more they will have a specific LSC allocation. These schools may choose to share their allocation with other schools in the cluster.

Where a school has a roll of less than 500 the allocation will be shared across schools.

Clusters are best placed to understand their own needs and how the LSC role will best work for them. The Ministry is available to work with clusters to agree on where shared LSCs will be based. Schools with a specific allocation will be able to begin recruiting for those roles, or agree to place some of their allocation differently in the cluster if they wish.

How will the LSC role work in small, rural or isolated schools?

Smaller schools will employ an individual full-time LSC to work across a number of schools.

The distance between schools was considered as part of this first allocation, and no LSC will need to work across more than five schools. Additional LSCs have been allocated to clusters with a number of small rural schools and/or significant distances to cover. We will be keen to gather feedback about how this works in practice, so we can make changes in the future if needed.

Who will make decisions about how allocated roles will best meet the needs of the local community?

Where schools have a roll of 500 or more, they will receive a specific allocation. Where schools have a roll of less than 500, LSCs will be shared across clusters. Clusters are best placed to make decisions about the LSC roles allocated to their cluster and which schools will be the employer of a shared LSC allocation. Boards of Trustees and Principals should work together to make decisions that are in the best interests of the children and whānau across their cluster and community.

How will the LSC roles impact teacher workloads?

The LSC role is expected to reduce pressure for teachers in the classroom. The work of the LSC – to develop systems to identify and respond to needs, and to provide access to tools, resources and guidance – will mean teachers will not have to do this work on their own.

How are LSC roles funded?

Funding for LSCs is in addition to schools' current funding and staffing allocations. The role will be funded from payroll once an appointment is made.

Under the Learning Support Delivery Model, schools will be able to identify and connect with resources, supports and providers in their community. The LSC role does not come with any attached funding to support programmes or interventions, or an increase in the Special Education Grant.

How will the Ministry measure the impact of these additional roles?

The LSC role will be evaluated to ensure we understand the impact of it and any refinement needed in subsequent tranches of LSCs.

In the first year, we will focus on the establishment of the role, including how the role is being implemented and used, and how well it fits with and complements current learning support provision.

What improvements are there for learners with moderate needs?

The LSC role is one of the six priorities in the Learning Support Action Plan 2019-2025.

The Action Plan responds to significant feedback on the need for a more flexible range of supports for children and young people with low to moderate needs, who do not qualify for the highest level of support and resourcing, and whose needs have not been well met in the past. The six priorities set out in the Action Plan have been identified as changes that will make the biggest difference over the next several years to strengthening learning support.

What does the LSC mean for Māori learners?

The need for a culturally supportive approach, in particular working effectively with whānau and their tamariki and rangatahi, is included in the role description for the new LSC role.

The Learning Support Action Plan also recognises the need for education and learning support for Māori learners to include and reflect Māori language, culture and identity, including the concepts and values of Te Ao Māori.

Will there be a complaint mechanism for dissatisfied parents?

All Boards of Trustees are required to have a mechanism in place for parents and whānau to raise issues and make complaints. The LSCs will be covered by this process.

How can I apply to be an LSC?

A school allocated the LSC role will be responsible for recruiting, employing and accommodating them. It is expected LSC roles will be advertised through the usual channels for teaching roles.

More information about LSCs, including the role description, is at:

<https://conversation.education.govt.nz/conversations/learning-support-action-plan/learning-support-coordinators>

Allocating Learning Support Coordinators

Which schools and kura are in the first tranche of Learning Support Coordinator (LSC) allocations?

The Associate Minister of Education, Hon. Tracey Martin, announced the allocation of the first tranche of LSCs on 2 August 2019. There are 623 Full-Time Teaching Equivalent (FTTE) LSCs available from the beginning of 2020 school year. These LSCs will work in 124 clusters, providing support to 1,052 schools.

A list of the LSC allocations is at: <https://conversation.education.govt.nz/conversations/learning-support-action-plan/learning-support-coordinators>

How are LSCs allocated?

To make sure LSCs get the support they need to be effective, we have prioritised allocating the first tranche to clusters and Kāhui Ako that are further ahead in implementing the Learning Support Delivery Model. This collaborative model, with access to the support and networks it provides, is critical to the success of the new LSC role. Progress in implementing the delivery model is measured across five stages:

1. **Beginning Steps** – regional Ministry staff and clusters of schools (including Kāhui Ako) discuss working collaboratively on learning support
2. **Stakeholder Engagement: Preparation & planning** – more specific discussions, supported sharing of learning support data
3. **Refining the service delivery model for the cluster** – agreeing on the way to work together, based on national design, including discussions with parents and other stakeholders
4. **Pre-implementation** – detailed planning, including cross-school needs analysis, development of processes, tools, timelines
5. **Implementation** – system comes into use, including tracking, monitoring and reviewing interventions.

The level of engagement with the Learning Support Delivery Model was determined by Ministry staff working with communities to implement the model, using information from Term 4 2018. It is measured against the five phases of implementation progress.

More information on the five phases of implementation and Learning Support Delivery Model implementation progress at December 2018 is at:

<http://education.govt.nz/our-work/information-releases/issue-specific-releases/lsc/>

The extent to which a cluster has engaged with the Learning Support Delivery Model was not the sole factor in final allocation decisions. We also wanted to ensure LSCs are allocated to a variety of schools and settings so we can test and refine the role before it is rolled out more widely.

For this reason, the cluster selection approach takes into account:

- the proportion of rural schools in a cluster
- the proportion of Māori and Pacific students
- the number of Māori medium in a cluster, and
- the number of students in a cluster.

In some instances, the distance between schools or the number of small schools in a cluster can mean that adjustments are needed to make sure LSC roles are distributed more equitably.

To address this, other factors are taken into account including:

- the schools' geographic distance from each other
- the number of schools in the community
- the number of LSCs that would be allocated.

Decision papers on the LSC allocation are at: <http://education.govt.nz/our-work/information-releases/issue-specific-releases/lsc/>

How were the number of LSCs allocated to a particular cluster calculated?

A ratio of one LSC to 500 students within a cluster is the guiding allocation (based on the total school roll, March 2019). Allocations are rounded to a whole FTTE to provide a full-time, dedicated LSC. For example, a community with 2,800 students would generate 5.6 full-time LSCs, rounded up to 6.0 FTTE across the cluster. A cluster with fewer than 500 students still gets one LSC as a minimum, so that a whole position is available.

How were decisions made on which schools to include in a particular cluster?

We based decisions on data collated at regional level as at the end of Term 4 2018 to determine which schools belonged to each cluster. This included clusters of schools and kura that the Ministry understood were working together to implement the Learning Support Delivery Model. Together with data on student numbers from the March 2019 school roll return, this provided the consistent set of data on cluster size and composition necessary to model options for the allocation. The complexity of the modelling and analysis meant that it was not possible to adjust the data as we carried out this modelling work.

Since Term 4 2018, the membership of some clusters has changed. For example, some schools who are not part of a Kāhui Ako have been working with their local Kāhui Ako to implement the Learning Support Delivery Model. These schools were not included in the data from December 2018.

Clusters can decide to use their allocated LSCs across additional schools in their cluster if they wish. In this first tranche, there will be no extra LSCs available for a cluster that has since expanded to include additional schools. A school moving into a cluster or Kāhui Ako will not generate a change in the first tranche LSC allocation.

Clusters should inform their regional Ministry office if a school that has recently joined the cluster will be an LSC employing or LSC accommodating school, so that this information can be recorded.

Our allocation doesn't fit the 1:500 ratio. Why not?

A ratio of one LSC to 500 students across a cluster of schools is the guiding allocation. This is either rounded up (if at or above 0.50) or down (if at or below 0.49) to the nearest whole number. For example, a community with 2,800 students would generate 5.6 full-time LSCs, rounded up to 6.0 FTTE across the cluster. A community with less than 500 students still gets one LSC as a minimum, so that a whole position is available.

