

Teacher aide pay equity operational guidelines for schools

Guidance for schools on the implementation of the teacher aide pay equity settlement.

- [Teacher aide pay equity settlement operational guidelines for schools\[PDF, 1.7 MB\]](#)
- [Summary of the operational guidelines for schools\[PDF, 727 KB\]](#)
- [Quick steps to implementation\[PDF, 190 KB\]](#)
- [New pay equity individual employment agreement for teacher aides\[PDF, 204 KB\]](#)

[Pay rate calculator](#)

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Fact sheets

[Pay equity and the teacher aide claim factsheet\[PDF, 244 KB\]](#)

[New Work Matrix for teacher aides and pay equity rates fact sheet\[PDF, 428 KB\]](#)

[Tiaki allowance fact sheet \[PDF, 307 KB\]](#)

[Variation of hours fact sheet\[PDF, 439 KB\]](#)

[Professional Learning and Development \(PLD\) fact sheet\[PDF, 364 KB\]](#)

[Longer term work fact sheet \[PDF, 174 KB\]](#)

[Teacher aide pay equity settlement agreement \[PDF, 1.2 MB\]](#)

1 Introduction

On 27 May 2020, the Ministry of Education (the Ministry) and NZEI Te Riu Roa settled the teacher aide pay equity claim (the claim). The claim covers the 22,000 teacher aides who work in state and state-integrated schools and kura in New Zealand.

The teacher aide pay equity settlement (the settlement) acknowledges the value of the skills, responsibilities and demands of teacher aide work, and ensures that value is being remunerated fairly.

NZEI Te Riu Roa, the New Zealand School Trustees Association (NZSTA) and the Ministry worked together to complete an 18-month investigation which found that teacher aides, who are mostly women, are being paid less than men for doing work that is different but of equal value.

The settlement is made up of new pay equity pay rates and increases in the Tiaki allowance (formally known as the dirty work allowance) to correct the sex-based undervaluation of remuneration identified during the investigation process. It also offers teacher aides easier access to professional learning and development (PLD) opportunities and more security around the hours they are employed.

The purpose of this document is to provide guidance on the implementation of the settlement.

It includes information about:

- what work is covered by the settlement
- how the settlement will be implemented
- how and when you will receive additional pay equity funding
- how teacher aides will automatically translate to the new pay equity scale
- the new work matrix, which describes the work done by teacher aides.

Case studies and examples are used throughout this guide to help you understand how to implement the settlement.

NZEI Te Riu Roa and NZSTA were consulted in the drafting of this document.

For more information or if you have any questions, please refer to the Ministry of Education [teacher aide pay equity settlement website](#) or talk to your representatives from NZSTA.

If you have general questions or feedback about the information, please email us TeacherAide.PayEquity@education.govt.nz

This guide is a living document and may be updated as required. The Ministry will keep you fully advised of any revisions.

It is intended to help Boards of Trustees, school principals and school administrators with the implementation of the settlement.

2 Teacher aide pay equity claim settlement

Key points in this section:

- The settlement applies to teacher aides and those doing the same or similar work, who are employed in state and state-integrated schools and kura.
- The new pay equity rates will range from \$21.20 to \$34.68 per hour and are effective from 12 February 2020.
- Teacher aides who frequently perform Tiaki duties will receive an additional \$2.59 per hour on top of their hourly rate.
- Teacher aides will start receiving the new pay equity rates in November 2020, but these will be backdated to 12 February 2020.
- You will receive additional pay equity funding to cover the increased cost of the settlement on 28 August 2020.
- The additional pay equity funding will be provided to you on an ongoing basis through regular Operational Grant instalments.

On 27 May 2020, the Ministry and NZEI Te Riu Roa signed the settlement. Teacher aides across the country endorsed the settlement and on 29 June 2020, NZEI Te Riu Roa members voted to accept a variation to the *Support Staff in Schools' Collective Agreement (CA)* that formalised the settlement outcomes.

2.1 Who is covered by the settlement?

The settlement applies to teacher aides and anyone who does the work described in the pay equity work matrix (work matrix) – even if the role is called something different, such as "learning assistant."

The tasks need to be student-facing and support the learning of a specific student or group of learners.

There could be other staff in your school, for example school coordinators, teachers, or an office administrator who may complete a task found in the work matrix. This settlement does not apply to them as they are not doing the regular and ongoing role/work of a teacher aide.

The settlement only applies to people employed in state and state-integrated schools and kura.

Who is not covered by the settlement?

The teacher aide settlement does not apply to:

private / independent schools

administration staff, science technicians, school coordinators, librarians, kaiārahi i te reo (as separate pay equity claims have been raised for these groups)

teacher aides working in kindergartens, or other early learning services.

Education Payroll will be seeking information from you to confirm which employees are doing the work of teacher aides, as described in the settlement.

2.2 Key elements of the settlement

New pay equity pay rates

The new pay equity pay rates will range from \$21.20 to \$34.68 per hour and are effective from 12 February 2020.

The additional pay equity funding will be provided to you on an ongoing basis through regular Operational Grant instalments, with the initial funding scheduled on 28 August 2020. It will include funding for the new pay equity rates and the revised Tiaki allowance and will be backdated to 12 February 2020.

Teacher aides, who have signed the new pay equity individual employment agreement (IEA)* or who are NZEI Te Riu Roa members will automatically receive the pay equity rates by 4 November 2020, backdated to 12 February 2020. You should offer an IEA to teacher aides who are not union members so that they can be paid the new pay equity pay rates, which will also be backdated to 12 February 2020.

Increases to Tiaki allowance

The settlement increases the Tiaki allowance to correct the sex-based undervaluation of remuneration identified during the investigation process.

Teacher aides who perform Tiaki duties on a frequent basis will receive an extra \$2.59 per hour on top of their hourly rate. For those who perform these duties occasionally, the allowance will increase from \$3.85 to \$4.81 per day, for days when the work is performed. On 27 November 2020, the frequent Tiaki rate will increase to \$2.67 per hour, and the occasional Tiaki rate will increase to \$4.95 per day (paid to teacher aides on 3 December 2020).

Professional learning and development opportunities

The settlement makes professional learning and development (PLD) opportunities for teacher aides more readily available. The pilot PLD fund will be boosted by \$1.5 million, to \$2.29 million from July 2020 to February 2022.

Certainty of hours

Teacher aides will also have more certainty around the hours they work. Permanently employed teacher aides will only be able to have their hours varied by a maximum of 25% in any 12-month period. Any variations greater than 25% would require the school to apply the surplus staffing provisions. Teacher aides and their school can still agree together larger or more frequent variations if it suits them both.

* [The new pay equity IEA is available on the Ministry website\(external link\)](#).

