

# Kaiārahi i te reo

## Pay Equity Claim Report

Processes, evidence, and information for assessing pay inequity for kaiārahi i te reo in schools

December 2021



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## Executive summary

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In September 2018, the New Zealand Educational Institute Te Riu Roa (NZEI Te Riu Roa) raised a pay equity claim with Te Tumu Whakarae mō te Mātauranga | the Secretary for Education on behalf of kaiārahi i te reo. The claim states that the work of kaiārahi i te reo is undervalued because they are currently and historically mostly women.

The kaiārahi i te reo claim was investigated by NZEI Te Riu Roa and the Ministry of Education in partnership. The parties have undertaken a thorough, collaborative, and quality assured process which has ensured that the outcome is robust, transparent, equitable, and grounded in the evidence outlined in this report.

Kaiārahi i te reo are covered under the Kaiārahi i te Reo, Therapists', ATSSD, Special Education Assistants' Collective Agreement. At the end of 2020, there were 79 employees demarked as kaiārahi i te reo in Education Payroll Limited. These employees work in a range of settings, including primary and secondary schools, across all English medium settings, from Auraki through to bilingual and full Māori immersion classrooms. Of the 79 employees, 75 percent were female, confirming that the claim was arguable.

As outlined in the terms of reference, the parties<sup>1</sup> agreed to progress the claim in good faith and within the parameters of the Reconvened Joint Working Group's (RJWG) Pay Equity Principles (the Principles). Parties acknowledged that the Principles were not formed from a te ao Māori perspective and accordingly the claim must move through a system with a process and outcomes centred in a New Zealand Pākehā context. Parties undertook additional work throughout the claim to ensure a Te Ao Māori perspective underpinned the work in recognition of the fact that the claimant group were predominantly wāhine Māori.

Whilst assessing this pay equity claim, amendments to the 1972 Equal Pay Act (the Act or EPA) came into force on 6 November 2020. These added clear requirements of employers and unions when processing claims and reinforced the steps that the parties were already taking to address any gender-based undervaluation.

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<sup>1</sup> "Parties" in this document include NZEI Te Riu Roa, NZSTA and the Ministry unless otherwise stated

In order to complete the work assessment, the parties agreed to use the gender-neutral Pay Equity Aromatawai Mahi (PEAM) factor scoring tool and corresponding interview guide as the method for “factor-based” data collection and data assessment. The 14 PEAM factors describe essential aspects of work, including skills, responsibilities, and the conditions and demands placed upon someone carrying out the work. This is key to uncovering aspects of work that are often overlooked or undervalued.

Between August and November 2020, 18 interviews were carried out with kaiārahi i te reo and their direct supervisors. As part of the transcript analysis 11 areas of work with associated tasks and responsibilities were identified. These were sent out to schools identified as employing kaiārahi i te reo to ensure that the full range of work had been captured and nothing was missed from the study. As a further check we also held a series of hui across the motu to engage kanohi ki te kanohi with the claimants and test our work with them.

The parties then moved to identify potential male-dominated comparators and investigate their work. The comparators that agreed to participate were Iwi Liaison Officers, Fishery/Senior Fishery Officers, Civil Engineers and Parking Compliance Officers. In order to fully cover the range of the claimant work, Customs Officers, Corrections Officers, and Teacher Aides investigated as part of the Teacher Aide Pay Equity Claim were also looked at as potential comparators. The parties would like to thank the organisations and employees involved for their participation and commitment to pay equity.

The next stage of factor scoring the claimant and comparator transcripts and subsequent comparison, detailed on pages 30 and 43, highlights the factor process and its results (Principle 4 and 5). Factor scoring was undertaken as a joint exercise by the Ministry and NZEI Te Riu Roa.

Through the factor scoring it was found that suitable comparators with similar degrees of skills, responsibilities, demands and working conditions were Iwi Liaison Officers, Civil Engineers, Corrections Officers, and Grade D Teacher Aides. The other comparators investigated were not deemed to be substantially similar.

As a result of the claimant factor scoring, the parties also agreed that there are two distinct levels of work and, based on the evidence and the assessment outcomes, identified the expectations at thresholds between each level.

An assessment of the factor scoring results against the remuneration and terms and conditions of claimants and suitable comparators, demonstrates that the claimant’s work is undervalued. This evidence provides a good starting point for understanding the scale of the undervaluation and for a basis to consider how solutions may be developed.

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# Introduction

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## Background of the claim

In September 2018, NZEI Te Riu Roa raised a pay equity claim with Te Tumu Whakarae mō te Mātauranga | the Secretary for Education (the Secretary) on behalf of kaiārahi i te reo. The claim states that the work of kaiārahi i te reo is undervalued because they are currently, and historically, mostly women. It is therefore possible that some aspects of the skills, knowledge, and interests required to carry out the work are less visible, and so not always recognised and equitably remunerated.

On 18 June 2020, NZEI Te Riu Roa, New Zealand School Trustees Association (NZSTA) and Te Tāhuhu o te Mātauranga | the Ministry of Education (the Ministry) signed the terms of reference for the Kaiārahi i te Reo Pay Equity Claim (KPEC) (Appendix 1). This formally started the investigation to find out if the predominantly female kaiārahi i te reo workforce in New Zealand schools is undervalued and underpaid.

In the terms of reference, the three parties agreed to progress the claim in good faith and within the parameters of the Reconvened Joint Working Group's (RJWG) Pay Equity Principles (the Principles). The full list of the Principles is provided in Appendix 2.

In November 2020, whilst assessing this pay equity claim, amendments to the Equal Pay Act 1972 (the Act or EPA) came into effect. The Act outlines a more accessible process for raising, assessing, and settling a pay equity claim. It also stipulates requirements for employers and unions when processing claims and reinforced the steps the parties were already taking to address any gender-based undervaluation.

## The role of kaiārahi i te reo

Kaiārahi i te reo are important for language development and preservation, working alongside teachers to support Māori language and to advise on tikanga. They are recognised for their involvement within the community and their knowledge in te reo Māori and tikanga.

In 1985, the kaiārahi i te reo role was established in response to the rising number of kōhanga reo graduates enrolling into local primary schools and new 'Taha Māori' curriculum requirements. The need for schools to provide environments that nurture Māori language and practices, coupled with the lack of trained teachers fluent in te reo Māori, meant that the introduction of kaiārahi i te reo was crucial to support teachers. Today in New Zealand, kaiārahi i te reo continue to be considered specialist support personnel with the fundamental purpose of the role remaining unchanged through the decades.

## Purpose of this report

The report sets out the process used to assess the KPEC, and the evidence and information gathered through that process.

The evidence reported here is primarily drawn from the interviews of claimants and comparator roles, and the subsequent analysis of the evidence, including the final process of assessing the evidence through a gender neutral work assessment factor scoring and comparison process.