How can we access LSC support if the role is not based in our school?

Members of a cluster are expected to make decisions around how LSCs are shared across the schools. They are best placed to understand the needs of their learners, families and whānau.

Why is the LSC allocation not being targeted to schools with the greatest need?

Learning support needs are part of the natural diversity of every learning environment and children and young people with learning support needs are found in every school.

Each year, an estimated one in five children and young people receive some form of learning support due to disability, disadvantage, behaviour challenges, or not making progress. We do not currently have comprehensive national data on learning support need and cannot currently say which schools have the greatest need.

When allocating the LSC, a range of factors have been considered to ensure LSCs are supported to be successful.

The LSC role is an important connection between schools and the Learning Support Delivery Model and an integral part of the improved way that learning support is provided. Part of their role is to deliver support as quickly as possible close to where children are learning. To support the new role to be successful, LSCs are allocated into schools that are further ahead in implementing the Learning Support Delivery Model. These include schools with a range of different characteristics, for instance deciles, size, special character and school type.

We also wanted to ensure LSCs are allocated to a variety of schools and settings so we can test and refine the role before it is rolled out more widely. Other factors that were considered in the first tranche allocation process include the proportion of rural schools, proportion of Māori and Pacific communities, number of Māori medium in a community and the number of students in a cluster.

The first tranche was never going to be able to provide an allocation to all schools. It is not possible for 623 roles to cover more than 2600 schools. However, it is intended that there will be further tranches to progressively roll out the LSC coverage to all schools. These will be subject to the usual Budget processes.

Why has the allocation of LSCs not been prioritised to low decile schools?

The allocation of the first tranche has not been made on decile as the decile rating of a school is not necessarily an indicator of learning support need. Children with learning support needs are in schools across all deciles. We do not currently have comprehensive national data on learning support need.

However, the allocation has provided a good coverage across all deciles, as set out in the table below:

| Decile | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| No of Schools | 125 | 119 | 120 | 116 | 124 | 106 | 97 | 97 | 83 | 64 |
| No of Students | 31449 | 30395 | 37019 | 33713 | 37823 | 29979 | 32749 | 25165 | 21040 | 21395 |

Are LSCs distributed evenly across New Zealand?

As much as possible, LSCs have been distributed proportionally across the country based on the March 2019 school roll return, allocating each of the ten regions a similar percentage of LSCs based on the percentage of students in their region. This meant that no one region received a disproportionate share of the 623 LSC roles available in the first tranche.

Why hasn't every school been allocated an LSC in 2020?

The first tranche of LSCs has been limited to 623. This will allow us to test and refine the role before it is rolled out more widely. It is not possible for 623 roles to cover more than 2600 schools at a ratio of 1:500. However, the Minister intends that there will be further tranches to progressively roll out the LSC coverage to all schools.

What does this mean for schools, clusters or Kāhui Ako that do not receive an LSC allocation?

Schools will continue to receive support for students with learning support needs from Ministry specialists and the Resource Teacher: Learning and Behaviour (RTLb) service. These supports are not dependent on an LSC allocation.

There are opportunities for all schools to work collaboratively with other schools to identify needs and resources and make local decisions about how best to support learning support needs in their community.

The support provided by the Ministry to implement the Learning Support Delivery Model is available to any cluster, even if no LSC has been allocated to them. The Ministry's regional staff can provide information and support for schools to start to engage in the Learning Support Delivery Model.

Why weren't the roles generated through entitlement staffing to ensure equitable resourcing?

The decision has been made that LSCs will be a permanent, fully-funded role rather than funded through staffing entitlement. This will ensure that the LSCs can carry out their role without teaching or other responsibilities.

What defines a cluster?

Clusters are built around a shared understanding and commitment to collaboration and improving learning support provision for their community.

Clusters are based around geography, education pathways, special character, school type or other factors. In many cases these clusters include schools with a range of different characteristics, such as deciles, size, special character and school type, and are not necessarily part of a Community of Learning | Kāhui Ako.

Have only Kāhui Ako received an LSC allocation?

No. The majority of the clusters receiving an LSC in the first tranche (115 out of 124 clusters) are Kāhui Ako. However, the Learning Support Delivery Model is about schools working collaboratively with other schools to make local decisions about how best to support children and young people with learning support needs in their community. They can do this either as a learning support cluster or as part of a Kāhui Ako. Being part of a Kāhui Ako is not a requirement.

Do changes to school roll numbers affect LSC allocations?

The first tranche of LSCs was limited to 623 FTTEs and these have already been allocated. Allocations are rounded to a whole FTTE to provide a full-time, dedicated LSC. For example, a community with 2,800 students would generate 5.6 full-time LSC, rounded up to 6.0 FTTE across the cluster. A cluster with less than 500 students still gets one LSC as a minimum, so that a whole position is available.

For this first tranche, allocations are not affected by roll fluctuations either up or down. If required, roll fluctuations will be considered as part of any future tranches.

Did you take into account whether a school already had a Special Education Needs Coordinator (SENCO) – why/why not?

No, this was not part of allocation decisions for the LSC role. Some Boards of Trustees have chosen to establish SENCO roles, and the Ministry does not provide any specific funding for these roles.

Does the allocation take account of the number of students in a cluster supported through the Ongoing Resourcing Scheme?

The LSC roles have been allocated on a ratio of 1:500 enrolled students in a cluster. Students supported through the Ongoing Resourcing Scheme (ORS) have been included in the cluster's roll count.

The LSC role is distinct from the additional resourcing made available for students supported through ORS.

LSCs will support teachers and coordinate support for learners with a range of needs, including those with mild to moderate learning needs, gifted learners, learners in Alternative Education or those at risk of disengaging from education. For these learners, effective strategies are reliant on classroom teachers.

Are special schools eligible for an LSC?

Special schools have been included in the allocation where they are part of a cluster of schools implementing the Learning Support Delivery Model. No special school has a roll large enough to receive a specific LSC allocation and we do not expect that special schools will be the employers of LSCs.

Have LSCs been allocated to private schools?

No. It is not intended that LSCs will be allocated to private schools.

There may be private schools included in a cluster that has been allocated LSCs. If so, their students will be included in that cluster's total school roll when applying the guiding ratio of one LSC for every 500 students.

The cluster will be best placed to decide what support may be provided from those LSCs, however an LSC will not be based in a private school.

Who made the allocation decisions?

The Associate Minister of Education, Hon. Tracey Martin, made the allocation decisions based on advice from the Ministry. We worked closely together to develop and refine the approach to allocating the first Learning Support Coordinators. The final outcome reflects the integral part that LSCs will play in the Learning Support Delivery Model which is the changing approach to learning support provision that is being implemented across New Zealand. It also enables the new role to be tested in a wide range of types of schools and settings.

Is there any appeal against the allocation decisions for this first tranche?

No. The allocation of this first tranche of LSCs is not expected to change. We do not intend to change the basis for the allocation or pause implementation, as to do so would mean unnecessary delays in learners receiving the benefits these roles will provide.

When will the second tranche of LSCs be allocated?

Planning for the future tranches will be worked through once schools and kura have had time to implement the first tranche. We will be taking into account a variety of insights gained from experience with the first tranche and will be open to considering feedback from sector organisations to inform the allocation process. Any subsequent tranches will be subject to future budget processes.

Will the rationale for LSC allocation decisions made in each region be made public?

Information about the rationale for the allocation decisions is public, and is at:

<https://conversation.education.govt.nz/conversations/learning-support-action-plan/learning-support-coordinators>

Background papers that have been proactively released are at: <http://education.govt.nz/our-work/information-releases/issue-specific-releases/lsc/>

How were the decisions made on which schools to include in a particular cluster?

We based decisions on data collated at regional level as at the end of Term 4 2018 to determine which schools belonged to each cluster. This included clusters of schools and kura that the Ministry understood were working together to implement the Learning Support Delivery Model. Together with data on student numbers from the March 2019 school roll return, this provided the consistent set of data on cluster size and composition necessary to model options for the allocation. The complexity of the modelling and analysis meant that it was not possible to adjust the data as we carried out this modelling work.