2.3 Longer-term steps for the teacher aide settlement

The Ministry, NZEI Te Riu Roa and NZSTA recognise that for teacher aides to provide the best support they can for our learners, there are broader workforce matters that need addressing.

We have agreed to longer-term joint work which includes:

a commitment to reviewing the way schools are funded for teacher aides
establishing a working group to explore career pathways and professional development for teacher aides.

Additionally, NZEI Te Riu Roa and NZSTA have agreed to look at the use of fixed-term agreements in schools and develop guidance for employers on the use of fixed-term agreements.

Payment for online hui

Teacher aides will be automatically paid the \$25 payment if they attended an online Zoom hui as part of NZEI Te Riu Roa's information campaign about the settlement. A schedule has been sent out by Education Payroll to collect information from you about attendance.

3 Implementing the new pay equity rates

Key points in this section:

- Teacher aides who are not NZEI Te Riu Roa members and therefore covered by the CA will need to sign the new IEA or join the NZEI Te Riu Roa to access the new pay equity rates.
- The new IEA is available on the Ministry website.
- We expect all teacher aides will be on the new IEA or covered by the CA by 18 September 2020.

NZEI Te Riu Roa members will automatically receive the new pay equity pay rates and backdated pay.

Teacher aides who are not covered by the CA need to sign the new IEA with their employing Board of Trustees to access the new pay equity rates or [join NZEI Te Riu Roa\(external link\)](#) to be covered by the CA.

[The new IEA is available on the Ministry website\(external link\)](#)

To make sure that all teacher aides receive pay equity rates by 4 November 2020, all non-union teacher aides should have had the opportunity to accept the new IEA with the new pay equity rates before 18 September 2020. You must advise Education Payroll when a new IEA has been signed.

Action for schools

Offer non-union teacher aides a new IEA and advise Education Payroll that it has been signed by 18 September 2020.

3.1 Board of Trustee responsibilities

In settling the pay equity claim made by NZEI Te Riu Roa, the Secretary for Education and NZEI Te Riu Roa have agreed on the rates for teacher aides that reflect pay equity. Teacher aides who are NZEI Te Riu Roa members will receive these rates automatically. Boards of Trustees need to offer the new IEA to all non-union members to ensure that all teacher aides have the opportunity to move to the new pay equity rates.

If these new pay equity rates are not offered, Boards of Trustees could be open to personal grievance claims laid against them on the basis of gender discrimination, or discrimination complaints under the Human Rights Act 1993.

4 Additional pay equity funding for schools

Key points in this section:

- You will receive ongoing additional pay equity funding as part of their Operational Grant instalments.
- We will assess the funding from teacher aide payroll data from the last full year (2019) and will complete a wash-up process once we have the 2020 payroll data.
- The first payment of the additional pay equity funding will be on 28 August 2020. This will be an estimate of what you require including funding for pay equity rates and Tiaki allowance backdated to 12 February 2020.

We will automatically translate every teacher aide from their previous CA pay scale to the new pay equity pay scale. This is a point to point translation following the translation rules of the settlement.

We will fund the point to point translation from the current CA pay step rate to the new pay equity rate for each teacher aide. This section outlines what funding you will receive, funding timing and how it will be delivered.

The additional pay equity funding, calculated using estimated data, will cover the new pay equity rates and Tiaki allowances backdated to 12 February 2020. You will receive this on 28 August 2020.

We will calculate adjustments to this funding in a wash-up process paid on 1 October 2020 and 1 April 2021 to cover any changes between the original estimate and your actual 2020 payroll data.

This additional pay equity funding will continue on an ongoing basis, paid at the same time as your quarterly Operational Grant instalments.

4.1 Automatic translation to the new pay equity pay scale

We will calculate your additional pay equity funding by translating teacher aides from the previous pay CA scale to the new pay equity pay scale. This is a point to point translation following the translation rules of the settlement. Point to point means that teacher aides will be transferred from their current point on the CA pay scale to the equivalent point on the pay equity pay scale.

For example, those on CA pay scale grade A, step 4 will translate to pay equity pay scale grade A, step 3.

CA pay scale grade A, step 4 will translate to pay equity scale grade A

[Section Six – Translating to the new pay equity pay scale](#) explains how the point to point movement works for teacher aides who started their role before 29 November 2019, and for those who started on or after 29 November 2019. The difference in your school's point to point translation will be the basis of your ongoing funding in this settlement, to make sure you have sufficient funding to pay the new pay equity rates.

4.2 Additional pay equity funding calculation

To estimate the additional pay equity funding your school needs, we need to use payroll data that covers a full year. As the last full year of data is 2019, we will use this data to estimate the initial additional pay equity funding that your school will require. This is similar to the information we used to work out additional funding in the non-teaching staff CA in November 2019.

We will be using anonymised payroll data for all teacher aides employed at schools during 2019. The data includes grade, step, days in the role, total paid hours, Tiaki allowances paid, and base salary rate.

Education Payroll will request additional information from you about your teacher aides who perform Tiaki work.

We know this will be an estimate and that this data may not represent current teacher aides employed by your school or the hours that they will work in 2020. However, this means that we can provide you with some funding towards the cost of the settlement sooner. We will complete a wash-up exercise to make additional payments in 1 October 2020 and 1 April 2021, so we can adjust for the actual teacher aides employed by your school or the hours worked in 2020.

Calculating the additional pay equity funding

The rate effective from 29 November 2019, is called the [non-teaching staff pay rate](#), and the rate effective from 12 February 2020, is referred to as the pay equity rate.

The additional pay equity funding will be calculated based on the difference between the pay equity rate, and the non-teaching staff pay rate, multiplied by the total hours paid. You will receive the first payment on 28 August 2020. This payment will also include the estimated amount of funding you need for the settlement until the end of the 2020 school year.

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Schools already received funding for the change between the non-teaching staff pay rate and the pay rates applicable prior to November 2019 settlement in March 2020. We are continuing to provide this funding to you in Operational Grant instalments.

For new schools that opened during 2020, we will estimate your teacher aide pay equity funding based on an existing school of a similar type, including location, number of learning support students and size. This estimate will be adjusted during the wash-up process.

Schools which don't use Education Payroll

If you don't pay your teacher aides through the central Education Payroll system, we will use information already collected from you about the teacher aides you employed in 2019 to calculate the additional pay equity funding. However, we will need further information about what was paid to teacher aides for the Tiaki allowance under the CA. We will contact you to obtain this information.

We will continue to collect information from schools who don't pay their teacher aides through Education Payroll so that we can correctly calculate the additional pay equity funding.