This report also shares the work undertaken by the parties in line with the agreed process and Pay Equity Principles. The methods used for the key processes are described in the report, as well as any conclusions agreed by the parties.

To proceed with bargaining and settlement of the KPEC, parties will draw on this report, along with the body of evidence gathered, analysis of remuneration and terms and conditions from collective agreements, data from the claimant and comparator organisations, and historical information about the development of these roles to determine where pay inequities on the basis of gender exist, and how these should be addressed.

## The process used to assess the claim and inform parties' views of undervaluation

Te Kawa Mataaho Public Service Commission (the Commission) developed a process for addressing pay equity claims, underpinned by the Pay Equity Principles (Figure 1)<sup>2</sup>. The parties agreed to use this process to determine any undervaluation of the claimant<sup>3</sup>, as outlined in the terms of reference.

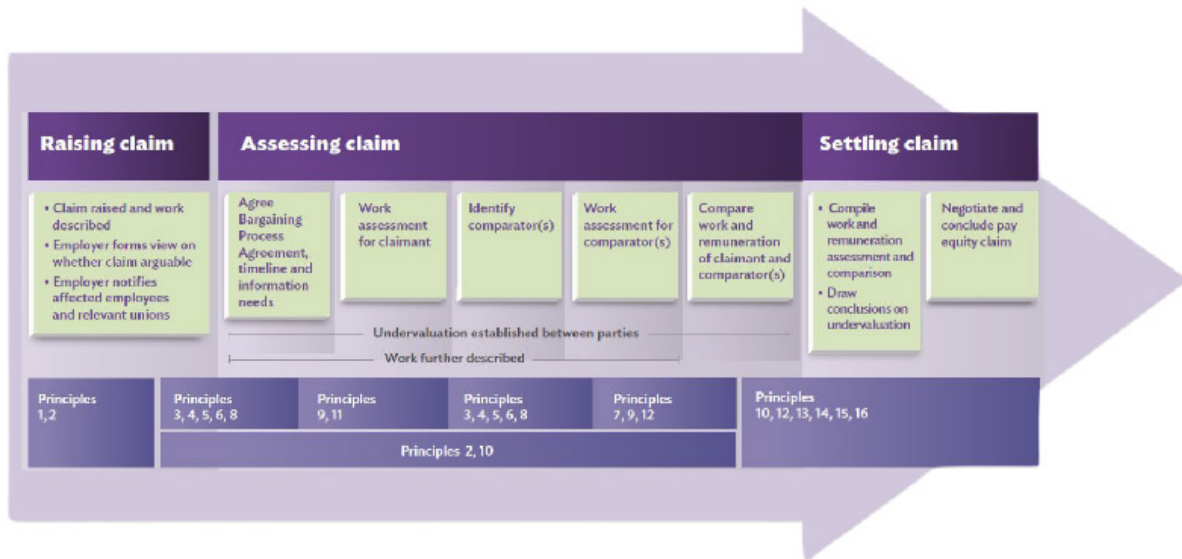


Figure 1: Process for addressing pay equity claims developed by Te Kawa Mataaho Public Service Commission

A summary of the key steps that were undertaken in the assessment phase of KPEC is listed below and will be further elaborated throughout this report.

The parties wish to acknowledge the work of NZEI Te Riu Roa members in moving this work forward. At various stages of the process, they have volunteered their time and knowledge about the roles of administration staff in schools to ensure we have a full picture and clear understanding of the work that is done.

<sup>2</sup> It should be noted that this diagram has since been updated, however, this was the diagram used at the time of process agreement for the KPEC.

<sup>3</sup> <https://www.publicservice.govt.nz/assets/SSC-Site-Assets/Workforce-and-Talent-Management/Pay-Equity-Work-Assessment-Process-Guide.pdf>



## Steps used to assess the claim

### Work assessment for claimant:

- a. Interviews were conducted with a portion of the claimant group, to understand their responsibilities, tasks, skills, degrees of effort required, and the demands of the role and conditions of work.
- b. Interview transcripts were analysed to identify the range of responsibilities and activities performed by interviewees.
- c. The findings from this analysis were shared with kura who employ kaiārahi i te reo, via an online survey, to ensure the range of work was covered.

**Work assessment for comparators:** Parties identified and selected potential comparator roles through agreed criteria, underpinned by the Equal Pay Act. Parties collected interview data to understand the responsibilities, tasks, skills, degrees of effort required and the demands of the role and conditions of work of an appropriate range of potential comparator roles.

**Compare work of claimant and comparators:** Comparison of the skills, responsibilities, efforts, and working conditions of the claimant and comparators' work was undertaken using a gender-neutral work assessment tool.

**Compare remuneration of claimant and comparators:** Comparison of the claimant and comparators' remuneration, terms, and conditions was undertaken primarily through the review of collective agreements and payroll data.

# Scope and arguability of the kaiārahi i te reo pay equity claim

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## Scope of the claim

The claim covers union members and non-union members who are employed as kaiārahi i te reo, or those doing the same or substantially similar work in schools.

Kaiārahi i te reo are covered under the Kaiārahi i te Reo, Therapists', ATSSD, Special Education Assistants' Collective Agreement. In 2021, approximately 57 percent of kaiārahi i te reo were union members employed under this collective agreement. The remainder of this workforce were employed under individual employment agreements which often mirror the terms of the collective agreement.

At the end of 2020, there were 79 employees recorded as kaiārahi i te reo in Education Payroll Limited. These employees work in a range of settings, including primary and secondary schools, English medium settings, Auraki through to bilingual and full Māori immersion classrooms.

As well as Māori medium settings, kaiārahi i te reo are found in kura kaupapa and Kura-a-iwi. Ministry of Education workforce data for 2021 shows that 33 percent of kaiārahi worked in English medium schools, 28 percent worked in Māori medium schools, and 40 percent worked in mixed English and Māori medium schools.

