Kaiārahi i te reo Pay Equity Claim  
General Areas of Responsibility

As part of the investigation stage of the pay equity process, interviews were conducted with a sample of kaiārahi i te reo working in schools and kura across Aotearoa. The data gathered has been analysed and used to create these general areas of responsibility, which reflect the range and variety of responsibilities and activities that kaiārahi i te reo do.

It should be noted that while this report identifies the scope of activities kaiārahi i te reo perform, levels of expertise, demand and effort may vary. These elements will be captured during the final assessment phase of the process. It is also important to note that no individual kaiārahi i te reo is expected to carry out every activity identified but they should see the responsibilities of their role reflected in the document.

We would like you to assess whether the General Areas of Responsibility and the corresponding activities fully capture the *current* work of kaiārahi i te reo *at your school.* Are there any areas or activities missing?

Please view each area of responsibility and associated activities. At the end of each area of section you will find a field to type your feedback, if required. Please save then email to [school.payequity@education.govt.nz](mailto:school.payequity@education.govt.nz).

**Contents:**

1. Teaching, incorporating and normalising Māori ways of learning and iwi knowledge
2. Delivering programmes and/or teaching classrooms independently
3. Providing support to the lead teacher and senior leadership team
4. Responding to students needs in a classroom environment
5. Leading on matters concerning te ao Māori
6. Promoting the normalisation of te reo Māori
7. Supporting the physical, mental, and emotional wellbeing of students
8. Organising and leading sport, extracurricular activities, trips, and events
9. Creating and maintaining resources to support activities for students
10. Developing and maintaining relationships
11. Contributing to the effective functioning of the school

Introductory Questions

We do not use, share or disclose the information collected except for the purpose we've set out. We might contact you to follow up on some of your answers for further clarification.

**What is your name?**

Click or tap here to enter text.

**What is your email address?**

Click or tap here to enter text.

**What is your job title?**

Click or tap here to enter text.

**What is your school's ID?**

Click or tap here to enter text.

**What is your school's name?**

Click or tap here to enter text.

### Teaching, incorporating and normalising Māori ways of learning and iwi knowledge

Kaiārahi i te reo create a culturally inclusive space by incorporating and normalising Māori ways of teaching, learning and being. They ensure that mātauranga Māori is valued and accessible and bring a wealth of personal experience and knowledge to enrich the experience for ākonga and kaimahi. Kaiārahi i te reo use creative and holistic ways to bring te ao Māori, the Māori worldview, to life.

**Normalising access to te ao Māori and mātauranga Māori**

* Finding avenues to reconnect disconnected whānau to their Māoritanga/iwitanga
* Explaining complex Māori concepts
* Tracing whakapapa from tūpuna to students
* Working with senior staff to introduce mātauranga Māori within mainstream education
* Tailoring pepeha structures to enable non-Māori students’ participation
* Sharing knowledge on the connection between people and taiao
* Composing the music and lyrics for waiata and material for kapa haka
* Normalising taonga and toi Māori by constructing and creating examples with and for students that simulate real environments
* Noticing that te taha wairua is overlooked in the national curriculum and making that knowledge accessible and easily understood through kōrero and waiata
* Creating a digital teaching tool that tracks the connection and whakapapa of Māori gods, pūrākau and nature
* Adapting techniques learnt through professional development training to better suit Māori bilingual and immersion units

**Using Māori pedagogy as a tool to teach lessons**

* Being aware of the māramataka and planning activities to suit the low energy phases
* Implementing tuakana/teina relationship dynamics where students mentor each other
* Ensuring ira tāne and ira wāhine are present when teaching students
* Using pūrākau as a tool to manage behaviour
* Using waka ama as a vehicle to teach tikanga
* Adopting Te Ataarangi method to teach te reo Māori