Since Term 4 2018, the membership of some clusters has changed. For example, some schools who are not part of a Kāhui Ako have been working with their local Kāhui Ako as a cluster to implement the Learning Support Delivery Model. These schools were not included in the data from December 2018.

Can clusters make changes to their membership and/or use their LSCs across additional schools?

Clusters can decide to use their allocated LSCs across additional schools in their cluster if they wish. In this first tranche there will be no extra LSCs available for a cluster that has since expanded to include additional schools. A school moving into a cluster or Kāhui Ako will not generate a change in the first tranche LSC allocation.

Clusters must inform their regional Ministry office if a school has joined or left the cluster, so that this information can be recorded. This is particularly important if that school is or will be an LSC employing or LSC accommodating school.

Can a schools be a member of multiple Learning Support Delivery Model clusters?

In relation to the Learning Support Delivery Model and the allocation of the first tranche of LSCs, schools can only be members of one cluster.

Cluster change process NEW

Can clusters make changes to their membership?

We expect that changes to Learning Support cluster (cluster) membership, and employing and accommodating arrangements will occur over time. New clusters will form, schools may join or leave clusters, and some clusters may choose to merge. Cluster changes will fall into two categories, minor and significant.

What are the principles that guide cluster changes?

The principles that guide proposed changes recognise that Boards and Principals are best placed to make most decisions about how shared LSC roles are allocated and accommodated within a cluster.

The LSC is a fulltime dedicated role; it comes with a separate staffing entitlement, associated grants, and property funding. While grants and property funding are paid to employing and accommodating schools, LSCs are allocated to clusters implementing the Learning Support Delivery Model. Individual schools cannot assume they can take an LSC allocation (partial or full) with them should they choose to leave their cluster.

Because changes to cluster membership, or changes to employing and accommodating arrangements may affect the cluster as a whole, proposed changes must be agreed by all cluster members. There is a sign off process for this to ensure transparency of decisions.

Decisions made by clusters should not lead to unforeseen costs to the Ministry (for example, the creation of supernumerary positions, or property in which investment has been made becoming a non-legitimate area).

Who should a cluster tell if it decides to change its membership, employing, or accommodating arrangements?

In the first instance, the cluster should discuss the proposed change with their local Ministry office to understand the possible impacts of the change, and to ensure the Ministry has an accurate record of all cluster members. This is particularly important if the proposed change relates to an employing or accommodating school for an LSC role.

What are minor cluster changes?

Minor cluster changes have no, or only minor, impact on staffing, property provision or grants.

Examples of a minor change are:

-
- one or more schools join a cluster
- one or more non-employing/non-accommodating schools leave the cluster and give up their entitlement to an LSC
- two or more clusters combine to form a larger cluster
- an employing/accommodating school withdraws from a cluster for other purposes, but continues to be included in the cluster as part of the LSDM
- an employing school with a whole FTTE allocation withdraws from one cluster and joins another cluster with an LSC allocation, or
- the cluster decides a different school should be the employer for the LSC role while the LSC position is vacant.

What are significant cluster changes?

Significant cluster changes may impact staffing, property provision or grants associated with the employing and accommodating of LSCs.

Examples of a significant change are:

- an employing school with a shared LSC withdraws from one cluster and joins another cluster (with or without an LSC allocation)
- an employing school withdraws from the cluster and does not join another cluster (regardless of whether the school continues to implement the LSDM)
- an employing school decides it no longer wants to be an employing school when an LSC is in post
- an accommodating school (which is not an employing school) leaves a cluster or no longer wants to be an accommodating school
- a cluster wants to change one or more accommodating schools (which are not employing schools)
- any cluster changes with multiple considerations for staffing and/or property.

Who makes the decision on whether minor and significant changes can go ahead?

Minor changes are approved by the Director of Education for the region.

Where a cluster decides to make significant changes that have staffing, property and/or grant implications, these will be managed by National Office on a case-by-case basis. Final decisions will be made by the Associate Deputy Secretary, Strategy and Implementation

Decisions will be notified to the Manager, Learning Support.

If a school with a shared LSC allocation leaves a cluster, does the cluster lose any LSC entitlement?

No. LSCs are allocated to clusters on a 1/500 ratio. The shared allocation would remain with the cluster, not go with the school leaving the cluster.

The allocation made for Tranche 1 of the LSC will not be affected by roll fluctuations either up or down during this first Tranche. The impact of any roll fluctuations on the total allocation to a cluster will be considered as part of any future tranches.

Will a cluster receive an increased LSC allocation if a new school joins the Cluster?

A school moving into a cluster will not generate a change in the first tranche LSC allocation.

Roll fluctuations will be considered as part of any future tranches.

If an employing and/or accommodating school leaves a cluster, will it have to refund grant or property funding to the Ministry?

Grants will not be recovered or prorated if an employing school has an LSC in position for part of the year, or the school leaves a cluster.

As Travel and Networking Grants are paid for the year on 1 January, should the employing school change due to a cluster membership change, the new employing school will not receive a Travel and Networking Grant for that year. Schools may choose to transfer funds between themselves, where it is considered appropriate.

Ministry-funded LSC spaces will be classified as Legitimate area and receive Five Year Agreement (5YA) funding. Legitimate area is not included in a school's School Property Guide (SPG) entitlement but it does attract 5YA property funding provided to schools to enable them to replace, modernise and upgrade property.

A school giving up its LSC entitlement would mean the LSC space would need to be re-classified as non-legitimate and would no longer attract 5YA funding. The space would continue to attract Property Maintenance Grant funding to pay for day-to-day maintenance.

Furniture and equipment purchased for the use of LSCs would not be reclaimed once it has been provided to a school, if that school is no longer employing an LSC. If the employing school changes and furniture and equipment

has been funded for the LSC, it is expected that the furniture and equipment would move to the new employing school with the LSC.

If accommodating arrangements change will the new accommodating school receive property funding if another school has already been paid to accommodate that LSC?

Funding for LSC space is a one-off, and will be provided based on the formal notification that the Ministry receives when a cluster finalises its allocation. If a cluster decides to change where an LSC will be based after this point, no additional funding will be available for property.

Establishing the Learning Support Coordinator role

What staffing resources will be provided to schools employing a Learning Support Coordinator?

Staffing entitlement will be provided to the employing school once an appointment to the LSC role has been confirmed. In order to receive staffing entitlement and funding, schools need to use the S13 designation code when completing Novopay employment documentation.

Once the appointment is processed through the payroll, the LSC resourcing will be provided. There may be a delay of two to four weeks from the LSC's first pay period to the date on which the LSC role appears on the employing school's Staffing Notice.

The staffing entitlement will be provided to schools based on the employment information the cluster has confirmed with the Ministry. If at any time the employment of LSCs exceeds their allocation, the additional roles will not be funded by the Ministry. If clusters want to change their employing schools, clusters will need to contact their regional Ministry office.

What support will be provided to schools employing a Learning Support Coordinator (LSC)?

The Ministry's local offices are available to facilitate meetings for schools and clusters allocated LSCs to develop local approaches. Many meetings have already been held or are underway. In addition, regional workshops have been provided for Principals and Boards of Trustees from each school receiving an LSC allocation to support the introduction of LSCs into schools and clusters.

The Ministry has also invited education peak bodies to discuss guidance and resources for Principals and Boards of Trustees.

What is the overall approach to establishing the LSC role?

The implementation of the new LSC role is based on a high trust model. We recognise that clusters are best placed to understand their communities and to make most decisions about their LSC roles, and we are keen to minimise compliance, including forms and templates.

We are asking Boards of Trustees and Principals to make decisions collaboratively in the best interests of the children, families and whānau in their local community. A cluster is best placed to determine how shared LSC roles are allocated within the cluster and which schools will be the employer of the LSCs.