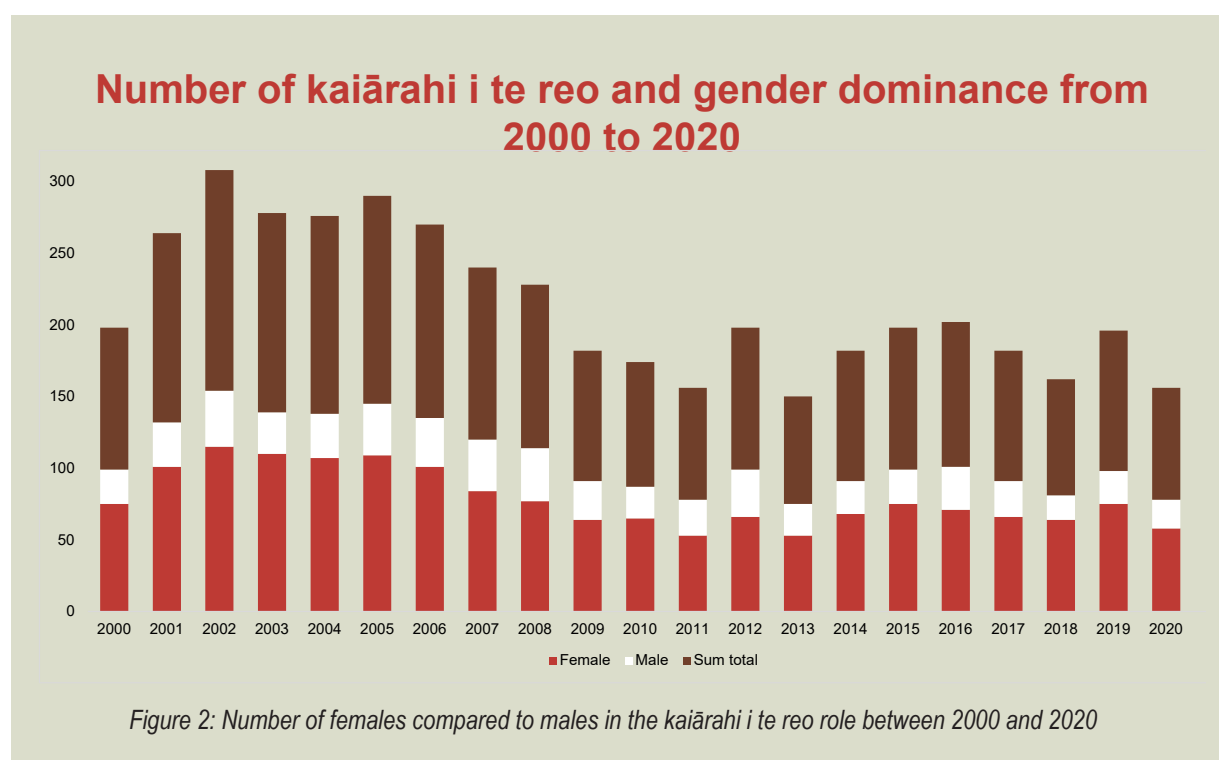
NZEI Te Riu Roa is the union who represents this workforce. The Secretary for Education is recognised as the employer for processing this pay equity claim.

## Arguability of KPEC

In December 2019, the arguability of KPEC was formally confirmed by the Secretary for Education.

Some of the features of kaiārahi i te reo and their work that made this claim for pay equity arguable, are outlined below.

The large majority of kaiārahi i te reo are women. This is demonstrated in the below graph (Figure 2)<sup>4</sup>. For example, in November 2020, the payroll data showed that 59 women and 20 men were recorded as kaiārahi i te reo. This means that approximately 75 percent of the workforce is female.



The average ratio, between 2000 and 2020, of female to male employees was 74:26.

There is also a range of macro and micro factors that could contribute to disadvantages in remuneration and conditions based on gender.

On a macro level, both women and Māori are most likely to be segmented into occupational groups that have low remuneration and working conditions, poor job security and career advancement opportunities. Māori have historically been over-represented in this group, as have women. This is a double disadvantage for wāhine

<sup>4</sup> Ministry of Education, Evidence, Data and Knowledge Team, Teacher Payroll Data Warehouse\_S57 Pay Run, Emailed directly from J. Krause to S. Demoran on 19 November 2020.

***The kaiārahi i te reo workforce is female-dominated***

Māori. This demographic earns one of the lowest average salaries across the economy and has low chance and opportunity to improve their economic status. This demographic also largely makes up those who are employed as kaiārahi i te reo<sup>5</sup>.

Additionally, the skills that kaiārahi i te reo bring to their role and the settings in which they work may be impacted by workforce feminisation.

Kaiārahi i te reo were initially employed only in new entrants' classrooms to ensure kōhanga reo graduates could continue their te reo Māori language development in an educational environment. This setting meant kaiārahi i te reo needed to be able to build rapport and care for children; skills often deemed as 'motherly' or natural to women. These types of skills are still a part of this role. For instance, kaiārahi i te reo need to be able to see the bigger picture and understand children's home circumstances, whānau, and community background. They need to tap into this understanding to best support the students they work with and be able to build caring relationships with even the most challenging of students<sup>6</sup>.

As a result of the setting kaiārahi i te reo are employed in and the less visible skills they bring to their role, it is likely that this workforce has been impacted by the wider feminisation of childcare and education settings. These factors both possibly weaken salaries and limit professional advancement for kaiārahi i te reo<sup>7</sup>.

Overall, the following factors met the threshold to be deemed arguable and meant the investigation/assessment phase of the claim could begin.

- a. The consistent make up of a female dominated workforce.
- b. The wider factors of occupational segmentation that impact wāhine Māori.
- c. The impact of colonisation on wāhine Māori.
- d. The feminised childcare and education setting in which kaiārahi i te reo work.
- e. The less visible skills kaiārahi i te reo bring to their role.

<sup>5</sup> 'Yearbook collection: 1893-2012', Stats NZ. Retrieved from [http://archive.stats.govt.nz/browse\\_for\\_stats/snapshots-of-nz/digital-yearbook-collection.aspx](http://archive.stats.govt.nz/browse_for_stats/snapshots-of-nz/digital-yearbook-collection.aspx) (accessed 29 March 2020)

<sup>6</sup> H. Collins (2010). More Kaiarahi, Not Fewer!. Retrieved from: <http://ea.org.nz/tag/kaiarahi-i-te-reo/> (accessed 22 December 2020)

<sup>7</sup> Libraries Aotearoa, Workforce Development Working Group: The Future of Libraries in Aotearoa, New Zealand. Library and Information Association of New Zealand (LIANZA). Retrieved from <https://lianza.org.nz/wp-content/uploads/2019/09/Workforce-Development-Discussion-FINAL.pdf>

# Investigation of the kaiārahi i te reo role

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## Data collection methodology

Factor-based analysis was used to provide a structured approach to the work investigation. This involves dividing the work into its constituent parts, referred to in pay equity as 'factors'. The factors describe elements of what the work entails including the skills used, responsibilities undertaken and the conditions and demands placed on someone who is carrying out the work. This is key to uncovering aspects of the work that are often overlooked, hidden, or undervalued and ensuring that they are included in the assessment.

The parties agreed on the Pay Equity Aromatawai Mahi (PEAM) tool as the method for primary data collection. The PEAM tool was jointly developed by NZEI Te Riu Roa and the Ministry in 2018 and has been endorsed as gender neutral by Te Kawa Mataaho Public Service Commission. It has also been used successfully in the settled Teacher Aide Pay Equity Claim.