4.3 Ongoing funding

We will support you with ongoing funding to meet the increased pay equity costs for teacher aides directly arising from the settlement. This includes:

funding for the increase between the non-teaching staff pay rate and the new pay equity pay rate backdated to 12 February 2020 (additional funding)
funding for additional annual progression which arises from the settlement (such as teacher aides who were previously in grade B, and are now able to progress over time to the top of grade B-C (additional funding)
the 1.8% increase to the 2020 Operation Grant funding (already provided)
additional funding to meet CA costs (non-teaching rate costs) in excess of 1.8% (already provided).

On 27 November 2020, the pay rates for teacher aides will increase by another 3% as part of the 2019 CA settlement. We will provide you with additional funding to cover this increase.

We know that schools receive funding from different sources to employ teacher aides, such as:

Ongoing Resourcing Scheme (ORS)
English as a Second Language (ESOL)
Resource Teachers: Learning and Behaviour (RTLb)
Schools' Operational Grant (adjusted annually)
School Donations Scheme
Local fundraising
From other agencies, e.g. Ministry of Health, Ōranga Tamariki, Ministry of Social Development and Accident Compensation Corporation

We will provide pay equity funding for all teacher aides regardless of the funding source. The settlement has no direct impact on these sources of funding.

We are talking to other agencies to let them know about the settlement and the new pay equity rates, but this does not guarantee that other agencies will change their funding. If you have questions about the teacher aide funding that you receive from another agency, please contact them directly.

If you have enrolled verified students under the Ongoing Resourcing Scheme (ORS) and the School High Health Needs Fund (SHHNF) Schemes, you may receive a learning support teacher aide (LSTA) contribution to help meet the cost of teacher aide rates. This is funded through learning support.

From 1 July 2020, this hourly rate has increased from \$18 per hour to \$19 per hour.

4.4 Timing of funding

You will receive funding for this settlement at three points:

Out of cycle payment: 28 August 2020

On 28 August 2020 you will receive the first payment based on estimated 2019 data. It will include the funding you

need for the settlement until the end of the 2020 school year. This payment will include funds for the backdated pay equity rate increase (including holiday pay) and the new Tiaki allowance.

We know that this estimate may not accurately represent the current teacher aides employed by your school, or the hours that they worked in 2020.

Interim wash-up 2020: 1 October 2020

In October, we will do an interim wash-up process using the available 2020 payroll data to re-estimate your required funding based on the teacher aides employed in the first six months of 2020, and the hours that they actually worked. This is to ensure that you have sufficient funding to cover the costs when the payroll changes are implemented in November 2020.

If you do not receive sufficient funding you will receive an additional payment as part of this process. If funding is overestimated, your school will not receive any additional funding.

Final wash-up 2020: 1 April 2021

We are unable to accurately calculate your total funding until the 2020 year is finished. In early 2021, we will do a calculation to confirm whether you are entitled to additional funding above the estimated August 2020 payment and interim wash-up completed in October 2020. If you do not receive sufficient funding you will receive an additional payment as part of this process. If funding is overestimated, your funding for the following year will be reduced.

4.5 Funding monitoring

The new pay equity rates will apply to all eligible teacher aides, who are either covered by the CA or who have signed the new IEA.

We will monitor what schools pay their teacher aides. If schools do not pay staff the new pay equity rates, they will be in breach of their contractual obligations, and we will cease to provide settlement funding.

4.6 Employees with multiple roles

*This applies to all teacher aides regardless of start date.

If an employee is performing two different and separate roles, such as a teacher aide and an administrator, you should split these into different roles.

You should make sure that your staff have:

Job descriptions / written requirements that outline the skills, demands and responsibilities outlined in each of the different roles.

A letter of offer that clearly defines the different roles, hours allocated to each and the corresponding pay rates (including Tiaki allowance, if applicable).

Accepted an IEA (if not a NZEI Te Riu Roa member) that clearly outline the different roles, hours allocated to each role and the corresponding pay rates (including Tiaki allowance, if applicable).

You need to ensure this is correctly set up before teacher aides are moved to the pay equity pay rates.

For more information on preparing job descriptions, letters of offer and outlining roles in an IEA, schools should contact NZSTA - eradvice@nzsta.org.nz or call 0800 782 435 (option 2).

Case study

Rose | 10 hours teacher aide – 10 hours librarian

Rose is working 10 hours as a teacher aide and 10 hours as the librarian. She will have separate job descriptions for each role. For her 10 hours as a teacher aide, she will be set up with the teacher aide designation code. For the 10 hours as a librarian, she will be set up under the librarian designation code.

If she is required to perform any Tiaki duties during her work as a teacher aide, she can claim the relevant teacher aide Tiaki allowance. If she needs to perform Tiaki duties during her work as the librarian, the previous dirty work allowance applies.

Action for schools

Provide Education Payroll with requested information about the teacher aides working in your schools and the Tiaki allowance.

Case Study

Hazel | Grade B, step 7 > Grade B-C, step 4

Before 29 November 2019, Hazel was on grade B, step 7 earning \$19.48 per hour. Following the 29 November 2019 CA settlement, her pay increased to \$21.15 per hour. The pay equity settlement sees her translated to pay equity grade B-C, step 4 earning \$25.21 per hour from 12 February 2020 (paid to teacher aides in November). From 27 November 2020, she will receive a further 3% increase as part of the 2019 CA settlement (paid to teacher aides on 3 December 2020).

	Prior to 29 Nov 2019	From 29 Nov 2019	From 12 Feb 2020	From 27 Nov 2020 (3% increase)
Teacher aide's hourly pay rate	\$19.48	\$21.15	\$25.21	\$25.97
How is the funding (per hour) comprised:				
School contribution from their Operational Grant, or other funding sources.	\$19.48			
School contribution as a result of the 1.8% increase to schools' Operational Grant in 2020.		\$0.35		
Ministry contribution for the increase pay rates from the 2019 CA settlement.		\$1.32		
Additional pay equity funding from the Ministry (backdated to 12 February 2020).			\$4.06	
Additional funding from the Ministry for the 3% increase to rates as a result of the 2019 CA settlement.				\$0.76

This funding example only applies up to 31 December 2020.

5 Tiaki allowance

Key points in this section:

- The settlement creates two types of Tiaki allowance frequent and occasional.
- Frequent – teacher aides who perform Tiaki duties at least once per day on average will receive an additional \$2.59 per hour on top of their hourly rate.
- Occasional – teacher aides who perform Tiaki duties occasionally will receive a Tiaki allowance of \$4.81 per

incident (can be claimed up to once a day).

Teacher aides can be required to provide personal care by cleaning up a student soiled with bodily fluids as part of their role, either frequently or occasionally. Currently, teacher aides (and other support staff) receive an allowance of \$3.85 per incident, to a maximum of once per day for doing this work.

As part of the settlement, there will now be two types of Tiaki allowance for teacher aides:

- Frequent
- Occasional

In a teacher aide role, you can only receive one type of Tiaki allowance, not both at the same time.