**Teaching Mātauranga Māori**

* Delivering Te Marautanga o Aotearoa/the Māori Curriculum
* Ensuring students feel grounded by knowing who they are and how they connect to atua through whakapapa
* Teaching pepeha structure, the navigational journey of ancestors and the physical features of the marae
* Delivering kaupapa Māori content such as māramataka, Matariki, waiata and karakia in school assembly
* Taking students to significant historical Māori landmarks and sharing knowledge
* Teaching and encouraging the use of tikanga, karakia, waiata and haka
* Providing a deeper understanding on correct kaupapa Māori practice
* Teaching pūrākau Māori and te orokohanga o te tangata
* Sharing knowledge with students on ways of being on the marae
* Teaching the art and whakapapa of poi to students
* Leading a unit on rongoā Māori within a classroom
* Teaching rāranga and Māori Art
* Facilitating mau rākau holiday programmes for students, and running mau rākau sessions within the school
* Accommodating to the needs of the class by teaching waiata that are specific to upcoming events

Are there any activities missing?

If so, please describe in the box below:

* the missing activity
* the frequency the activity is performed
* an example, if possible.

Click or tap here to enter text.

### Delivering programmes and/or teaching classrooms independently

Kaiārahi i te reo assess and deliver certain programmes and subjects to students. These can include creative play and reading groups through to delivering literacy and numeracy lessons. They also facilitate student assessment from organising homework through to creating assessments and writing class reports. The work that supports delivery of these programmes may be done independently or in collaboration with others such as lead teachers and the Māori strand. Kaiārahi i te reo may deliver programmes in the presence of a teacher or independently teach a classroom unsupervised.

**Facilitating student assessment**

* Conducting oral language tests by recording, transcribing, and assessing students
* Creating and implementing assessments for students
* Marking assignments
* Writing class reports on students
* Organising homework for the students
* Assessing students’ ability to ensure they are placed correctly in the school
* Tracking student grades via the school management systems

**Teaching, leading, and delivering lessons**

* Independently teaching and delivering classes full time
* Delivering literacy and numeracy lessons independently
* Relieving for the lead teacher in the classroom
* Leading oral language
* Leading a group in a particular subject
* Conducting micro classes/small working groups with students
* Taking the necessary steps to upskill on appropriate material to effectively deliver topics
* Teaching students how to cook/bake, garden, and harvest harakeke

Are there any activities missing?

If so, please describe in the box below:

* the missing activity
* the frequency the activity is performed
* an example, if possible.

Click or tap here to enter text.

### Providing support to the lead teacher and senior leadership team

Kaiārahi i te reo provide support to lead teachers within the classroom and outside of it. This can range from adding to and co-planning lessons together through to planning entire lessons independently in the lead teacher’s absence. Kaiārahi i te reo also provide advice to colleagues and contribute to student reports and individual education plans.

**Support within the classroom**

* Playing games with students
* Actively monitoring and interpreting students’ body language to identify when they’re having problems, and offering help as necessary
* Preparing creative play-based learning areas for students

**Assisting the teacher with class planning**

* Co-planning classroom lessons and intentions with the lead teacher
* Planning and creating lessons and resources when the lead teacher is away or unavailable
* Assisting in curriculum writing
* Adding to the lesson plan by bringing relevant narratives, readings, notes, and knowledge to enrich topics being taught
* Providing input on student progress for student reports and contributing to planning for next steps
* Proof reading student reports

**Support outside the classroom**

* Supporting the lead kapa haka tutor by being present and supervising students
* Supervising a group of students/parents during a school outing
* Building high needs students’ social skills to aid inclusion with their peers
* Acting as a course marshal at extra-curricular events
* Pastoral care of students which could include community knowledge

**Providing advice**

* Combining institutional and historical knowledge to provide insight and advice on the future of the kura
* Recognising that behavioural issues may be a student experiencing learning difficulties and bringing this to colleagues’ attention
* Managing teacher expectations to align better with what can be achieved with the time and resources available
* Mentoring the lead teachers on students with special needs
* Advising colleagues on students’ success and recommending students for awards
* Advising the lead teacher on potential learning gaps with specific students
* Liaising with the Special Education Needs Coordinator to provide feedback, and receive support and advice
* Speaking with the Resource Teacher for Learning and Behaviour (RTLB) and organising therapists to attend class where needed

Are there any activities missing?