The tool comprises a gender-neutral questionnaire, which is used to guide an interview process and a factor plan which analyses the information gathered and helps compare the work of claimants and comparators. The same questionnaire is used throughout the interview process with both claimants and comparators.

Interviews were carried out with individual employees and their direct supervisors. The interview process commenced in August 2020 and concluded in November 2020.

## Recognition of te ao Māori context

In the Terms of Reference, the parties acknowledged that this pay equity claim covered a workforce that is predominantly wāhine Māori who face intersecting barriers to achieving pay equity. The parties also acknowledged that the Pay Equity Principles were not formed from a te ao Māori perspective and that this claim must move through a system with a process and outcomes centred in a New Zealand Pākehā context.

From the onset of investigating this claim, the parties committed to an effective and efficient process underpinned by respect for te reo me ōna tikanga and identified processes to recognise the te ao Māori status of the pay equity claim.

In practice this meant including the following additional provisions during the assessment phase of the claim:

- a. The capability of conducting interviews in both te reo Māori and English, based on the preferences of the interviewees.
- b. The interview team being led by the interviewees and their schools as to appropriate kawa and tikanga.
- c. The interview schedule allowing for extra time to ensure a kaupapa Māori approach, led by mā tāpono Māori (Māori values) to create connection between the tāngata involved. This allowed room for whakawhanaungatanga and manaakitanga before getting into the kaupapa of pay equity and ensuring that the respondent's mana remained intact throughout the interview process.
- d. Parties creating an overarching introduction guidance document for the interview teams that outlined the baseline expectation of tikanga when undertaking the interviews.

## The claimant sample

The aim, outlined in the Terms of Reference, was to conduct 23 employee interviews drawn from randomly selected schools which were demographically representative.

All kaiārahi i te reo identified were invited to participate in the claimant interviews, however, due to accessibility and availability of this small workforce, only 18 employee interviews were completed across 16 schools.

Of the 16 schools that the interviewees worked in, 5 (31 percent) were an English medium school setting, which is comparable to the proportions found in Ministry of Education workforce data<sup>8</sup> on all kaiārahi i te reo across English medium settings (33

<sup>8</sup> Internal payroll data, Ministry of Education, July 2021

percent). One school (6 percent) was a Māori medium school (compared to workforce data of 28 percent) and 10 schools (63 percent) were mixed English and Māori medium schools (compared to workforce data of 40 percent).

Five of the sample were paid at Step 1 of the collective agreement<sup>9</sup> (\$21.78/hour), 1 was paid at Step 2 (\$21.97/hour), 4 at Step 3 (\$22.54/hour), 1 at Step 4 (\$23.03/hour), 1 at Step 5 (\$23.59/hour), and 4 were at Step 8 (\$25.79/hour). Two interviewees did not state their pay step.

### Key components of the interview process:

The interview process incorporated the following elements:

- a) Interviewer training day:
  - i. Attended by all interview team members from both the Ministry and NZEI Te Riu Roa, during which interviewers were trained in the pay equity process, the use of the PEAM tool, and interview best practice. The training day was facilitated in partnership by the Ministry and NZEI Te Riu Roa on 7 July 2020.
  - ii. Used discussion and role play of interview scenarios to develop interviewer skills of enquiry, probing, avoiding leading questions, and eliciting examples to reveal less visible skills often undervalued in female-dominated work. Tips were also given to the interview teams to create an environment during the interviews where the interviewees could discuss their work comfortably, in a clear and detailed way.
  - iii. Mitigated the risk of personal bias affecting the data gathering process through a dedicated workshop on unconscious bias and ways to maintain data objectivity.
  - iv. Emphasised the importance of preserving the wording of the respondent rather than summarising interview content was embedded by providing clear guidelines to interviewers and conducting scribing practice during the training day.
  - v. Developed understanding of ethical considerations, including the confidential nature of interview content, importance of anonymising interview transcripts by removing names, locations, and any identifying elements, and gaining informed consent by talking through the consent form with interviewees and explaining how their data will be used.

<sup>9</sup> Pay rates taken from the rates table outlined in the Kaiārahi i te Reo, Therapists', ATSSD, Special Education Assistants' Collective Agreement 2019-2022.

b) Interview protocol

- i. Interviews were conducted in interviewer/scribe pairs consisting of one Ministry of Education analyst and one NZEI Te Riu Roa member. This helped to mitigate institutional bias and to continue the collaborative nature of the work.
- ii. Interviews were approximately an hour and a half in length with the employee, and up to an hour with their direct supervisor which allowed time for full and detailed answers. They were conducted in either te reo, English, or a mixture of both, according to the preference of the interviewee.
- iii. A kanohi ki te kanohi interview-based approach was employed to ensure accuracy, evidence comprehensiveness and engagement from the respondent. It should be noted that, due to COVID-19, one of the 19 claimant interviews, plus their related supervisor interview, was conducted over Zoom. Although this was not the preferred method, in order to maintain a time efficient interview schedule, this was deemed suitable as the respondents were conformable with this format.

c) Interview outputs and data validation

- i. The output of each interview was a transcript, the content of which was agreed by both interview partners.
- ii. Transcripts were translated into English, and this translation was peer reviewed between the interview team. Transcripts that had extra considerations, such as the use of particular mita by the interviewee, were also reviewed by NZEI Te Riu Roa members who were familiar with the dialect in question during the quality assurance (QA) process.
- iii. A QA process was used in which both a Ministry and NZEI Te Riu Roa representative who were not present in the interview reviewed each transcript. This was to ensure all sections of the interview guide were covered, any points that needed to be clarified were identified, and that there was consistency between the interviews.
- iv. Respondents received the transcript of the interview to review and verify as a true record of what was said and to answer any additional questions brought up in the QA process.



## Interview findings: General Areas of Responsibility

In accordance with Pay Equity Principles, the work of the claimant must be thoroughly understood. Therefore, the interview transcripts of all 18 members of our sample and their supervisors were analysed to identify the responsibilities and tasks of kaiārahi i te reo. Once identified, these were grouped into General Areas of Responsibility (GAR). These general areas of responsibility were agreed amongst the parties and were then shared with schools and kura who employ kaiārahi i te reo, as a mechanism to ensure that the interview sample was representative, and the range of work was covered. The GAR were made available in both te reo Māori and English.

In collaboration with NZEI Te Riu Roa, a series of hui were organised to consult with kaiārahi i te reo on the general areas of responsibility, as well as the pay equity process and comparator selection. Hui were held in June 2021 in Whangārei, Tāmaki Makaurau, Rotorua, Te Whanganui-a-Tara, Ōtautahi, and two sessions were held online. A total of 16 kaiārahi i te reo attended, and these were a mixture of those who had been interviewed and those who had not. Feedback from the hui was valuable in ensuring that we had accurately represented the range of work in the general areas of responsibility document.