Frequent

Teacher aides who perform Tiaki duties at least once per day on average (or up to five times per week) will receive an extra \$2.59 per hour on top of their hourly rate.

Teacher aides will receive this hourly allowance even if on a certain day they do not have to perform this work (e.g. the student is absent from school).

The new hourly allowance is set at 10% of the step 5 pay rate of the B-C grade. This allowance will increase as the rate of step 5 of the B-C grade changes. On 27 November 2020, the rate will increase to \$2.67 per hour.

Occasional

For teacher aides who are required to perform Tiaki duties occasionally, the current allowance of \$3.85 per incident (up to once per day) will be increased by 25% to \$4.81 per incident (up to once per day). On 27 November 2020, the rate will increase to \$4.95 per day.

Teacher aides cannot claim this allowance on days when they do not perform Tiaki duties.

This 25% reflects the average increase to teacher aide rates as a result of the settlement.

The new Tiaki provisions will apply to teacher aides only. For other support staff, the existing Dirty Work allowance of \$3.85 per day remains in place.

Case Study

Lyn | Caring for a student with high medical needs

Lyn is looking after a student with high medical needs. Most days, she needs to help her with toileting. Lyn will receive the frequent Tiaki allowance of \$2.59 per hour in addition to her hourly pay rate. She will also receive the allowance on days the student is not at school, and she helps with other work. The allowance should be set up as a regular payment along with her usual pay. Information will be provided on how to do this through Education Payroll.

Case Study

Alex | Occasional support with Tiaki duties

Alex works at a primary school and assists with a numeracy programme. Some days one of the children needs toileting help. Alex is entitled to receive an additional allowance of \$4.81 on the days he helps perform this Tiaki care. The school will need to claim this by timesheet.

Action for schools

Education Payroll will seek information from schools about your teacher aides who perform Tiaki duties – whether they perform these frequently or occasionally.

6 Automatic translation of existing teacher aides to the new pay equity scale

Key points in this section:

- Teacher aides will be automatically translated to the pay equity pay rates by Education Payroll.
- There are two different translation rules depending on when a teacher aide started their role - those who started before 29 November 2019, and those who started on or after 29 November 2019.
- Teacher aides will automatically translate from the previous CA pay scale to the new pay equity pay scale, following the translation rules in the settlement.
- Education Payroll has contacted you regarding information about your teacher aides. This information is important to ensure your employees are translated correctly.
- Everyone who is covered by the settlement needs to be given a teacher aide code in Education Payroll in order to be translated.

We will automatically translate every teacher aide who is a NZEI Te Riu Roa member from the CA pay scale to the new pay equity pay scale. Teacher aides who are not members of the NZEI Te Riu Roa will be translated when their IEA is received.

This is a point to point translation; meaning teacher aides will be translated from their current point on the CA pay scale to the equivalent point on the pay equity pay scale.

6.1 Determine which pay scale applies

There are two different translation rules based on start date

There are two different translation rules based on start date.

After the CA settlement in November 2019, teacher aides were offered the 2019 pay rate of \$21.15 per hour, or a 3% increase if they were earning more than this.

This had the effect of collapsing the existing CA pay scale, particularly in grade A and B.

The new pay equity pay scale opens up this collapsed CA scale and acknowledges the varying levels of experience within the teacher aide grades.

For this reason, for those employed before 29 November 2019, the step they were on before the 2019 CA settlement is used in the translation.

For teacher aides who started in their role on or after 29 November 2019, the pay rate will translate to the corresponding pay equity rate for the step they are employed on.

Comprehensive pay equity pay scale

6.2 Teacher aides who started in their role before 29 November 2019

Teacher aides employed in their role before 29 November 2019 will be translated using the table below (using the step they were on in 29 November 2019).

Pay equity pay scale for teachers employed in their role before 29 November 2019

To work out the point to point translation, Education Payroll will look at the teacher aide's current grade and step, and convert them to the equivalent grade and step on the new pay equity pay scale.

In some instances, two or more steps may merge into a new step on the pay equity scale, including:

CA grade A, step 1 and 2 translates to pay equity grade A, step 1

CA grade B, step 8 and 9 translate to pay equity grade B-C, step 5 (unless they have been on grade B, step 9 who have been on that step for two years or more, as outlined below)

CA grade C, step 13 and 14 translate to pay equity grade B-C, step 10

Teacher aides paid within grade D range of rates will translate to the step closest to their current pay rate on the pay equity pay scale grade D steps 2 to 6, provided the rate is equal to, or higher than their current rate.

The exception to the point to point translation is teacher aides on grade B, step 9 who have been on that step for two years or more. These teacher aides will translate to pay equity grade B-C, step 6, unless you advise the teacher aide (before 14 August) that their role remains solely within grade B of the work matrix. In this case, they translate to pay equity grade B-C, step 5. Include this information in the teacher aide spreadsheet you send to Education Payroll by August 20. It is best practice for you as the employer, to keep a copy of this advice in the employee's personnel file.

Point to point translation examples:

CA grade A, step 3 translates to grade A, step 2

CA grade A, step 3 translates to grade A, step 2

CA grade C, step 11 translates to grade B-C, step 8

CA grade C, step 11 translates to grade B-C, step 8

CA grade C, step 13 and step 14 translate to grade B-C, step 10

CA grade C, step 13 and step 14 translate to grade B-C, step 10

Case Study

Sela | Grade B, step 9 > Grade B – C, step 6

Sela is on grade B, step 9 and has been on the step for four years. Her school considers that her work means that she should progress to grade C. Her school does not need to notify Sela or Education Payroll, and she will translate automatically to grade B-C, step 6.

Case Study

Reshma | grade B, step 9 > Grade B-C, step 5

Reshma is on grade B, step 9 and has been on this step for three years. Her school looks at the work she is doing and decides it remains solely within the skills, demands and responsibilities set out in grade B of the work matrix. Before 14 August, the school talks to Reshma about the fact her work remains in grade B and notifies Education Payroll by 20 August 2020. Reshma translates to grade B-C, step 5.

6.3 Teacher aides who started on or after 29 November

Teacher aides who started on or after 29 November will be translated using the following pay scale.

Pay equity pay scale for teacher aides who started on or after 29 November

Point to point translation examples:

Grade A, step 1 translates to grade A, step 1

Grade A, step 1 translates to grade A, step 1

Grade B, step 1 translates to grade B-C, step 1

Grade B, step 1 translates to grade B-C, step 1

Grade B, step 2 translates to grade B-C, step 5

Grade B, step 2 translates to grade B-C, step 5

Grade C, step 5 translates to grade B-C, step 9

Grade C, step 5 translates to grade B-C, step 9

Grade D, step 7 translates to grade D, step 1

Grade D, step 7 translates to grade D, step 1

Grade D range of rates will translate to the closest step in grade D steps 2 to 6, provided the rate is equal or higher than their current rate

Grade D range of rates will translate to the closest step in grade D steps 2 to 6

7 Appointment of a new teacher aide

When the Ministry, NZEI Te Riu Roa and NZSTA investigated the teacher aide pay equity claim, we gathered information about teacher aide work and used this to develop the work matrix table.