If so, please describe in the box below:

* the missing activity
* the frequency the activity is performed
* an example, if possible.

Click or tap here to enter text.

### Responding to students needs in a classroom environment

Kaiārahi i te reo encounter a range of needs within the classroom including altering the delivery based on students they work with through to adapting the lead teacher’s lesson plan to suit students’ interest, age, skill, and energy levels. They may also encounter students who are going through a difficult period and may act out at school. Kaiārahi i te reo often need to manage or assist in managing these behaviours to ensure the safety of the student and those around them.

**Adapting curriculum delivery based on students’ needs**

* Delivering information at the appropriate level for development
* Adapting/simplifying resources for high needs students and supporting their learning in a one-to-one capacity
* Wearing a microphone when teaching students with hearing disabilities
* Learning and using basic New Zealand Sign Language to communicate with students
* Using mnemonics as a teaching strategy to encourage students to retain information

**Adapting lesson plans to maintain student engagement**

* Adapting/simplifying the lesson plan to suit students’ skill and age levels
* Adapting the lesson plan and timetable to suit students’ energy levels
* Understanding students’ personal interests and motivators to tailor the learning

**Providing behaviour support**

* Talking through problems to build students awareness of their behaviour and prevent reoccurrences
* Taking measures to prevent bullying and build mindfulness, and informing parents when these measures do not impact behaviour or wellbeing
* Tailoring behaviour management styles to the situation/student, including the use of physical activity or using a calming tone of voice
* Working with and holding space for students who have behavioural issues, anger issues, and short attention spans
* Giving students time to process their thoughts before having discussions on the next steps
* Closely monitoring students that are known to have behavioural issues
* Using positive reinforcement techniques to encourage engagement
* Modelling the correct behaviour
* Learning commands in a language familiar to the student to manage their behaviour

Are there any activities missing?

If so, please describe in the box below:

* the missing activity
* the frequency the activity is performed
* an example, if possible.

Click or tap here to enter text.

### Leading on matters concerning te ao Māori

Kaiārahi i te reo provide leadership and guidance from a te ao Māori perspective across the setting of the school. Responsibilities vary from creating and leading tikanga in the school through to providing subject matter expertise on te ao Māori to school staff. Kaiārahi i te reo are a crucial source of information relating to all thing’s iwi, and Māori.

**Leading Te reo Māori and tikanga practices**

* Guiding visitors and staff members to ensure the appropriate tikanga and kawa for the pōhiri process is understood and practised
* Ensuring manaakitanga, hospitality and care for people is practised and valued by all
* Ensuring appropriate koha is given to guests of the school
* Providing local iwi knowledge, underpinned by strong whakapapa links
* Discussing the connections and relationships between different iwi with students
* Updating enrolment forms to include the student’ pepeha
* Advising the school on matters concerning Te Tiriti o Waitangi and explaining the difference between Te Tiriti and The Treaty
* Co-facilitating sessions about authentic bicultural education at a national conference in collaboration with the principal
* Dismantling language privilege by creating a dress code policy, allowing te reo Māori text on clothes and limiting English text

**Advising on and implementing tikanga within the school**

* Translating various policies, words, resources and concepts for the senior leadership team, teachers, and students from te reo Māori to English, and English to te reo Māori
* Adapting tikanga to fit the context of the school environment
* Writing whaikōrero for students to deliver at pōhiri
* Advising on website development to incorporate a Te Tiriti o Waitangi tab
* Creating bicultural interview questions for the recruitment process of employees
* Creating guideline documents to help the school develop their pōhiri process

**Providing professional development and subject matter expertise to staff**

* Creating and leading professional learning and development training sessions on pronunciation, tikanga, school waiata and karakia with staff
* Mentoring staff members on te reo Māori and te ao Māori
* Advising staff on how to enhance the teaching of the history of Aotearoa to halt the perpetuation of colonial myths about Māori
* Explaining the Doctrine of Discovery to school staff and using this and other documents to facilitate conversation about colonisation
* Participating in the selection committee and interviews for the role of Principal to provide bicultural awareness and understanding

Are there any activities missing?