Can the Ministry provide employment advice?

We can provide information for Boards of Trustees and Principals but not employment advice about LSCs.

The New Zealand School Trustees Association (NZSTA) is funded by the Ministry specifically to provide employment advice to Boards of Trustees. We are working with NZSTA to ensure employment advice is available to Boards. Principals, on behalf of their Board of Trustees, should seek advice from NZSTA about the particulars of any employment decisions.

Are LSCs employed under Collective Agreements?

LSCs are covered by the Collective Agreements for teachers. Individual LSCs will be covered by the particular Collective Agreement that applies at their employing school (i.e. PTCA, STCA or ASTCA). Clusters are best placed to make decisions on which is the employing school.

What is the start date for the LSC role?

LSCs can commence employment with a start date **on or after 20 January 2020**.

The Ministry's intention for the Learning Support Coordinator role

Can the Learning Support Coordinator (LSC) role undertake other duties?

The LSC role is a full-time dedicated role without other duties. The role is fully funded for the specific task of learning support coordination without the pressure or distraction of other responsibilities.

If a cluster is unsure about whether their proposed use of their LSC aligns with the intent for the role, they can check with their local Ministry office.

Is the LSC a permanent role?

Yes. The LSC is an additional, full-time, permanent role.

Can LSCs be appointed as a fixed term position or secondment?

The LSC is a permanent role. The Employment Relations Act 2000 and subsequent case law sets out clearly the limited range of acceptable reasons for creating fixed-term positions.

These requirements apply to all employees in New Zealand, including the education workforce, and are reflected in each of the Collective Agreements for teachers.

Principals, on behalf of their Board of Trustees, should seek advice from the New Zealand School Trustees Association (NZSTA) about the particulars of any employment decisions. The Ministry funds the NZSTA specifically to provide employment advice to Boards of Trustees.

Can I divide the LSC role?

LSC roles are full-time. Where an LSC works across more than one school in a cluster, the role should be appointed as a whole Full-Time Teacher Equivalent (FTTE) by the Board of Trustees designated the employing school, and not divided up. LSCs should not be part-time roles – this would reduce their capacity to collaborate with other LSCs across a cluster.

If a cluster is unsure about whether their proposed use of their LSC aligns with the intent for the role, they can check with their local Ministry office.

If a cluster believes they have a strong case for an exception, the Ministry will consider requests to split an FTTE, with each employed and accommodated at a different school, on a case-by-case basis. Where the Ministry has agreed, that split can be either one FTTE LSC split 60:40 (i.e. 3 days and 2 days a week) or split 50:50 (2.5 days a week). The Ministry will not allow exceptions to split an FTTE that would result in a LSC role being lower than 0.4 FTTE at one school.

Can LSCs be appointed as a job share?

The LSC is a full-time role covered by the Collective Agreements for teachers. There is provision under the Collective Agreements for two teachers to jointly apply for appointment to a whole FTTE and be assessed as one applicant. On appointment, the position would be a shared position.

Principals, on behalf of their Board of Trustees, should seek advice from the New Zealand School Trustees Association (NZSTA) about the particulars of any employment decisions, including job sharing. The Ministry funds NZSTA specifically to provide employment advice to Boards of Trustees.

Employing Learning Support Coordinators

Who employs Learning Support Coordinators (LSCs)?

LSCs are employed by Boards of Trustees. Each LSC Full-Time Teacher Equivalent (FTTE) will have a single employing school that is responsible for recruiting, employing and accommodating them. Provisions relating to terms and conditions of employment for LSCs are set out in the Collective Agreements for teachers. The employing school is responsible for all employment matters, as per the Collective Agreement, including management of leave.

Of the 623 LSC whole FTTE positions in the first tranche, 242 whole FTTEs have been allocated to individual schools with more than 500 students on their school roll. It is expected that these schools will be the employing school for their FTTE, unless the cluster agrees to share their allocation differently.

When one LSC is shared across multiple schools, who employs them?

Of the 623 LSC FTTE positions in the first tranche, 381 FTTE have been allocated to work across more than one school within a Learning Support Delivery Model cluster. This is because they are small schools.

The cluster will need to agree on which school will employ this FTTE LSC. LSCs should not be part-time roles with each school employing 'their' portion of a shared LSC role.

Where an LSC role is shared across a number of schools the expectation is that one of those schools is the employer for that LSC.

The intention is that Boards of Trustees and Principals will work together to make decisions that are in the best interests of the children, families and whānau across their cluster and community.

How will the Ministry know which schools are employing LSCs?

Clusters will need to confirm which schools in a cluster will employ LSCs.

We have set up a process to minimise administrative effort for schools, while ensuring we have the authorisation required from Boards of Trustees, as the employer of LSCs, to set up staffing and resourcing, and to determine any property requirements.

Local Ministry offices will inform schools of what information is required. Once we have received this information, we will then email confirmation of those arrangements to all schools in the cluster.

Can a school choose to transfer a whole FTTE LSC allocated to them to another school in their cluster?

Yes. Clusters are best placed to make most decisions about the LSC roles allocated to their cluster and which schools will be the employer of a shared LSC allocation. The intention is that Boards of Trustees and Principals will work together to make decisions that are in the best interests of the children, families and whānau across their cluster and community.

In such circumstances, there is no subsequent change to the associated Travel and Networking Grant – a whole FTTE LSC transferred to another school will attract the Networking Grant (\$1,500) only. Travel and Networking Grants are allocated at a cluster level. If a cluster has agreed to use their LSC allocation differently, clusters can transfer travel grants between employing schools, as appropriate.

Clusters will need to confirm which schools in a cluster will employ LSCs allocated in the first tranche. The Ministry will, if asked, work with clusters to agree on where LSCs will be based.

Can one Board of Trustees employ all of the LSCs across a cluster, or can a cluster co-locate their LSCs in one central location?

All LSCs across a cluster should not be employed by one Board of Trustees or be co-located on one site.

LSCs are intended to be located in schools, close to the teachers and learners they support. Grouping the resource in one location would make them less able to work effectively in all schools across the cluster.

Where this best meets the needs of the local community, a school can employ and locate together its original allocation (whole or shared) plus one other shared LSC which the school may or may not have a share in.

Decisions on where LSCs are located should be influenced by the learning support needs of their community and the LSCs' ability to support learners and teachers, rather than appropriate accommodation space. LSCs should not be organised as an outreach service or co-located at one school, for example, in the way RTLB clusters are organised.

Capital funding is available to make property modifications where necessary to provide suitable working spaces for LSCs across clusters. Boards of Trustees should liaise with their Ministry regional office contact and property advisor to determine the LSC property requirements in a cluster.

Can a school that shares an LSC top up their allocation to create a full-time position in their school?

The LSC is a full-time dedicated role, fully released from classroom teaching and other responsibilities. It is not an add-on to existing teaching or management responsibilities.

Where an LSC works across more than one school in a cluster, the role should be appointed as a whole FTTE and not divided up. LSCs are not part-time roles – this would reduce their capacity to collaborate with other LSCs across a cluster.

If a cluster is unsure about whether their proposed use of their LSC aligns with the role description, they can check with their local Ministry office.

As with any appointment, employers are required to meet their obligations under employment law, including in the relevant Collective Agreements. A Board of Trustees, or the Principal on the Board's behalf, should seek advice from the New Zealand School Trustees Association (NZSTA) about the particulars of any employment decisions.

Can a school create and fund their own additional LSCs?

The LSC role is a new role in the system and has a standard role description, which is at:

<https://conversation.education.govt.nz/assets/LSC/Learning-Support-Coordinator-Role-Description.pdf>

The first tranche of 623 LSC roles has been allocated. These are currently the only LSC roles in the system and will be identified through a unique payroll designation.

If a school chooses to create their own role, this is not an LSC and the LSC title and payroll designation must not be used.

Are there resources for travel and networking?

