

Clusters progressing the LSDM as at December 2018

Education Region	Cluster Name	Implementation Phase	Allocated
Canterbury/ Chatham Islands	Tamai Community of Learning	I	Yes
	Uru Manuka Kahui Ako	R	Yes
	Hakatere (Ashburton) Community of Learning	E	Yes
	Katote (Christchurch) Community of Learning	E	Yes
	Ngā Mātāpuna o te Waihora Kāhui Ako	E	Yes
	Ngā Peka o Tauwharekākaho (Rolleston) Kāhui Ako	E	Yes
	Otakaro Community of Learning	E	Yes
	Puketeraki Community of Learning	E	Yes
	Tipu Maia Community of Learning	E	Yes
	Waimate Community of Learning	E	Yes
	Opuke Community of Learning	E	Yes
	Tōtaranui Community of Schools	E	Yes
	South Canterbury Catholic Community of Learning	E	No
	Te Mana Raupo Community of Learning	E	No
	Waimairi-iri Community of Learning	E	No
	Malvern Community of Learning	E	No
	Putaringamotu Kahui Ako	E	No
Otago/Southland	Tokomairiro Community of Learning	I	Yes
	Eastern Southland Community of Learning	P	Yes
	Lower Mataura Valley Community of Learning	P	Yes
	St Kilda	P	Yes
	Taieri	P	Yes
	Pomahaka Kahui Ako	R	Yes
	Dunedin Catholic Community of Learning	R	Yes
	Dunstan Community of Learning	R	Yes
	Invercargill Community of Learning	R	Yes
	Central Southland	R	Yes
	FINS CoL	R	Yes
	Otepoti ki Te Raki – Community of Learning	R	Yes
	Special Character Invercargill Community of Learning	R	Yes
	Whitestone Community of Learning	R	Yes
	Dunedin Co-ed secondary	R	Yes
	Waitaki Ara Kahui Ako	R	Yes
	South Dunedin One	R	Yes
	Highway North	E	Yes
	Wanaka	E	No
	Peterborough	E	No
	Waimate	E	No
	Big River Community of Learning	E	No
	East Otago	E	No
	Hills	E	No
	Invercargill town	E	No
	Motorway Belt	E	No
	Rural Southland	E	No
Te Kahui Ako o nga awa	E	No	
Valley	E	No	
Waihi Community of Learning	E	No	

Key:

<p>Beginning Steps – regional stakeholder engagement: Ministry LS staff and cluster staff agree to work collaboratively to implement the LSDM</p>	<p>Engagement: preparation & planning – specific discussions, supported sharing of learning support data</p>	<p>Allocation of LSCs to all clusters in phases B and E was not possible so allocation also took into account specific characteristics including:</p> <ul style="list-style-type: none"> • Proportion of rural schools • Proportion of Māori and Pacific learners • Number of Māori medium • Total number of learners
<p>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</p>	<p>Pre-implementation – detailed planning, including cross-school needs analysis, development of processes, tools, timelines</p>	<p>Implementation – system comes into use, including tracking, monitoring and reviewing interventions.</p>

All clusters at these phases were allocated LSCs

Note: Refer to A4 (Progressing the Learning Support Delivery Model Implementation) for detail in each of the 5 phases of implementation