If so, please describe in the box below:

* the missing activity
* the frequency the activity is performed
* an example, if possible.

Click or tap here to enter text.

### Promoting the normalisation of te reo Māori

Kaiārahi i te reo promote and foster the use of te reo Māori appropriate to the immersion level of the school. This can range from assisting colleagues and whānau with the use of te reo Māori through to teaching te reo Māori to students and staff.

**Fostering the use of te reo Māori**

* Teaching te reo Māori and encouraging its use with students and staff
* Assisting the senior leadership team in learning te reo Māori through the writing of speeches, pepeha, and mihi
* Introducing new te reo Māori vocabulary for staff members to implement within the school
* Using scaffolding techniques and grammar to build te reo Māori capabilities with the students
* Taking into consideration te reo Māori capabilities of whānau and encouraging the development of te reo Māori
* Recommending courses at external agencies to assist teachers and whānau in learning te reo Māori
* Using resources acquired from external agencies to assist teachers and whānau in learning te reo Māori

Are there any activities missing?

If so, please describe in the box below:

* the missing activity
* the frequency the activity is performed
* an example, if possible.

Click or tap here to enter text.

### Supporting the physical, mental, and emotional wellbeing of students

Kaiārahi i te reo often play a key role in supporting students’ overall wellbeing. This ranges from being a support person for students when they are having difficulties through to administering and educating staff on students’ health needs.

**Supporting students’ basic needs**

* Recognising when students require kai and taking steps to provide this
* Preparing and cooking kai for the students
* Taking students to the toilet and waiting for them outside
* Disinfecting the toilet and cleaning up any accidents that occur
* Maintaining te mana o te tangata/maintaining the dignity of the child
* Assisting with showering students following overnight stays
* Driving students’ home in personal vehicle when they don’t have the means to get home

**Supporting students’ mental and emotional wellbeing**

* Taking steps to support students’ sense of belonging, identity, and connection as a key requisite to their success in the learning environment
* Identifying and knowing who the Māori students are in the school to build the students awareness of their support networks
* Applying a te ao Māori lens to the mental and emotional wellbeing of tamariki, ensuring students feel culturally safe
* Working to ensure academic pathways aren’t restricted for Māori students
* Identifying when students are having problems and ensuring colleagues are aware
* Making an effort to check in on students to ensure they’re feeling okay
* Being a confidant and consoling students experiencing problems
* Developing an understanding of an assigned student, their needs and what they require to have a successful day
* Visiting students and whānau at their homes following a bereavement to offer support and koha on behalf of the kura
* Supporting students and their families in meetings/appointments
* Organising and delivering boxes of kai to students’ homes for families in need
* Creating a calm and positive space for students by providing kai and speaking/singing to them

**Attending to students’ health needs**

* Administering first aid to students who obtain grazes and scratches
* Taking students to external health appointments during school hours
* Administering medication to students through needles
* Educating other staff on students with high medical needs
* Liaising with whānau and health professionals on students’ medical needs
* Physically carrying students, with special needs, to and from classes

Are there any activities missing?

If so, please describe in the box below:

* the missing activity
* the frequency the activity is performed
* an example, if possible.

Click or tap here to enter text.

### Organising and leading sport, extracurricular activities, trips, and events

Kaiārahi i te reo support a wide variety of extracurricular activities. Activities range from organising and transporting students to events outside of school through to coaching sports teams and facilitating cultural events.