A Travel and Networking Grant will be paid to the employing school or kura. This is made up of:

- a Networking Grant of \$1,500 per annum for every LSC FTTE
- a Travel Grant of either \$1,500 or \$4,000 per annum for each LSC FTTE not directly allocated to a single school.

Where an LSC has been directly allocated to a single school, only a Networking Grant is paid. The Networking Grant may be used towards a laptop through the TELA+ Digital Devices for Educators Scheme (TELA+) as well as a mobile phone and other networking costs such as contributing to the expense of attending cluster meetings.

The Travel Grant allocated to LSCs working across more than one school is:

- \$4,000 per LSC FTTE for the 20% of clusters where LSCs will incur the most travel
- \$1,500 per LSC FTTE for the remaining 80% of all clusters.

For example, a cluster of five schools with an average drive time of 45 minutes between schools and one shared LSC, will involve more travel than a cluster with three shared LSCs covering a similar area.

Employing schools can find details of travel grant rates for LSCs in their cluster in the Learning Support Coordinator allocation tables at:

<https://conversation.education.govt.nz/learning-support-coordinators/>.

How is the Travel and Networking Grant paid?

Both parts of the grant – the Networking Grant, plus the Travel Grant for LSCs allocated across more than one school – will be paid together to employing schools and kura on 1 January each year.

From 2023, it is not necessary to have an LSC in post for the Travel and Networking Grant to be paid.

How do I apply for a device through the TELA+ scheme?

Information on the TELA+ scheme is available at: <https://www.education.govt.nz/school/digital-technology/your-schools-ict-network/telea-laptops-for-teachers-and-principals/>

Employing schools can apply for a device through the TELA+ scheme once an LSC has been appointed. We recommend employing schools make the TELA+ helpdesk aware that this is a device for an LSC so that the helpdesk can ensure requests are dealt with appropriately.

If a newly-appointed LSC has a TELA+ device through a previous role at a different school, can it be transferred to their new LSC role?

No. TELA+ devices cannot be transferred across schools. Existing teachers appointed to an LSC role need to leave their old TELA+ device as the lease is owned by the school.

The employing school will need to make a new application through the TELA+ portal, advising the helpdesk that the application is for an LSC.

What happens to the Travel and Networking Grant if a cluster agrees to use their LSCs in a different way to the original allocation?

Travel and Networking Grants are allocated at a cluster level depending on the characteristics of the cluster. The Travel Grant allocation to the cluster does not change if the cluster has decided to use their LSC allocation differently than announced on 2 August.

However, clusters can transfer Travel and Networking Grants between employing schools if they choose to.

Our cluster was allocated an additional LSC because of isolation. Why do we only have a \$1,500 Travel Grant instead of a \$4,000 one?

As part of the first tranche allocation, additional LSC resources were allocated to 17 clusters to take account of their schools' geographic isolation, and to ensure that no LSC worked across more than five schools.

The Travel Grant specifically considers the number of shared LSCs in a cluster and the number of schools they are likely to be working at, as well as geographic isolation. For this reason, clusters qualifying for an additional LSC resource will not necessarily attract a \$4,000 Travel Grant.

Accommodation for Learning Support Coordinators

How will the Learning Support Coordinators (LSCs) be accommodated?

The Government announced \$95 million in capital expenditure as part of Budget 2019 to cover suitable working space for an LSC. Capital and operating property funding for an LSC space will be provided for each permanent Full-Time Teacher Equivalent (FTTE) LSC located at a state or state-integrated school, to make any property modifications needed to create a suitable working space.

Where a whole FTTE has been allocated to a specific school with more than 500 students on their school roll, these schools should be the employing and accommodating school for their FTTE.

For LSCs working across more than one school, we envisage that the employing school will also accommodate the LSC. However we recognise that in some cases, it may better meet local needs for a shared LSC to be employed by one school, whilst accommodated by another.

Clusters are best placed to understand their own needs and how this will best work for them, however it is important that decisions on which Board of Trustees will employ a shared LSC are led by the learning support needs of their community, rather than appropriate accommodation space.

LSCs should not be accommodated together in a central location hub as this would make them less able to work effectively with all schools in their cluster. Clusters need to notify their local Ministry office about where their LSC allocation will be accommodated.

Which schools will receive LSC property funding?

LSC property funding will be available to all state and state-integrated schools that were part of the LSC allocation announced in August 2019, to support LSCs to operate effectively in each of the schools they work with. The funding is intended to support schools to make any property modifications needed to create a suitable working space for their LSCs.

How will LSC spaces be provided at state-integrated schools?

Property funding for LSC spaces will be available to all state-integrated schools in clusters that were part of the announced LSC allocation in August 2019, and that do not already have appropriate existing facilities for an LSC to work in.

The Ministry is working with the Association of Proprietors of Integrated Schools (APIS) to establish which schools will require additional support. Your Property Advisor will work with Proprietors of affected integrated schools to complete Deeds of Covenant and make funding available to Proprietors (capital funding) and to Boards of Trustees (furniture and equipment funding).

Our cluster has already confirmed its accommodating schools, so will this change what we have already confirmed?

No, allocations confirmed so far through the cluster confirmation process will not be changed.

The only change is that schools that a cluster had decided would not receive property funding through the cluster confirmation process will now have funding made available to them – to support schools to make any property modifications needed to create a suitable working space for the LSC. This change is in response to feedback from schools and to support LSCs to operate effectively in all schools they work in.

Our cluster has not yet confirmed its accommodating schools, so will this affect our allocation?

No, clusters will still need to identify accommodating schools through the existing process. Your Property Advisor will prioritise progressing these projects first, to ensure LSC spaces are available at those schools. Questions about this process may be directed to lsap.mailbox@education.govt.nz.

Property funding will then be allocated to the other schools in a cluster, to support schools to make any property modifications needed to create a suitable working space for the LSC. Your Property Advisor will make contact in due course to identify any works required to provide these additional LSC spaces.

If our school is accommodating an LSC but not employing them, do I need an occupancy agreement?

All schools who are accommodating an LSC but not employing the LSC require a formal agreement between the employing school and the accommodating schools, in the form of a variation to the Property Occupancy Document (POD).

The variation will document the property sharing arrangement and should be agreed before work begins on an LSC space, so that it is clear to both schools how the property will be occupied before the investment is made. Contact your Property Advisor to request a POD variation.

What is the process for receiving capital funding for LSC space?

Once a cluster has finalised decisions about their LSC allocation, they will notify the Ministry to confirm which Boards of Trustees in a cluster will employ LSCs and which schools will accommodate the LSC.

When the Ministry has confirmed these arrangements, funds will be allocated to state schools providing LSC space. State schools will then work with their Property Advisor to agree on the scope and budget of the LSC property project.

The Association of Proprietors of Integrated Schools (APIS) will work with integrated schools to establish which schools do not already have appropriate existing facilities for an LSC to work in and will require additional support. The Property Advisor for state-integrated schools will work with Proprietors of affected integrated schools to complete Deeds of Covenant and make funding available to Proprietors (capital funding) and to Boards of Trustees (furniture and equipment funding).

We expect all state and state-integrated schools to be delivering their LSC space from within the allocated funding. Any funds not required for the LSC space will be returned to the Ministry.

What can the capital funding be used for?

Funding from the LSC budget provided to schools can only be used to build or repurpose 15m², which has ramp access and is accessible to students, staff and whānau.

What ongoing funding will the LSC space receive?

As long as the entitlement for an LSC remains with a school, the space will be legitimate space. Therefore it will generate 5 Year Agreement (5YA) funding. As per current policy, the space will generate Property Maintenance Grant (PMG) funding, whether or not a school is still entitled to an LSC.

What does the LSC space look like?

LSC space is non-teaching space, with each FTTE LSC allocated 15m². The space will need to provide an office space for the LSC to work out of, and allow them to meet privately with students, staff and whānau, if necessary.

The space also needs to provide ramp access or be otherwise fully accessible to all students, staff and whānau.