The GAR below reflect the range and variety of responsibilities held and activities undertaken by kaiārahi i te reo and the results of our interview findings. No individual kaiārahi i te reo role is expected to carry out every activity identified, **but kaiārahi i te reo should see the responsibilities of their role reflected in one or more of the general areas of responsibilities identified.** The full GAR document can be found in Appendix 2. A summary of the 11 general areas of responsibility is as follows:

- 1. 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 and depth 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.
- 2. Delivering programmes and/or teaching classrooms independently:** Kaiārahi i te reo assess and deliver certain programmes and subjects to students. These can range from 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/immersion unit. Kaiārahi i te reo may deliver programmes in the presence of a teacher or independently teach a classroom unsupervised.

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- 3. 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 provide advice to colleagues and contribute to student reports and individual education plans. They also often perform a strategic role in supporting leaders, and providing insight and advice on the future of the kura.
- 4. Responding to students needs in a classroom environment:** Kaiārahi i te reo encounter a range of needs within the classroom, from 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.
- 5. 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, actively protecting te reo and tikanga and ensuring they thrive. 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 things iwi and Māori, and often hold key responsibility in supporting the school to meet their constitutional obligations under Te Tiriti o Waitangi.
- 6. 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.
- 7. 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.
- 8. 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.

### 9. 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. Kaiārahi i te reo also create taonga for the school, both physical, such as raranga, and intellectual, such as original song composition.

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

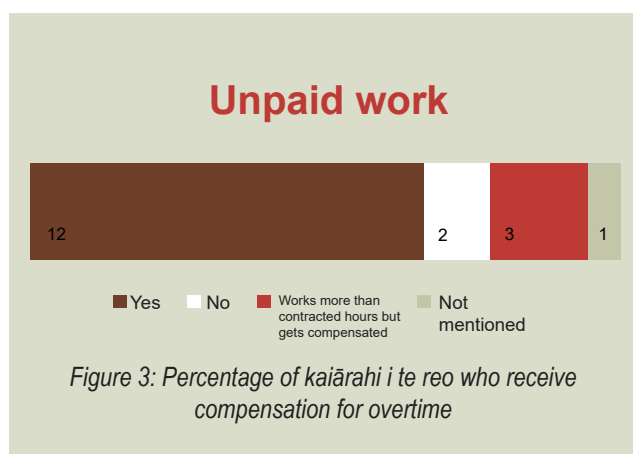
### 11. Contributing to the effective functioning of the school: Kaiārahi i te reo provide a range of support to schools beyond their core student-focused work, helping to keep the entire school running smoothly and successfully. These tasks support all areas of the school's operation internally and externally for students, resource teachers of Māori (RTMs), colleagues, senior leadership team, School Boards, whānau, property, and health and safety.

## Other relevant interview findings

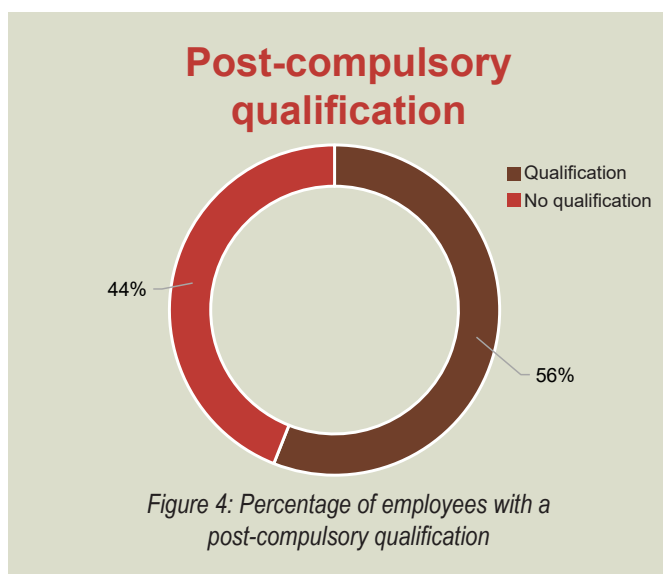
In addition to the above General Areas of Responsibility, the interviews uncovered additional information related to working conditions, professional development, attainment of qualifications, and high levels of responsibility. The full analysis of this can be found in Appendix 3.

Below are some noteworthy findings from the 18 interviews with kaiārahi i te reo:

**Unpaid Work:** Thirteen kaiārahi i te reo worked on top of their normal hours. Only one mentioned the possibility of applying for compensation for these hours. The work included: attending whānau hui, noho marae, kapa haka performances and Matariki events, mentoring students, assisting with student led conferences and making rauemi.

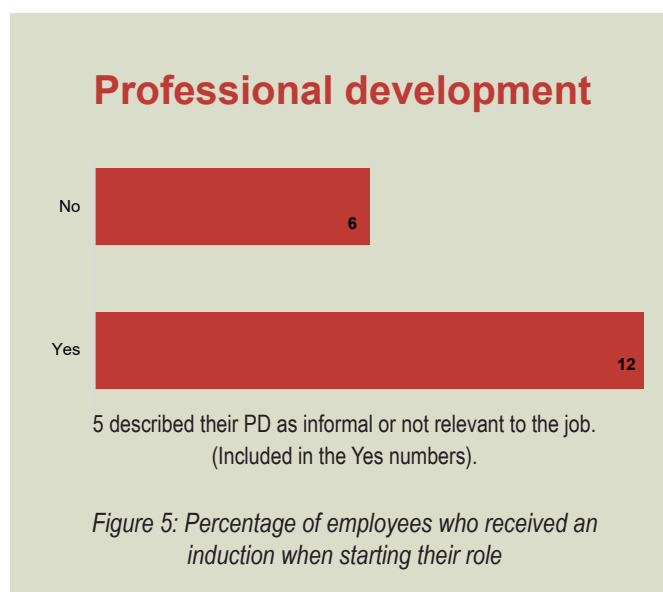


**Qualifications:** Ten members of our sample held post compulsory qualification(s), and 2 of those explicitly mentioned using their qualification in their role. Most interviewees' qualifications appeared relevant to the role, including subjects such as pōkaitahi i te reo up to Level 4, Whakapakari Tohu from kōhanga reo, diplomas in Māori Studies, degrees in performing arts, sociology and community, psychology, and courses in teacher aiding, childcare, sign language and computer skills.



**Induction:** Two of the kaiārahi i te reo interviewed explicitly mentioned an induction. 7 said they did not receive an induction and 9 did not mention receiving one. Reasons for not receiving an induction included starting at the school in a different role, and unclear role definition when starting.

**Professional Development:** Thirteen of our sample had received some on the job training, although for 5 people, the training was informal or not described as strongly relevant to the role (e.g. attending teacher training days along with teacher aides). Where professional development was described as relevant, it included opportunities such as attending competitions and festivals, and spending time with other Kaiako Māori.