**Organising events**

* Planning, assisting and leading activities to celebrate significant Māori events
* Organising kapa haka and noho marae
* Organising fundraising events or school outings
* Collating and organising kapa haka fees, sports fees, and fundraising money
* Helping with the organisation of the school festival
* Cooking kai for school events

**Transporting and chaperoning students to events**

* Supervising students during school outings and events
* Attending school camp and noho marae
* Accompanying students to Manu Kōrero and kapa haka competitions
* Attending and supporting fundraisers

**Leading physical activities and coaching sports**

* Teaching physical education
* Organising and coaching students at school wide sports events
* Coaching school sports teams
* Driving students to practice or games
* Ensuring sports equipment is well maintained
* Utilising sporting ability and knowledge

**Facilitating cultural events**

* Being a go to person for information and support for noho marae and wānanga
* Preparing and teaching content for the school’s kapa haka festival performance
* Leading waiata, including playing the guitar
* Welcoming Kaumatua to the school and providing refreshments during kapa haka competitions
* Judging the house haka competition
* Assisting tamariki to dress for kapa haka

Are there any activities missing?

If so, please describe in the box below:

* the missing activity
* the frequency the activity is performed
* an example, if possible.

Click or tap here to enter text.

### Creating and maintaining resources to support activities for students

Kaiārahi i te reo are responsible for some resources used within the classroom and at special events. These range from buying and bringing stationery and activity resources to class such as chalk, bubbles and dexterity sticks through to ensuring resources and taonga Māori are maintained and cared for.

**Maintaining resources and equipment for students**

* Ensuring taonga Māori are spiritually safe through appropriate cultural practice
* Ensuring taonga Māori are well maintained and kept in a secure place
* Storing and completing inventory for classroom resources
* Charging two-way communication radios

**Class activities**

* Sourcing, creating, and sharing print, art and digital resources for the classroom, school and other schools that don’t have access to kaiako Māori
* Creating resources in te reo Māori
* Recognising that learning can be enhanced by providing resources for extracurricular activities
* Identifying resources are missing within the classroom environment and taking steps to provide them
* Preparing home learning packs and distributing them
* Tidying the classroom and ensuring physical resources are organised and stored in the appropriate places

**Special events**

* Conducting karanga, whaikōrero and karakia for pōhiri
* Conversing with the principal to secure funding for extracurricular resources
* Managing the paperwork and dates for Education Outside of the Classroom (EOTC)
* Organising and preparing hāngi fundraiser, including creating fundraising tickets and issuing them to the students to sell
* Preparing and purchasing the kai for school pōhiri and fundraisers
* Making, taking care of, and keeping an inventory of kapa haka resources
* Setting up venues for special events
* Organising uniforms for school outings

Are there any activities missing?

If so, please describe in the box below:

* the missing activity
* the frequency the activity is performed
* an example, if possible.

Click or tap here to enter text.

### Developing and maintaining relationships

Kaiārahi i te reo build relationships with iwi, whānau, colleagues and external agencies to support the ākonga they are responsible for. Examples of external agencies kaiārahi i te reo work with include therapists, the Ministry of Education, wānanga, tertiary education providers, kōhanga reo, youth services and museums.

**Relationships with students**

* Actively listening to students to build trusting, respectful relationships and make them feel understood and valued in the school
* Maintaining a professional approach to relationships and interactions with students
* Making students feel included by learning greetings in their language and being inclusive of religious and dialectal differences
* Relating to students at their level in order to work effectively with them
* Adjusting tone of voice and developmentally appropriate communication techniques according to student age group

**Relationships with colleagues**

* Supporting colleagues during situations of potential conflict and bereavement
* Providing honest advice/input and acting as a soundboard for teaching staff
* Requesting restorative meetings with senior management to address issues
* Separating and maintaining boundaries between social life and professional life
* Creating positive interactions to foster a healthy working environment
* Making time outside of work hours to create and maintain a strong team bond
* Attending staff hui