Can the LSC space be delivered as part of Ministry work that is already planned at a school?

Yes, if it makes sense for both the school and the Ministry. However, if a project is too far through the construction process, then it may not be able to be incorporated.

When does the property process need to begin?

We expect that schools will begin the property planning process with their property advisor as quickly as practicable after a cluster has formally notified the Ministry about the employing Board of Trustees and accommodating schools for the LSCs in their cluster.

Will the space receive Furniture and Equipment (F&E) funding?

Yes. Furniture and Equipment will be funded following the existing funding process. All Boards of Trustees that accommodate LSCs on their site will receive funding for associated furniture and equipment. Note that Furniture and Equipment funding is GST exclusive - please refer to the [Accounting rules for furniture and equipment](#) for further information.

When should the LSC space be delivered by?

Once your cluster has notified the Ministry about decisions on which schools will employ and accommodate your LSC allocation, your Property Advisor will work with you to progress your LSC project as quickly as is practicable. Delivery timeframes will depend on the nature of your LSC project.

Can a cluster change where an LSC will be accommodated?

Funding for LSC space is one-off, and will be provided based on the formal notification that the Ministry receives when a cluster finalises decisions about where allocated LSCs will be accommodated. If a cluster subsequently decides to change where an LSC will be accommodated, no further property funding will be available.

Can LSC funding be used to provide space by moving an existing function elsewhere?

Yes, where an LSC is being accommodated in an existing space which requires the relocation of other staff or functions to another part of a school. In this case, refurbishment can be covered using LSC funding, as the funds are being used to provide an LSC space. The existing space must already be Ministry owned, and the space must be refurbished for the function that is being moved.

Who should we talk to about accommodation?

If clusters have any questions about LSC work spaces and accommodation they should contact their Property Advisor.

Remuneration for Learning Support Coordinators

What is the remuneration for Learning Support Coordinators (LSCs)?

LSCs will be registered teachers. The role requires a high level of experience, but LSCs are not required to be specialist teachers. Their remuneration will be determined by their position on the salary scale, as set in relevant Collective Agreements. Remuneration includes all remuneration-related entitlements under the Collective Agreements.

Will the LSC role attract salary units?

There are no salary units attached to the LSC role. This is a dedicated role fully released from classroom teaching and other responsibilities.

Schools make decisions about whether they give salary units to roles they advertise. The Ministry will not fund dedicated management or salary units for the role.

Do LSCs receive Priority Teacher Supply Allowance?

The Priority Teacher Supply Allowance (PTSA) is provided for in the Primary Teachers' Collective Agreement for teachers working in eligible schools. The allowance is payable to any teacher who meets the criteria for the allowance and is not linked to time teaching in the classroom.

Details of the Priority Teacher Supply Allowance are at: <https://www.education.govt.nz/school/people-and-employment/pay-leave-and-personal-development/priority-teacher-supply-allowance/>

As LSCs will be registered teachers employed by the Board of Trustees, the provisions of the Collective Agreement apply and the LSCs would also be entitled to the allowance.

Are LSCs eligible for MITA (Māori Immersion Teaching Allowance)?

No. The LSC is a dedicated role without teaching responsibilities and therefore MITA, a sector-wide allowance for teachers who instruct students in Te Reo Māori and who meet other criteria, is not applicable to LSCs.

We have appointed an internal candidate. Are they to be removed from staffing before taking up their new LSC role?

Yes. The LSC is a new position with a unique payroll designation and with funding available from the start date for the role.

Therefore an internal candidate should be recorded at the year's end as a leaver and recorded with a start date after any holiday payments for the former role have been exhausted (e.g. after 27 January 2020).

Recruitment of Learning Support Coordinators

Who recruits a Learning Support Coordinator (LSC)?

The employing schools are responsible for recruiting to the LSC role. Schools with a specific allocation of one or more whole Full-Time Teacher Equivalent (FTTEs) can proceed with recruitment, with an employment start date on or after 20 January 2020. If the LSC allocation will work across several smaller schools, the cluster will first need to agree which will be the employing school before that school can proceed with recruitment.

Must schools advertise the role? For example, can I appoint an existing staff member to the LSC role?

As with any appointment, employers are required to meet their obligations under employment law to advertise in a way that enables suitable candidates to apply, including the requirements in the State Sector Act to advertise and be appointed on merit. These requirements are also reflected in each of the Collective Agreements for teachers.

Both the area teachers' and secondary teachers' Collective Agreements specifically require that vacancies are advertised in the Education Gazette.

The Ministry funds NZSTA specifically to provide employment advice to Boards of Trustees. Principals on behalf of their Board of Trustees should seek advice from NZSTA about the particulars of any employment decisions and the appropriate processes to follow.

What can an employing school do if they are unable to fill the advertised LSC role?

In the first instance, schools should re-advertise the LSC role. Schools may also choose to advertise for longer with a later closing date for applications.

A Board of Trustees, or the Principal on the Board's behalf, should seek advice from the New Zealand School Trustees Association (NZSTA) about the particulars of any employment decisions.

Can a candidate with a Limited Authority to Teach (LAT) fill the LSC role?

No. The LSC positions are new permanent roles, intended to be filled by experienced teachers holding a practising certificate. According to the Teaching Council, a Limited Authority to Teach (LAT) cannot be appointed to a permanent teaching position. To employ a person on a LAT as a LSC would require the approval of the Teaching Council.

More information is at: <https://teachingcouncil.nz/getting-certificated/for-limited-authority-to-teach/>

Where will LSCs come from, given the current teacher shortage?

We anticipate that the majority of LSCs will be recruited from the pool of current teachers.

Since December 2017, the Government has invested a total of \$135 million to ensure that New Zealand schools have enough teachers to meet demand. These investments have already helped to alleviate pressure on supply and will continue to increase the supply of teachers.

This includes the \$95m teacher supply package in Budget 2019 set out a number of initiatives that will help to further increase teacher supply over the short and medium term.

Based on this, we think we will be in a good position to support the recruitment of teachers into vacancies created by those moving into the new LSC roles.

The Ministry also has a number of initiatives underway to recruit and retain frontline specialists in Learning Support. This includes work targeted at graduates and those early in career, and the more experienced workforce.

What support will be available for schools needing to recruit teachers to fill vacancies left by LSCs?

Schools employing LSCs will not be able to draw on the initiatives dedicated to support the supply of classroom teachers in New Zealand to recruit to the LSC role.

However, they will be able to draw on these initiatives to fill any classroom teacher vacancies created by LSC appointments.

The Ministry of Education contracts three recruitment agencies (Randstad, Education Personnel and Oasis) to provide services to schools and kura recruiting teachers. Since October 2018, over 1,200 overseas-trained teachers have been screened and made available for Principals to interview, and over 350 overseas teachers have been recruited into roles. The School Finder's Fee provides funding support of up to \$3,000 to eligible schools to help cover the costs of recruiting an overseas-trained teacher.

Schools are encouraged to contact our recruiters if they are having trouble recruiting. Recruiters will work closely with you to fill vacancies from the pool of overseas-trained teachers. You can contact them at:

- Education Personnel, 0508 832 2437, careteam@edperson.co.nz.
- Randstad, 04 473 6223, register.education@randstad.co.nz.
- Oasis, 09 815 8152, info@oasis-edu.co.nz.

Schools can also contact the Ministry's Teacher Supply Team to discuss specific teacher supply issues. Email teacher.supply@education.govt.nz or call 04 463 8340.

Qualifications and training for Learning Support Coordinators

What qualifications will Learning Support Coordinators (LSCs) have?

LSCs will be registered teachers and hold a current practising certificate. This includes provisionally registered teachers. They will not be required to hold any other specific qualifications. The role requires experienced teachers and is not suitable for beginning teachers.

LSCs should be experienced teachers who know how to support the development of teacher and kaiako practice in working with children and young people with a range of learning support needs. They will work alongside teachers to build confidence and capability, and work with groups of schools and kura to identify and plan for the learning support needs of all learners.