**Responsibility:** Six kaiārahi i te reo mentioned acting as a class teacher either as a casual reliever or on a timetabled basis. In some cases, kaiārahi i te reo mentioned responsibility for teaching te reo and tikanga to teachers and principals. From our sample, responsibilities mentioned were:

- Mentoring members of staff on matters concerning te ao Māori (11)
- Teaching te reo Māori to teachers (6)
- Teaching te reo Māori to principals (3)
- Assisting parents in learning te reo Māori (2)

- Translating words, documents, and concepts (10)
- Ensuring appropriate tikanga and kawa for pōhiri (7)
- Explaining the pōhiri process to staff and parents (3)

**Administering first aid:** Thirteen of the interviewees administered first aid either occasionally or on a regular/formal basis. Of these, 10 had received first aid training or had a certificate in first aid. The first aid treatments given included applying plasters, using an EpiPen, wrapping bandages and administering medication using a needle.



# Selection and investigation of potential comparator roles

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Once an understanding of the claimant work was built, it was possible to conduct the comparator selection process.

## Criteria for selection

To select an appropriate range of comparator roles, the Ministry and NZEI Te Riu Roa agreed on a set of criteria to apply to each potential role. The criteria was developed after reviewing previously used rules to select comparator organisations for the Teacher Aide Pay Equity Claim in conjunction with criteria outlined in the Equal Pay Act.

### **Section 13ZE of the Act specifies the factors for identifying appropriate comparators as:**

- a. Work performed by comparators that is the same as, or substantially similar to, the work described in the claim.
- b. Work performed by male comparators that is different to the work which the claim covers, if the skills, experience, responsibilities, and working conditions, and degrees of effort are the same as, or substantially similar to, those of the claimant.
- c. Work performed by any comparators that the parties consider useful or relevant, including comparators that have been subject to a pay equity settlement.

### **The parties also agreed that the comparator occupations must be:**

- a. Male dominated (or a settled female-dominated claimant occupation)
- b. Employed (not self-employed)
- c. Of a substantial workforce size (preferential)
- d. Accessible (collective agreement preferred)
- e. New Zealand based

## Method for selection

To develop an appropriate and holistic list of potential comparator roles, the Ministry and NZEI Te Riu Roa took two approaches.

### First approach:

This approach was aligned with the Act's second criteria which focused on similar levels of skills, responsibilities, working conditions and experience opposed to the same type of work.

The process for this selection was influenced by the wide range of levels found across the work in the administration pay equity claim (APEC), a claim which was running in parallel with the KPEC. The range of levels was based on the Australia and New Zealand Standard Classification of Occupations (ANZSCO) list and narrowed down based on the agreed criteria. Since comparators for the administration support staff claim were selected across all ANZSCO levels and it was likely, based on preliminary insight from our transcript analysis, that the kaiārahi i te reo role would also cover a range, the parties agreed that some of the APEC comparators would also likely be suitable comparators for the KPEC.

### Second approach:

As the comparators used for administration staff did not include a specialist Māori role or role with a te reo focused component, the parties also agreed to find a comparator that aligns with the Act's first criteria where the comparator's work is the same or substantially similar.

While there are a number of specialist Māori workforces working in a variety of organisations across Aotearoa, very few are male dominated and/or have a large enough number of people performing the same role. During the hui described on p17 as part of the general areas of responsibility consultation, kaiārahi i te reo suggested some further potential comparators. However, many of these suggestions were deemed unsuitable due to the absence of male dominance or because of the role's proximity to a female dominated sector.

Of the two roles that met all the criteria, Iwi Liaison Officers with the New Zealand Police were shortlisted by the parties.

### List of potential comparator roles

Potential comparator occupations selected were contacted and invited to participate in the claim. The below table identifies the comparators that agreed to participate. At this stage, the comparators chosen were not definite comparators, as only subsequent investigation into the work and factor scoring would reveal whether their work was comparable to the claimants' work.

Table 1: Potential KPEC comparators and rationale

#	Role	Organisation	Rationale
1	Iwi Liaison Officer	New Zealand Police (Police)	Māori specialist role. 80 percent male dominance. Collective agreement in place
2	Fishery and Senior Fishery Officer	Ministry for Primary Industries (MPI)	78 percent male dominance. Collective agreement in place. Good accessibility. Within the range of levels
3	Civil Engineer	Local government	88 percent male dominance. Good accessibility through local councils and collective agreements in place. Within the range of levels
4	Parking Compliance Officer	Local government	79 percent male dominance. Collective agreement in place. Good accessibility. Within the range of levels



### Re-use of TAPEC data

On 27 May 2020, the Teacher Aide Pay Equity Claim was settled. As part of the investigation of this claim, the parties interviewed customs officers and corrections officers as male-dominated comparator roles. These interview transcripts went through the PEAM factor scoring process. Both work and remuneration comparisons were drawn and agreed between the parties.

As a result of the settled TAPEC, the claimant group's remuneration was corrected and could be used as a comparator for future claims in accordance with the criteria stated in the Act.

Therefore, the following data from the teacher aide pay equity claim was agreed as potentially useful as comparators for the KPEC, as the roles are either still male dominated, or part of a settled pay equity claim) and were seen as likely to contribute to providing good coverage of the range of work in KPEC.

#	Role	Organisation	Rationale
1	Corrections Officer	Department of Corrections	74 percent male dominance. Within the range of levels, also used for the settled TAPEC
2	Customs Officer	New Zealand Customs Service	52 percent male dominance. Within the range of levels, also used for the settled TAPEC
3	Teacher Aide/ Kaiāwhina	Ministry of Education	Settled pay equity claim (TAPEC) with undervaluation corrected

## Data collection process for potential comparator roles

### Interviews with new comparator roles

In May 2021, interviews commenced with civil engineers, fishery officers, parking compliance officers and iwi liaison officers. The full interview process and outputs, outlined in Section 4, mirrored that of the claimant interviews. Following the same processes and having the same outputs for comparators and claimants was fundamental in assuring fair and consistent comparisons during the factor scoring assessment process.

A comparator interviewer training day was completed in May 2021 by all interview team members, focussing on the same aspects of the process as were addressed prior to claimant interviews, including:

- The pay equity process, use of the PEAM tool, and interview best practice.
- Interviewer skills of enquiry, probing, avoiding leading questions and eliciting examples to reveal less visible skills.
- Creating an environment during the interviews where the interviewees could discuss their work comfortably, in a clear and detailed way.
- Mitigating the risk of personal bias affecting the data gathering process through a dedicated workshop on unconscious bias and ways to maintain data objectivity.
- The importance of preserving the wording of the respondent rather than summarising interview content was embedded through providing clear guidelines to interviewers and conducting scribing practice during the training day.
- The confidential nature of interview content, importance of anonymising interview transcripts by removing names, locations and any identifying elements, and gaining informed consent by talking through the consent form with interviewees and explaining how their data will be used.