**Relationships with whānau and iwi**

* Reaching out to parents and the community to learn about students’ pepeha and whakapapa
* Attending tangihanga on behalf of the Kura
* Establishing relationships with local marae to set up school visits
* Liaising with local marae and mana whenua to ensure the appropriate tikanga, kawa and local knowledge is upheld and included in the school curriculum
* Being an approachable support person for whānau
* Acting as a conduit for information between the school and whānau
* Answering questions at parent teacher evenings and interviews
* Reassuring parents that Māori culture is an inherent part of the school
* Maintaining positive relationships by pre-empting and mitigating potential problems
* Sending emails to whānau about students’ development and progress
* Organising, attending and leading whānau hui

**Relationships with external people and agencies**

* Attending hui with external agencies and organisations
* Liaising with external agencies for research purposes
* Building relationships and working with language specialists to upskill the students’ oral capabilities
* Communicating with the speech language therapist and considering feedback on teaching practice
* Hosting external agencies and teaching them waiata and karakia
* Adapting communication style when conversing with people of different reo levels

Are there any activities missing?

If so, please describe in the box below:

* the missing activity
* the frequency the activity is performed
* an example, if possible.

Click or tap here to enter text.

### Contributing to the effective functioning of the school

Kaiārahi i te reo provide a range of support to schools beyond their core student-focused work, helping to keep the entire school running smoothly and successfully. These tasks support all areas of the school’s operation internally and externallyfor students, resource teacher Māori, colleagues, senior leadership team, Board of Trustees, whānau, property and health and safety.

**Assisting with general school support**

* Following the school’s policies and procedures
* Monitoring students on morning, lunch and/or patrol duty
* Taking care of school visitors by practicing whakawhanaungatanga
* Participating in professional learning and development training sessions
* Taking steps to secure funding from the school Parent Teachers Association (PTA)
* Supporting the Special Needs Unit when they are understaffed
* Acting as a Board of Trustee’s member
* Driving goods to events
* Booking transport
* Collating and organising koha
* Encouraging students to look after the environment by designating times to pick up litter

**General administrative support**

* Setting up the classroom for the day and moving furniture when necessary
* Using the laminator, photocopier, and binder
* Using several online software applications daily
* Taking the classroom attendance roll
* Organising and prioritising daily tasks independently to provide support where required

**Adhering to school health and safety procedures**

* Participating in First Aid training sessions and/or holding a First Aid certificate
* Filling out health and safety forms before going on school trips
* Liaising with the school health and safety officer to ensure the safety of students’ during extra-curricular activities
* Filling out incident reports
* Ensuring the school buildings and gates are locked and unlocked at the appropriate times and setting alarms

**Communicating appropriately with colleagues and whānau as required**

* Attending meetings with the supervisor/syndicate
* Remaining professional when dealing with sensitive, confidential, or unwelcomed information about students or whānau
* Entering student notes electronically on a student management system to inform staff about students and make sure they’re well equipped

**Maintaining students’ safety and understanding escalation protocol**

* Conversing with whānau about protective/safety/restraining orders and whānau problems
* Utilising whānau knowledge to ensure inappropriate people do not have access to school grounds and students
* Knowing when students require parent support for toileting and contacting the whānau immediately
* Escalating student incidents and issues to the lead teacher/office/senior management
* Intervening in student conflict when required and ensuring student behaviour management protocols are followed.

Are there any activities missing?

If so, please describe in the box below:

* the missing activity
* the frequency the activity is performed
* an example, if possible.

Click or tap here to enter text.

Missing areas of responsibility?

Are there any general areas of responsibility that have not been captured in this survey?

If so, please describe in the box below:

* the missing area, and associated activities
* the frequency the activities are performed
* an example, if possible.

Click or tap here to enter text.