Will training be provided for LSCs?

The Ministry will provide a two-day induction forum for LSCs which will introduce LSCs to their core functions, to the Learning Support Delivery Model and the Learning Support Action Plan. Induction will provide an opportunity for LSCs to meet with each other and establish local networks. It will also introduce essential tools and resources.

Induction begins in February 2020 and the costs of attending will be met by the Ministry. We also intend to develop a network so LSCs can continue to connect and share with each other.

The Ministry has invited one Principal from each cluster with an LSC allocation to attend the LSC induction forums. Clusters will need to decide which Principal from their cluster will attend. The invitation is for Principals only, and it cannot be delegated to other staff members.

The Ministry has invited education peak bodies to discuss the induction and training needs for LSCs. General professional learning and development for any member of staff is determined by the school that employs them – this includes any professional upskilling the school agrees they may need.

How will the LSC qualify for teacher practising certification?

LSC are experienced teachers. They will be assessed for teacher practising certification in the same way as other non-teaching positions such as Principals and Deputy Principals. The Ministry is working with the Teaching Council of Aotearoa New Zealand on the process for this, and will get more information out as soon as possible.

Can a newly appointed LSC be allowed study leave?

Schools make decisions about whether to release staff members for study leave, taking a range of factors into account.

For a new employee appointed to the LSC role who is already undertaking post-graduate study relating to learning support – for instance Autism Spectrum Disorder and Complex Needs study awards provided by the Ministry of Education – schools will need to decide if the LSC continuing to take study leave to complete the qualification is appropriate. Where an existing staff member is appointed to the LSC role, the employing school has already agreed to release the staff member. The Ministry will not withdraw study awards from a teacher who takes up a LSC role as long as they continue to be eligible for the study award. Employing schools should inform the Ministry so a new employer offer letter can be provided.

Qualifications for Resource Teachers: Learning and Behaviour, Resource Teachers: Deaf, Resource Teachers: Vision, and Resource Teachers: Literacy are requirements for specific roles. It would no longer be relevant for an appointee to the LSC role to continue with Resource Teacher training. The Ministry will not continue to provide study awards to teachers who have given up Resource Teacher roles to become an LSC.

The LSC role is a full-time role. LSCs are not a provider of specialist support. Decisions regarding individual appointments should be based on what will enable the LSC to be most effective in their role and what will be in the best interests of learners, teachers and the local community.

Management of Learning Support Coordinators

Who does the Learning Support Coordinator (LSC) report to?

The employing school is best placed to determine management and reporting structures depending on their school's circumstances.

Who completes the LSC's appraisal?

Schools are currently required to manage appraisal of staff. This might be completed by the Principal, Deputy Principal or Special Education Needs Coordinator (SENCO) depending on the school appraisal policy. The role description can be used for measures of success. There is no separate resourcing for this purpose. NZSTA and the Teachers Council provide advice and guidance for employers about the appraisal process.

LSCs are expected to work with school leadership. I would like my LSC to be part of the leadership team. Can we do that?

Yes. LSCs can be included on school leadership teams if that is what the school wants.

Can a school use the LSC as a reliever if it is unable to source a reliever?

No. LSCs should not undertake any teaching responsibilities or other duties, such as being a reliever. The LSC is a full-time role dedicated to learning support coordination as set out in the LSC role description. If your cluster is unsure about whether the proposed use of LSC aligns with the intent for the role, please discuss this with your local Ministry office.

How will the LSC's caseload be managed?

LSCs will work to identify and plan for the learning support needs of all children and young people in the school or kura, including those with moderate needs, and to bring in specialist help to support classroom teachers. With their focus on learning support needs across the school, they should not have caseloads as such.

Learning Support Coordinators and the Learning Support Delivery Model

How important are Learning Support Coordinators (LSCs) in the Learning Support Delivery Model?

The Learning Support Delivery Model brings local early learning services, kōhanga reo, schools and kura together to work together with the Ministry, other agencies, iwi and service providers, to identify local needs and resources, and plan support based on what they know works.

LSCs have an important role in implementing and strengthening the delivery model. They work with other LSCs in their community to understand local needs and connect with the Learning Support Delivery Model to access available supports and services.

The first tranche of LSCs in 2020 provides an opportunity to understand how LSCs effectively integrate with the Learning Support Delivery Model in a range of contexts, and will inform any refinements before further tranches are implemented.

How is the implementation of the Learning Support Delivery Model measured and who did this?

The level of engagement with the Learning Support Delivery Model was determined by Ministry staff working with communities to implement the model using information from Term 4 2018. It is measured against the five phases of implementation progress:

1. **Beginning Steps** – regional Ministry staff and clusters of schools discuss working collaboratively on learning support
2. **Stakeholder Engagement: Preparation & planning** – more specific discussions, supported sharing of learning support data
3. **Refining the service delivery model for the cluster** – agreeing on the way to work together, based on national design, including discussions with parents and other stakeholders
4. **Pre-implementation** – detailed planning, including cross-school needs analysis, development of processes, tools, timelines
5. **Implementation** – system comes into use, including tracking, monitoring and reviewing interventions.

More information on the five phases of implementation and Learning Support Delivery Model implementation progress as at December 2018 is at:

<http://education.govt.nz/our-work/information-releases/issue-specific-releases/lsc/>

A number of clusters not implementing the Learning Support Delivery Model or in the very early stages at December 2018 have since made considerable progress, some even surpassing progress of clusters receiving allocations. However to be able to model a range of allocation options and inform Ministerial decisions, we needed to select and use a specific data point. The complexity of the variables and analysis meant that it was not possible to update data on cluster progress as we carried out this modelling work.

Some individual schools have been actively working to embed the principles of the Learning Support Delivery Model in their practice, however this was not as visible across their cluster or Kāhui Ako. In these cases the cluster may not have been considered to be actively implementing the Learning Support Delivery Model.

What does the allocation of LSCs mean for schools, clusters or Kāhui Ako that are not taking part in the Learning Support Delivery Model?

The Learning Support Delivery Model enables support to be more flexible, joined-up and tailored around the needs of all learners.

Schools not receiving an allocation in this first tranche can still take part in the Learning Support Delivery Model and work collaboratively with other schools to make local decisions about how best to support children and young people with learning support needs in their community. This is not dependent on an LSC allocation. Schools are encouraged to contact the Ministry's regional staff who can provide information, guidance and support to help schools implement the Learning Support Delivery Model.

By the end of 2019, the Learning Support Delivery Model was being implemented in clusters covering around 90% of enrolled school students.

If our school is not part of the Learning Support Delivery Model will it still be allocated an LSC?

No. LSCs have been allocated to clusters of schools and kura implementing the Learning Support Delivery Model, not individual schools. Clusters actively implementing the delivery model are best placed to support the LSC role.

Schools not receiving an LSC in the first tranche will still have access to the full range of learning support services and interventions through the Learning Support Delivery Model, and support will be available to help the school identify student needs.

When did the Learning Support Delivery Model become important for the delivery of learning support?

The Learning Support Delivery Model has been available for some time. Implementation of the new model began in 2017 with those who expressed an interest in working with the Ministry to try and find more effective ways to meet the diverse learning needs of children. When we began there was no additional resource and schools also needed to want to be in a cluster of some sort. Schools that took part did so in the knowledge there was no additional resource.

The Ministry's regional staff have continued to work with those clusters of schools that have expressed interest and have refined the model to suit different contexts over this period. It has always been voluntary and as with many things some clusters of schools were more interested, and other schools focused on other priorities.

We have shared the model and changes in Learning Support with education sector peak bodies in our regular meetings with them since 2017, and in a range of forums including both the 2018 and 2019 New Zealand School Trustees Association (NZSTA) conferences. We have also shared information on our website.

Our regional offices have been working with schools on how they can engage with the delivery model and work collaboratively to make local decisions about how best to support the children and young people with learning support needs in their community. We have been and will continue to work with any interested cluster of schools to progress working in the Learning Support Delivery Model.