This matrix has four grades (A, B, C, D) showing the most common skills, responsibilities and demands that fall under three broad areas of teacher aide work:

- General support (classroom/academic)
- Additional support (e.g. behavioural, high health or pastoral)
- Te Ao Māori - acknowledging the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand, all students should have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

The work matrix sets out the most common skills, responsibilities and demands that apply to teacher aides for each of the grades. The grade a teacher aide is on will determine their pay rate.

When creating a new teacher aide role, you should assess the job description against the skills, demands and responsibilities outlined in the work matrix table to assign the grade and step. A teacher aide will be placed in the grade that reflects the highest skills, demands or responsibilities performed regularly and on an ongoing basis in their role. The teacher aide doesn't have to do every activity in a grade or across all the three broad areas in order to be within it.

If a teacher aide performs a role that mainly requires skills, demands, and responsibilities within grade A, but also performs on a regular and ongoing basis skills, demands, or responsibilities from grade B, then grade B would apply to them. You will need to consider what makes up the majority of the role, and not the things that are a one-off or isolated event.

When considering the three broad areas of work, the role may include all three of the criteria (general support, additional support, te ao Māori), a blend of two, or it may be covered in just one of the criteria, for example, te ao

Māori. In other words, if a teacher aide does one skill, demand or responsibility in a higher grade on a regular and ongoing basis, they need to be graded in the higher grade.

A teacher aide can be placed on any step within the applicable work matrix grade. When determining the step consider any particular skills and qualifications held by the teacher aide as well as any previous relevant paid or unpaid work experience.

Note: Unlike the CA pay scale, printed rates apply unless the teacher aide is already at the top step in the grade. In other words, if a teacher aide can move up a step within a grade, a school cannot pay them a salary loading (SALO) on top of the printed rate for that step. If you wish to pay more, you should move the employee to a higher step.

When a teacher aide reaches the top step of a grade, you can apply a SALO if you choose to pay above the maximum printed rates which apply to that grade.

Note: you should not move employees to a higher grade in order to pay them more. You should move them to the highest step in the grade to which their work in the work matrix applies, and then apply a SALO instead. Employers should contact NZSTA for any questions around new appointments of teacher aides on eradvice@nzsta.org.nz or call 0800 782 435 (option 2).

Case Study

Marie | Grade B-C

A school needs a teacher aide to help a student with specific health needs. The core of the role is taking responsibility for a range of physical care that requires precision in handling. This places the role in grade B.

Marie is the best candidate for the role. She also has a Samoan background and speaks Samoan fluently. She offers to organise the annual Samoan language week.

This will involve her taking leadership in creating cultural performances and workshops (skills described in grade D). However, as this is a one-off event rather than regular and ongoing, she is offered a role in grade B-C.

Case Study

Hana | Grade A > Grade B-C, step 6

The school needs a teacher aide to work with a small group of students on literacy skills using EarlyWords. In the job description, they say they need someone who can prepare resources independently and who will collaborate with other teacher aides. These skills sit within grade A.

The school interviews Hana. She is a standout candidate and has a strong relationship with many Māori community groups.

The school wants Hana to speak te reo Māori when representing the school in the community on a regular and ongoing basis (a skill outlined in grade C). While part of Hana's role is in grade A, her regular and ongoing work in te reo Māori means she will be placed in grade B-C, step 6.

Case Study

Case study icon

School seeking teacher aide

A school is looking for a teacher aide to assist a student with learning support needs. The new teacher aide will be responsible for the student's behavioural needs, execute occupational therapy programmes as prescribed by a specialist and help with toileting on a regular basis.

The school develops a job description and checks the work matrix for which grade the role should sit. While the teacher aide can be expected to help out with other tasks, the majority of the ongoing skills, demands and responsibilities sit in grade B.

As they are expected to help with toileting on a regular basis they will also receive the regular Tiaki allowance of \$2.59 per hour worked.

8 Progression through the pay equity scale

The settlement provides a process for automatic point to point translation from the previous CA pay scale to the new pay equity pay scale. This translation looks at the teacher aide's current step and grade and draws a line across the table to the corresponding step and grade in the new pay equity table.

One of the features of the settlement is the creation of the new B-C combined grade in the pay equity pay scale. Teacher aides can now progress throughout B and C within the new B-C grade unless the employer considers their work remains solely within grade B. This new merged B-C grade was designed to create opportunities for progression and reduce the potential for grading issues.

A teacher aide may request their employer reconsider their progression and has the right to representation at any stage. Clause 3.9 of the CA still applies if a teacher aide raises an issue about the appropriateness of their grade or if the employer reviews the responsibilities of the role and decides a change of grade is required.

You should seek advice from NZSTA about the annual review process by contacting gradvice@nzsta.org.nz or call 0800 782 435 (option 2).

Progressing through steps

From 1 January 2021, teacher aides will continue to progress annually (on the anniversary of their appointment) through the steps within their assigned grade unless the employer takes action to stop it.

If you think a teacher aide has not met the standard outlined in their job description/written requirements for the position, you need to talk to the teacher aide about this at least two months before the date of their annual review.

Progressing through grades B and C

Teacher aides can move within the new B-C grade. However, the movement from B-C step 5 to B-C step 6 is assessed against the skills outlined in the work matrix.

From 1 January 2021, a teacher aide who has been on B-C step 5 (the highest step of the B grade) for at least 12-months, will progress to step 6 unless you think their role remains solely within grade B. The employer must discuss this with the teacher aide at least two months before the date of their annual review.

9 Changes to grades

The settlement does not require a review of all teacher aide roles and pay grades. Most teacher aides will be automatically translated to the correct point on the new work matrix under the translation rules agreed as part of the settlement.

With the point to point translation, the large majority of teacher aide roles will be placed into the correct grade under the work matrix. However, in rare circumstances, some teacher aides might have been doing work before the settlement that now falls into a higher grade on the matrix.

This is separate from the times when you need to think about how your teacher aides are graded and consider if any changes are required.

For example:

- during the usual performance review process
- after giving a teacher aide more responsibility
- where the teacher aide requests a review of their grade

Please note, if these occur after 12 February 2020 they are not considered part of the settlement.

Annual performance reviews

Every year, you should set up a meeting with your teacher aides to discuss their role and performance. This is an opportunity to ensure their job description/ written requirements are up to date and accurately reflects their role and placement in the work matrix.