This training day included further sessions on:

- Background information about the chosen potential comparator occupations
- Lessons learned throughout the claimant interview process from experienced interviewers
- Guidance surrounding tikanga protocols to be aware of, as visitors to a variety of workplaces

Total number of employee interviews completed: 36

**Fisheries Officers: 11**

**Iwi Liaison Officers: 7**

**Parking Compliance Officers: 9**

**Civil Engineers: 9**

# Factor scoring

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## Overview of the factor scoring tool and preparation

The PEAM factor-scoring tool consists of 14 factors which describe the constituent elements that the work entails including the skills used, responsibilities undertaken and the conditions and demands placed on someone who is carrying out the work, in-line with the question guide used in the claimant and comparator interviews. The below list outlines the 14 factors the PEAM tool addresses:

1. Knowledge skills
2. Planning and organising skills
3. Problem solving skills
4. Interpersonal and communication skills
5. Bi- and multi-cultural skills
6. Physical skills
7. Responsibility for people leadership
8. Responsibility for resources
9. Responsibility for organisational outcomes
10. Responsibility for services to people
11. Emotional demands
12. Sensory demands
13. Physical demands
14. Working conditions

To ensure the tool was fit for purpose, the parties updated the additional guidance which goes alongside the PEAM factors to provide support and clarification in the context of this specific claim.

In preparation for the factor scoring, attendees took part in an interest-based problem-solving workshop in which the professional interests of all parties were identified, and common goals highlighted. The session provided a model for constructive negotiation and a forum in which factor scoring could be practiced with a script unrelated to the claim.

Parties also participated in a cultural workshop, run by an external consultancy, to increase their understanding of the skills, responsibilities, demands, and working conditions specific to kaiārahi i te reo and the context in which they work<sup>10</sup>. It also placed the factor scoring process in the context of the Te Tiriti o Waitangi and the responsibilities they hold, often as the sole provider of mātauranga Māori in the school.

Out of the 18 kaiārahi i te reo staff interviewed, the parties jointly selected 11 benchmark roles that represented the range and variety of the work of kaiārahi i te reo. These transcripts went into the factor scoring process alongside all comparator transcripts.

### Overview of the factor scoring panel process

Claimant and comparator interview transcripts were factor scored in a series of panel discussions conducted over 7 weeks in July and August 2021. Two NZEI Te Riu Roa representatives and two Ministry of Education representatives were involved in the scoring process along with an external job sizing and remuneration expert and note taker to keep accurate records of the discussions.

The transcripts were assessed against the 14 factors in PEAM. Within each factor, the roles were assigned to a level, which aligned with a score. These scores were then tallied up, collated and analysed. The panel arrived at a consensus on the scores for each role. The same process was undertaken for claimants and comparators and sessions consisted of a mixture of roles to avoid group think and bias that might naturally creep in should there be a focus on one occupation at a time.

During factor scoring, one benchmark role was discarded as the work aligned to that of a teacher rather than a kaiārahi i te reo.

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<sup>10</sup> This includes recognition of the Government priority established under the Education and Training Act 2020 (the E&T Act) in the Statement of National Education and Learning Priorities to “meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning” FULL-NELP-2020.pdf (education.govt.nz). The priorities seek to, among other things, instil in each child and young person an appreciation of the importance of cultural knowledge, identity, Te Tiriti and te reo (The E & T Act, Section 5(4)c).

## Factor scoring results - claimants

Agreed PEAM scores for the KPEC claimants ranged from 480 to 587.

Whilst bi-cultural skills are integral to the role and captured specifically in Factor 5, it was found during factor scoring that the cultural skills and responsibilities inherent to the role could be captured throughout many of the factors. Notably, in the 'Knowledge Skills' factor, it was found that the depth and nature of the advanced, specialised knowledge that kaiārahi i te reo hold scored highly. Their responsibility for their school's obligations to meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the school and for enabling Māori to thrive alongside non-Māori meant that they scored high in the responsibility factors for Organisational Outcomes and Services to People respectively. Kaiārahi i te reo also often held high physical skills involving poi, raranga, and musical instruments. Overall, the importance of these roles for schools, rangatahi, whānau, and the wider community became strongly evident during the process, and it was observed that there was a deeper value to the work than what was expressed by the kaiārahi i te reo themselves.

## Grading matrix

Analysis by the Ministry and NZEI Te Riu Roa factor scoring team of the PEAM scores and work factors highlighted that the work of kaiārahi i te reo could be split into a new grading and remuneration matrix comprising of two grades. There is currently no appointment process outlined in the collective agreement that provides specific guidance for the role of kaiārahi i te reo.

The draft matrix proposed by the parties is summarised in Table 3 below. This draft matrix has provided the foundation for considering comparators and assessing the degree of undervaluation in a more detailed way.

Boundaries for the proposed two-grade matrix are based primarily on the knowledge and skills factors, responsibility for organisational outcomes, and the services to people factors as mentioned above. Notable increases in these areas occurred in our sample for roles with above 540 PEAM points. Those scoring over 540 PEAM points address complex situations involving students and whānau. The kaiārahi directly impact the wellbeing of the students, whānau and wider school and act as a conjugate between the school, the community, iwi and other agencies. The depth of knowledge of these kaiārahi i te reo equates to that of a kaumātua role. The kaiārahi in the second grade also hold responsibility on behalf of the school to meet the constitutional obligations under Te Tiriti o Waitangi and provide a high degree of professional mentoring to senior leaders within the school to ensure they meet organisational and professional outcomes.

Table 3: Proposed draft grading matrix for kaiārahi i te reo.