Throughout this period we have also continued to provide support to all schools that need our help with learning support.

When did the LSCs become an important part of the Learning Support Delivery Model?

The proposed new LSC role and its relationship with the Learning Support Delivery Model were first discussed in the draft Disability and Learning Support Action Plan released for public consultation in September 2018. The role was not a part of the original Learning Support Delivery Model.

No decision had been made about how roles would be allocated when the first tranche of around 600 LSCs was announced in November 2018. Subsequent targeted engagement on the draft LSC role description in March-May 2019 positioned the LSC role within the Learning Support Delivery Model. Final allocation decisions based on a range of factors including participation in the Learning Support Delivery Model were made around 24 July 2019.

How do schools get involved in the Learning Support Delivery Model?

The Ministry's regional staff can provide information, guidance and support to help schools with this. Find out more about the Learning Support Delivery Model at:

<https://education.govt.nz/our-work/changes-in-education/strengthening-learning-support>

How will LSCs share and store information and data about learners?

Sharing information is an important part of the Learning Support Delivery Model. Each cluster is responsible for how they safely share and manage data across their schools and early learning services to understand and plan for their students. LSCs will have responsibility for the school's learning support register.

A number of different learning support registers have already been developed locally. Each uses different terminology and classifications, making it difficult to get a clear picture of need across a region. Sometimes setting these up has involved significant cost and effort.

The Ministry is currently developing a standardised learning support register as a tool that records information about the individual learning support needs of learners and responses to those needs. It aims to provide a picture of learning support needs across a school and cluster to help clusters plan for their community and set priorities. It will also provide a broader view to inform investment in learning support nationally. Privacy is a key concern. Users must first complete appropriate training and clusters must have information sharing protocols in place before they can access the tool.

The induction for LSCs will include training in using the standardised learning support register. Following the forum, the Ministry will begin progressively rolling out the register to clusters, starting with those clusters with LSCs.

Read the guide for groups sharing learning support information at:

<https://www.education.govt.nz/early-childhood/running-a-service/sharing-information-2/>

Learning Support Coordinators and Special Education Needs Coordinators

How do Learning Support Coordinators (LSCs) differ from Special Education Needs Coordinators (SENCOs)?

The LSC is a new role with new funding. It is not intended to replace any of the learning support roles such as SENCOs where schools have chosen to put these in place. The LSC role is a fully-funded role working in a school, and possibly in multiple smaller schools, without management responsibilities.

Many schools choose to use their current resources to fund SENCOS. Staff employed as SENCOs often hold a number of other roles and responsibilities within their school including staff management.

How will LSCs work with SENCOS?

Schools can retain their SENCO if they choose to, in addition to having an LSC, as the SENCO role has been established by the school Board of Trustees. LSCs will have responsibility for the school's learning support register which will free up time for the SENCO where schools continue with that role.

As not all schools can receive an LSC in the first tranche, many may want to continue with their SENCO, at least for the time being, so they can participate more readily in implementing the Learning Support Delivery Model.

Why doesn't the Ministry simply direct the funding to support current SENCO positions?

The LSC is a new dedicated role, with new funding made available through Budget 2019. Current SENCO roles have been established by schools from within their current resources, and many often carry out other roles and responsibilities. New funding is specifically allocated for the LSC as set out in the role description, so will not be applied to existing SENCO roles.

Learning Support Coordinators and Resource Teachers: Learning and Behaviour

How will Learning Support Coordinators (LSCs) work with Resource Teachers: Learning and Behaviour (RTLBs)?

RTLBs provide specialist support to teachers and learners. The LSC role is not a provider of specialist support. It is expected that LSCs and RTLBs will have complementary skill sets.

To successfully provide a range of responses across different levels of needs, LSCs and RTLBs will work together with the Ministry's Learning Support Facilitator function as part of the Learning Support Delivery Model to strengthen the capability of adults around a learner, and provide support to learners and their family or whānau.

LSCs will focus on identification and coordination of learning support needs within a school; Ministry of Education staff will facilitate access to supports and services, including specialists, other services, and services from other agencies.

Learning Support Coordinators and early childhood services

Early learning services aren't included in the Learning Support Coordinator (LSC) allocation, so how will preschool children be supported?

LSCs working in primary schools will play an important role in connecting with early learning services and kōhanga reo, and will be responsible for setting up or improving existing processes to make sure children move smoothly from early learning into school.

This includes making sure the learning support needs of new students are known ahead of time, planned for and responded to.

Learning Support Coordinators and alternative education

How will Learning Support Coordinators (LSCs) work with students in alternative education?

Students participating in alternative education have been included in the rolls of schools that are part of a cluster receiving a Learning Support Coordinator. The Learning Support Delivery Model enables resources to be used across the cluster to best meet the needs of all students with learning support needs, including those in alternative education or at risk of disengaging from education.

Learning Support Coordinator role description

Where did the Learning Support Coordinator (LSC) role description come from?

The design of the role responds to the findings of the Select Committee Inquiry to Improve Identification and Support for Children and Young People with Dyslexia, Dyspraxia and Autism Spectrum Disorders, as well as feedback and submissions on the draft Disability and Learning Support Action Plan.

As a result of a significant number of submissions, the Select Committee identified the need for a dedicated, funded, full-time learning support role in schools to ensure children get the support they need.

The Select Committee's report is at:

<https://www.parliament.nz/media/4767/ajhr-vol-1-51st-parliament.pdf> .

Key studies from New Zealand have highlighted the importance of dedicated resourcing to staff learning support roles in every school.

Did the Ministry consult with other groups about the role?

The LSC role was one of the priorities included in the draft Disability and Learning Support Action Plan. Consultation on the draft Action Plan included feedback from educators, the disability sector, NGOs and providers, parents and whānau. This consultation and feedback from the Education Conversation | Kōrero Mātauranga reinforced the need for this role.

The Ministry consulted on the draft role description from March to May 2019 to ensure that the functions and duties of the LSC role, and how it fits with the Learning Support Delivery Model are clear. This included unions, a range of sector representatives implementing the Learning Support Delivery Model, Principals, Māori medium kaiako, SENCOs, RTLBs, and parents and whānau.

Refinements to the draft role description were made as a result of stakeholder feedback, recognising the demands of the role and the goal to provide practical support to schools, learners and their families and whānau.

The Standardised Learning Support Register

What is the Standardised Learning Support Register and what is it for?

The Standardised Learning Support Register (the standardised register) is a tool to collect information to help schools and kura understand and respond to the learning support needs of children and young people.

Are Te Rito and the standardised register the same thing?

The standardised register will use Te Rito as the IT platform.

Te Rito was previously known as Student Information Sharing. It is a way for important information about New Zealand learners to be securely stored and shared. It involves the development of a national repository of learner data that enables the safe and secure transfer of information between schools and the sector.

More information on Te Rito is at: <http://education.govt.nz/our-work/changes-in-education/data-for-wellbeing-programme/te-rito-student-information-sharing/>

When can I use the standardised register?

The roll-out of the standardised register on the Te Rito platform is being staged to help ensure a successful deployment.

The first delivery of the register is being tested, as part of the Te Rito early stage rollout, with Pūtauaki ki Rangitaiki Kāhui Ako, in the Bay of Plenty early in 2020.

What support will clusters and LSCs get before they get access to the standardised register?

We will provide guidance on how to align existing registers to the standardised register and on the protocols that clusters and schools need to put in place to protect learner information. This guidance will be available in early 2020 and LSCs will learn about it at their induction forums in February.

What can schools and clusters begin to do to prepare for the standardised register?

Clusters will need to have protocols in place to gather and share information safely and between schools in the cluster.

If these protocols don't already exist, then clusters can start the conversations to enable this to happen.

More information is at:

<http://education.govt.nz/school/managing-and-supporting-students/sharing-information/introduction-to-the-sharing-information-guide/>