You can seek advice from NZSTA about good practice for the annual performance review process.

After giving a teacher aide more responsibility

If you have asked your teacher aide to perform work requiring a higher level of ongoing responsibility as described in

the work matrix, you will need to consider if this affects their grade.

If you determine that the point to point translation does not reflect the work done by a teacher aide according to the new work matrix, you will need to update EdPay or submit a NOVO22nt form to reflect the correct grade.

Changes to grades as a direct result of the settlement

There may be a small number of teacher aides who feel that their current grade doesn't reflect their role within the new work matrix.

Clause 3.9 of the CA applies if a teacher aide raises an issue about the appropriateness of their grade or if the employer reviews the responsibilities of the role and decides a change of grade is required.

If a teacher aide requests a review of their grade, you should assess the job description against the skills, demands and responsibilities outlined in the work matrix table to determine if the grade is appropriate for the work performed. Working across each grade in the matrix, a teacher aide should be placed in the grade that reflects the highest skills, demands or responsibilities performed both regularly and on an ongoing basis.

You can seek advice from NZSTA about good practice for job evaluation and grading against the work matrix.

Additional funding

Applications for additional funding for teacher aides who were regraded as a direct result of the settlement closed on 30 November 2020.

Applications will be assessed against the criteria and we will notify you of the outcome of your application. Incomplete applications will be returned and will not be assessed. If your application is successful you will receive additional funding as part of your 1 April 2021 operational grant instalment. Funding will be available from the effective date of the new grade as agreed between the employer and teacher aide.

If your application is declined you have the right to request we reconsider your application, the process to do this will be outlined in the letter of decline.

Assessment criteria

The following criteria will be used to assess eligibility for funding to cover exceptional translation costs:

1. the teacher aide was completing the work in question before the date of settlement (12 February 2020)
2. the teacher aide was correctly graded on the Support Staff in Schools' Collective Agreement positions element table (clause 3.4) before 12 February 2020
3. the skills/demands/responsibilities needed in the teacher aide role are regular and ongoing
4. the work falls into a higher grade as a direct result of the new work matrix

If you require assistance we recommend you seek advice from NZSTA who can be contacted at eradvice@nzsta.org.nz or on 0800 782 435 (option 2).

10 Variation of hours

Key points in this section:

- The settlement sets limits on the variation of hours for permanent teacher aides.
- Hours can only be varied by a maximum of 25% in any 12-month period.
- Any variation greater than 25% requires you to apply the surplus staffing provisions.
- This does not apply to fixed-term staff as their hours are fixed in their contract.

Before the settlement, permanent teacher aides could have their hours of work increased or reduced by their employer once every 12-months. There were no restrictions to the number of hours a teacher aide could have their hours varied and not be entitled to surplus staffing provisions.

Permanently employed teacher aides can now have their hours varied by a maximum of 25% in any 12-month period. Any variations greater than 25% require the employer to apply the surplus staffing provisions. This does not apply to teacher aides on fixed-term employment agreements, as their hours are fixed by the terms of their fixed-term agreement.

Teacher aides and employers can still together agree on larger or more frequent variations if mutually agreed.

You should seek advice from NZSTA before applying the variation of hour's clause or considering a surplus staffing process to make sure they are following the correct process

You can contact NZSTA by emailing eradvice@nzsta.org.nz or calling 0800 782 435 (option 2).

11 Access to professional learning and development

Key points in this section:

- The settlement provides teacher aides with easier access to professional learning and development (PLD) opportunities.
- The fund supports claims of up to \$1,500 (there is an additional allowance for travel and accommodation).
- The PLD fund does not pay for a relief teacher aide but pays the wages of teacher aides to undertake PLD regardless of when this occurs.
- Where possible, funding should be used for PLD in term breaks or outside a teacher aide's work hours.

A new pilot fund provides easier access to professional development opportunities that build capability in the teacher aide workforce.

The pilot fund will assess interest for this support as well as the types of PLD which could be funded long-term.

The pilot fund will pay for:

- course fees
- the teacher aide's wages

- approved expenses related to attending PLD.

Criteria

This pilot fund supports the development of teacher aide skills and knowledge in ways that contribute to the vision of the school, and students' needs. The PLD must:

- contribute to the teacher aide's capability to improve student wellbeing, or
- improve the teacher aide's cultural capability, or
- help the teacher aide increase their ability to support students.

After talking to their supervisor, teacher aides can apply to attend a course via a simple online application. The teacher aide and their Principal will be notified when the application has been approved.

Once the course is finished, the school should invoice the Ministry for course costs, attendance costs, travel and accommodation.

The pilot fund pays for PLD offered by private providers, polytechnics, universities, schools, or clusters of schools. PLD that is in, or across schools, is equally as valid as courses provided by an external provider. The pilot fund covers both face-to-face, distance or online delivery.

The pilot fund will support claims up to \$1,500 per teacher aide. There is an additional allowance, of up to \$500, for travel and accommodation for teacher aides who meet the isolation eligibility criteria.

The pilot fund does not pay for a relief teacher aide. It pays the wages of teacher aides to undertake PLD, regardless of when this occurs. As the cost of a teacher aide's wages is reimbursed by the pilot fund, you will not face any financial obstacle to pay for a relief teacher aide during school hours, should that be necessary.

Wherever possible, this pilot funding should be used for PLD in term breaks and the Christmas and New Year break, or otherwise outside a teacher aide's work hours. You should make a note in payroll if any leave is taken for PLD.

For more information please go to: capability.education.govt.nz/teacher-aide-pld/ ([external link](#))

Action for schools

Let your teacher aides know how they can access funding for professional learning and development opportunities and support them with the application.

12 Implementation timeline

IMPLEMENTATION TIMELINE

27 May	Teacher aide pay equity settlement signed
June	Settlement endorsed by teacher aides throughout New Zealand
29 June	Ratification of a variation to the CA with the settlement outcomes by NZEI Te Riu Roa members.
14 August	Schools to advise teacher aides whether they should remain on grade B, step 5
20 August	Schools to return spreadsheet which provides information about their teacher aides to Education Payroll
28 August	Schools receive first instalment of additional pay equity funding, backdated to 12 February 2020
18 September	Schools are expected to have non-union member teacher aides signed up on new IEA and have advised Education Payroll
October	Schools receive initial wash-up funding
4 November	Teacher aides receive new pay-rates backdated to 12 February 2020
3 December	Teacher aides (along with other support staff) receive an additional 3% pay rise effective from 27 November 2020
April 2021	Schools receive final wash-up funding

13 Further information

For more information or if you have any questions, please refer to the Ministry of Education [teacher aide pay equity settlement website\(external link\)](#) or talk to your representatives from NZSTA.

If you have general questions or feedback, please email TeacherAide.PayEquity@education.govt.nz.

The Ministry contracts NZSTA to provide employment advice to schools including on employment agreements. Their Advisory and Support centre can be reached at eradvice@nzsta.org.nz or 0800 782 435 (press option 2).

Useful links

We will continuously update this document and our website: [Teacher aides](#)

[Support Staff in Schools' Collective Agreement \(New Section 3A\)](#)

[\(external link\)Job Description Template at NZSTA\(external link\)](#)

[Job application template at NZSTA\(external link\)](#)

[Individual employment agreement\(external link\)](#)

[New Zealand School Trustees Association \(NZSTA\)\(external link\)](#)

[NZEI Te Riu Roa\(external link\)](#)

[Teacher aid PLD pilot fund webpage\(external link\)](#)

[The Teacher Aide Pay Equity Claim Evidence report\(external link\)](#) [PDF, 3.8 MB]

Fact sheets

[Pay equity and the teacher aide claim factsheet\[PDF, 244 KB\]](#)

[New Work Matrix for teacher aides and pay equity rates fact sheet\[PDF, 428 KB\]](#)

[Tiaki allowance fact sheet \[PDF, 307 KB\]](#)

[Variation of hours fact sheet \[PDF, 439 KB\]](#)

[Professional Learning and Development \(PLD\) fact sheet \[PDF, 364 KB\]](#)

[Longer term work fact sheet \[PDF, 174 KB\]](#)

[Teacher aide pay equity settlement agreement \[PDF, 1.2 MB\]](#)

14 Glossary

Anniversary date

The date marking a calendar year (or years) since an employee started employment.

Education Payroll Limited

Education Payroll Limited is responsible for paying around 97,000 teachers and support staff.

Education Payroll operates an online payroll service for schools called EdPay. For the purpose of clarity in this document, we have called all payroll-related services Education Payroll.

Effective date of review

The date of an annual performance review.

Funding wash-up

Once 2020 data is available, the Ministry will recalculate the initial pay equity funding for schools to determine whether schools have been overpaid or underpaid.

We will monitor what schools pay their teacher aides. If schools do not pay staff the new pay equity rates, they will be in breach of their contractual obligations, and we will cease to provide settlement funding.

Gender pay gap

The gender pay gap is a high-level indicator of the difference between women and men's earnings. It compares the median hourly earnings of women and men in full and part-time work.

Initial pay equity funding

Initial pay equity funding is the funding schools will receive on 28 August 2020.

It is calculated based on the difference between the pay equity rate and the non-teaching staff rate and multiplied by the total hours paid.

Non-teaching staff pay rate

The pay rate effective from 29 November 2019, outlined in the previous collective agreement.

New Zealand School Trustees Association (NZSTA)

NZSTA is a membership-based national organisation representing the interests of its member board.

NZSTA provides a range of services free to all school boards to support and enhance boards' capability in governance and employment.

NZEI Te Riu Roa

The union which represents teacher aides employed by state and state-integrated school boards.

Pay equity

People being paid the same for doing work of equal value. While two jobs may look very different from each other, they may have skills, responsibilities and experiences which are the same or similar and considered of 'equal value'.

Pay equity rates

Pay rates included in the teacher aide pay equity pay scale.

Pay equity principles

A joint working group was set up to create a set of pay equity principles to guide the raising and resolving of pay equity claims. These principles are based on good faith, in line with New Zealand's employment relations framework.

Point to point

Point to point means that teacher aides will be translated from their current point on the CA pay scale to the equivalent point on the teacher aide pay equity pay scale.

Positions element table

A table outlining skills, responsibilities and duties in the previous CA.

Professional learning and development (PLD)

Opportunities for learning that support the teacher aide's development of skills and knowledge in their role.

These could be through courses, workshops, seminars, or on the job training. These may be offered in school, in Kāhui Ako (Community of Learning), by private providers, polytechnics, universities, or clusters of schools.

SSSCA

Support Staff in Schools' Collective Agreement.

Teacher Aide Pay Equity Claim (TAPEC)

In June 2016 NZEI Te Riu Roa (the union which represents teacher aides), notified the Secretary for Education that because teacher aides are mostly women, their work is likely to be undervalued and underpaid.

The union claimed that this undervaluation meant that their pay rates were unlikely to represent the true value of their work because they were affected by gender-based discrimination, contrary to the Equal Pay Act (1972).

The Secretary for Education and NZEI Te Riu Roa entered into a joint process with the support of the NZSTA to examine the pay equity claim in July 2017. NZSTA represents school boards who employ teacher aides.

The conclusion of the investigation was that teacher aides' pay suffered from gender-based undervaluation and needed to be corrected. NZEI Te Riu Roa and the Ministry entered into a settlement that acknowledges the value of the skills, responsibilities and demands of teacher aide work.

Teacher Aide Pay Equity Settlement

The settlement resolves the TAPEC claim, provides for pay equity and corrects the identified undervaluation of teacher aides. The terms of the settlement are a recognition of the skills, responsibilities, conditions, demands and degrees of the effort of teacher aide work.

The settlement recognises the significant contribution that teacher aides make to the personal, social and educational outcome of the students they work with.

Tiaki duties

Formally 'dirty work' where a teacher aide is required to clean up a student soiled with vomit, excreta, urine or blood (other than blood associated with minor cuts and abrasions and minor nose bleeds) as part of their duties.

Teacher aide

All employees who routinely perform the work set out in the work matrix table.

Work matrix

The work matrix sets out the most common skills, responsibilities and demands that apply to teacher aides for each of the grades. The grade, together with the step they are placed on, will determine a teacher aide's pay rate.

See Appendix A.2 for a copy of the work matrix.

Appendix

A.1 Complete pay rate scale

Teacher Aide Pay Rates

A.2 Pay Equity Work Matrix

	General support	Additional support	Te Ao Māori
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	General support	Additional support	Te Ao Māori
Grade A	<p>Follows structured programmes, lesson plans and activities</p> <p>Works with students under teacher supervision on a set variety of standardised and specified tasks e.g. Early Words, SRA reading programme.</p> <p>Assists students to stay on task.</p> <p>Monitors and observes students and acts to build trusting relationships with students and colleagues.</p> <p>Responsible for own work under regular supervision although may show others how to perform tasks as part of their orientation.</p> <p>Collaborates with others in their team.</p> <p>Prepares resources required by the class e.g. photocopying, laminating, paint preparation.</p> <p>Respects and accommodates language, heritage and cultures in a multi-cultural environment.</p>	<p>Supports learner's well-being, health and safety</p> <p>Primary responsibility of the role is the health and safety of a student/s and may perform simple tasks related to feeding, personal hygiene and/or monitoring and observing these students inside or outside the classroom.</p>	<p>Developing</p> <p>Requires some familiarity and ability to function on an informal basis in a Māori cultural context AND/OR</p> <p>Respects, accommodates and has some basic knowledge of Māori language/pronunciation, culture, beliefs, values and heritage and an interest and commitment to further develop their reo.</p>
Core skills will include: listening, patience, empathy, encouraging and resilience.			

	General support	Additional support	Te Ao Māori
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	General support	Additional support	Te Ao Māori
Grade B	<p>Follows structured programmes but can make minor adaption and creates activities</p> <p>Works with individual students and small groups delivering a range of subjects and topics OR works more in depth in a single or limited range of subjects.</p> <p>Will make minor adaptations to lesson plans and resources to ensure learning objectives are achieved and in response to individual student needs. Designs activities to supplement programmes.</p> <p>Supports inclusion in school and amongst peers and takes appropriate action to support students' wellbeing. Has more day to day independence although will have regular conversations with colleagues.</p> <p>Has occasional supervisory responsibility for other employees, parent help or volunteers.</p> <p>Uses a language other than English in daily conversations to provide assistance or respond to needs.</p> <p>Uses multi-cultural knowledge to guide students and colleagues or develop rapport.</p>	<p>Directly supports students with specific health, behavioural and/or other needs</p> <p>Provides direct support for specific health, behavioural and/or other needs of student/s in order to enhance the student's ability to integrate, improve, be independent and participate more fully in the school</p> <p>Implements behavioural, physiotherapy, and/or occupational therapy programmes as prescribed by specialists.</p> <p>Responsible for a range of physical care and will be required to ensure the students' dignity is maintained.</p> <p>Precision in providing care and safe handling is required.</p> <p>If responsible for behavioural needs students, must be constantly monitoring for escalating behaviours and diffuse these situations.</p>	<p>Supporting, guiding reo and tikanga</p> <p>Adapts and prepares te reo Māori resources and activities to support programmes.</p> <p>Uses te reo Māori in daily conversations to provide assistance or respond to needs.</p> <p>Supports teachers by guiding students and colleagues in tikanga on marae and during pōwhiri</p> <p>Participates in activities that encourage kaitiakitanga.</p> <p>Supports and encourages the use of te reo in the classroom.</p>
Additional skills at this level may include: active listening, calmness, tact.			

	General support	Additional support	Te Ao Māori
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	General support	Additional support	Te Ao Māori
Grade C	<p>Independently delivers ongoing programmes with ability to adapt as required</p> <p>Has a high level of day to day independence which includes planning tasks and activities and clear accountability for delivering specific programmes to agreed standards.</p> <p>Will involve tailoring, testing, adapting and creating individual plans and resources within the programme.</p> <p>Provides regular provision of coaching and mentoring, guidance and training to other employees.</p> <p>Will identify and take action to understand the causes of students' emotional states and provide appropriate support or alert others where escalation is required.</p> <p>Provides cultural leadership which requires specific language skills, knowledge and expertise. Translates resources and materials into languages other than English</p> <p>Provides translation support for students.</p>	<p>Supports students with complex health, behavioural and/or other needs</p> <p>Specific expertise requiring active intervention to support students with additional needs. These needs include some or all of medical, behavioural, academic, pastoral and personal care. Skills may include learned physiotherapy techniques, proficiency in braille, sign, Makaton, and medical support e.g. mic-key.</p> <p>If responsible for behavioural needs students, must be constantly vigilant for escalating behaviours and defuses difficult situations which may pose risks to themselves or others e.g.: deescalating to avoid the need for restraint.</p> <p>Supports a student's wellbeing by engaging with family to address identified pastoral issues and enhance the student's ability to attend school and/or participate. This would include assisting new migrants with their transition into Aotearoa New Zealand culture and environment.</p>	<p>Speaks and role models te reo</p> <p>Delivers te reo Māori programmes including adapting and preparing resources and activities.</p> <p>Translates resources and learning materials into te reo Māori.</p> <p>Speaks te reo Māori when representing the school in the community.</p> <p>Coordinates and delivers kapa haka and/or other Māori arts programmes.</p> <p>Uses knowledge of students' background and whānau in order to make connections and provide appropriate support.</p> <p>Works with whānau and kaiako to support and encourage students' learning.</p> <p>Provides leadership at cultural events.</p>
Additional skills may include: ongoing mentoring, emotional engagement, de-escalating difficult situations, negotiation and/or persuasion.			

	General support	Additional support	Te Ao Māori
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	General support	Additional support	Te Ao Māori
Grade D	<p>Creates, plans and delivers ongoing programmes requiring strong technical proficiency and skills</p> <p>Develops programmes, lesson plans and associated resources.</p> <p>Develops and organises or has a major collaboration role in a number of complex activities or programmes requiring the development and approval of longer term plans.</p> <p>The role de-escalates emotionally charged situations and overcomes significant barriers to learning by employing a wide range of techniques and competencies over time.</p> <p>The role has permanent supervision of other Teacher Aides or support staff.</p> <p>Requires immersion in at least two cultures and provides leadership across cultural boundaries.</p>	<p>Provides highly specialised support for students with complex health, behavioural and/or other needs</p> <p>Highly specialised skills are required to provide services to students with highly complex needs.</p> <p>In-depth understanding of the students' conditions and capabilities involves the independent or shared responsibility to amend, adjust or modify the level and type of support in response to progress or change.</p> <p>Formulates programmes for student/s.</p> <p>Leads crisis management interventions.</p> <p>The role de-escalates extreme emotionally charged situations and overcomes significant barriers to learning by employing a wide range of techniques and competencies over time.</p> <p>If working with behavioural students will need to be aware and respond to unpredictable behaviours where there are significant risks of harm to the student or others.</p> <p>Provides pastoral support, services or cultural liaison to student families on the school's behalf, to enable them to engage with education, integrate into the community and/or access appropriate community assistance.</p>	<p>A strong leader and advocate for te reo Māori in the kura and community</p> <p>Plans, coordinates develops and delivers learning programmes to support students' achievement in Te Marautanga o Aotearoa.</p> <p>Teaches subjects from Marau ā-kura in the national or local curriculum.</p> <p>Provides expert advice and guidance to teachers on te reo Māori, tikanga and/or how best to work with Māori students.</p> <p>Supports Kaiako and works with whānau to address serious issues of physical, emotional and/or mental wellbeing of students.</p> <p>The role requires a high level of fluency and good tikanga to apply a broad application of te reo Māori skills, customary concepts and traditions together with the ability to function effectively in Māori culture.</p> <p>Provides leadership in the school and/or community.</p>
Additional skills at this level may include: de-escalating extreme emotionally charged situations, complex planning, leadership.			