Levelling	<b>Whakamana Tangata</b> <i>Uphold the dignity of people</i>	<b>Whakarauora Te Reo me ona Matauranga Māori</b> <i>Revitalise Māori language and knowledge</i>	<b>Whakararau or Whakarahi Te Ao Māori</b> <i>Embed or amplify a Māori Worldview</i>
<p>Grade 1 (a)</p> <p>Normalises te reo and Māori World view.</p> <p>Identifies and assesses tauira and whānau</p>	<ul style="list-style-type: none"> <li>Identifies whakapapa (genealogical) links for students</li> <li>Establishes relationships with Māori communities and/or external agencies</li> <li>Acts as a conduit for information between the school and whānau.</li> <li>Assists colleagues to develop their skills in te reo and/ or te ao Māori</li> <li>Identifies opportunities for Māori students and their whanau to engage in their cultural identity.</li> </ul>	<ul style="list-style-type: none"> <li>Introduces simple programmes to increase te reo capability and/or pronunciation.</li> <li>Assesses student capability in Te Reo Māori</li> <li>Assesses whānau capability in Te Reo and/ or connection to their cultural identity</li> <li>Assists Teachers in planning and delivering classes</li> </ul>	<ul style="list-style-type: none"> <li>Explains Māori concepts</li> <li>Normalises use of tikanga and kawa</li> <li>Provides mana whenua knowledge, including appropriate mita (local dialect).</li> <li>Plans activities to celebrate significant Māori events</li> <li>Conducts karanga, whaikōrero and karakia for pōwhiri</li> </ul>

<p>Grade 1</p> <p>Adapts programmes and supports colleagues</p>	<ul style="list-style-type: none"> <li>• Provides pastoral care for students and/or whānau.</li> <li>• Implements programmes for whānau to engage in their cultural identity.</li> <li>• Provides professional development for staff.</li> <li>• Works with external agencies/ Māori communities to improve outcomes for students</li> </ul>	<ul style="list-style-type: none"> <li>• Translates resources and materials into either Te Reo or English</li> <li>• Adapts programmes or lesson plans to suit Māori bilingual and immersion classes.</li> <li>• Plans and delivers Toi Māori programmes such as rāranga or kapa haka</li> <li>• Plans and delivers Te Reo Māori and Mātauranga programmes</li> <li>• Uses Mātauranga Māori and/ or Māori pedagogical approaches to achieve learning outcomes</li> <li>• Implements learning programmes and/or lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts tikanga to fit the context of the school environment</li> <li>• Uses appropriate cultural practice to ensure proper care for taonga</li> <li>• Leads cultural events such as noho marae</li> </ul>
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<p>Grade 2</p> <p>Creates, leads, and advises.</p>	<ul style="list-style-type: none"> <li>Creates professional development programmes for staff.</li> <li>Works with external agencies/local Māori communities to effect organisational outcomes that benefit Māori</li> </ul>	<ul style="list-style-type: none"> <li>Creates learning programmes and/or lesson plans</li> <li>Creates tools and/or resources in te reo Māori</li> <li>Adapts curriculum to reflect Mātauranga Māori</li> <li>Advises School Leaders on Mātauranga Māori or Māori Pedagogical approaches</li> </ul>	<ul style="list-style-type: none"> <li>Develops processes or guidelines to embed tikanga and/or kawa</li> <li>Creates physical and intellectual taonga for kura including waiata composition.</li> </ul>
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### Factor scoring results - comparators

During factor scoring, the panel agreed on 'profile' PEAM scores for the comparator occupations. Profile scores give a more robust view of the role than averages as this uses the most common level awarded to each of the factors scored and so limits the impact of outliers on the scores. This is useful for roles where there is one job description and one employer for the role. It should be noted that for the teacher aides, averages have been used as there is more of a range of roles which is important to capture here.

A summary of the findings for each of the comparators can be found below along with the agreed profile PEAM score<sup>11</sup>.

<sup>11</sup> It should be noted that comparator information taken from the TAPEC investigation has been retained here with no further factor scoring occurring for the Corrections Officers, Customs Officers and Teacher Aides. There was some consistency between the factor scoring panel members for TAPEC and the panel members for KPEC.

<b>Iwi Liaison Officers</b>	Range of PEAM scores 527 - 620 Profile PEAM score: 579
<b>Role overview</b>	Iwi Liaison Officers create and foster positive relationships between Māori and New Zealand Police.  Iwi Liaison Officers can be sworn constables or civilian employees.
<b>Skills</b>	Officers need to have advanced communication and listening skills as well as being empathetic with those they deal with.  Speaking te reo Māori and having an understanding of tikanga are essential in their roles internally and externally for the organisation.  They build relationships and maintain trust with iwi, the community and other government organisations and service providers.
<b>Responsibilities</b>	Officers provide guidance and training to colleagues on all things Māori including te reo Māori and pronunciation, te ao Māori (Māori worldview/lens) and tikanga.  They often have initiatives or projects they are responsible for such as driver licensing, training Māori wardens and overseeing tamariki and rangatahi who come to the organisation's attention.  Officers often maintain confidentiality in accordance with the Privacy Act.
<b>Demands</b>	Attending to sites where there may be deceased people.  Informing, supporting or dealing with whānau in highly emotional situations and contexts i.e., loss, grief, illegal activity, poverty.  Attempting to change the mindset and unconscious biases non-Māori peers hold of Māori.

<b>Working conditions</b>	<p>Officers are frequently abused verbally by the public through the use of profanities.</p> <p>The occasional physical abuse occurs.</p> <p>On occasion, they may be wearing heavy gear and standing on their feet all day during extreme weather conditions at events or maintaining a police presence at a site.</p>
<b>Fishery Officer</b>	<p>Range of PEAM scores: 506 -586</p> <p>Profile PEAM score: 523</p>
<b>Role overview</b>	<p>Fishery Officers ensure commercial, recreational, and customary groups are compliant with the Fisheries Act 1996.</p> <p>This includes education, inspections; land-based and at-sea patrols; monitoring; intelligence gathering; prosecutions; customary liaison; and data analysis.</p>
<b>Skills</b>	<p>Fishery Officers require a range of soft, physical and knowledge skills, including:</p> <p>In-depth understanding of the relevant legislation and the organisation's policies</p> <p>The ability to relate to people, use empathy, be able to communicate to a range of people and be flexible to change.</p> <p>De-escalation skills and the ability judge when to leave a conflict situation.</p>
<b>Responsibilities</b>	<p>Officers are responsible for the enforcement of the Fisheries Act and gaining compliance with it. They are responsible for ensuring that the natural resource is kept sustainable by enforcing compliance of this Act for commercial, recreational and customary fishing.</p> <p>Officers are required to educate those with fishing interests on legislation relevant to them. They are responsible for training, assisting, and planning the work of a network of 'Honorary Fishery Officer' volunteers.</p>

<b>Demands</b>	<p>A high level of resilience is required for the role, as Officers are often dealing with situations of stress and aggression.</p> <p>There is a need for Officers to concentrate on work to avoid injury or offences.</p> <p>A moderate physical effort is required to complete the work including lifting heavy objects and maintaining a suitable level of fitness.</p>
<b>Working conditions</b>	<p>Officers are required to work on the land, coastal areas and at sea.</p> <p>Generally, Officers would be in the office for two days per week.</p> <p>Most of the work is conducted outdoors in coastal areas and at sea in vessels. They are exposed to extreme weather conditions, noxious odours, dust and dirt, injury and noise. Officers are regularly exposed to verbal abuse from the public.</p>
<b>Civil Engineers</b>	<p>Range of PEAM score: 464-572</p> <p>Profile PEAM score: 509</p>
<b>Role overview</b>	<p>Civil engineers ensure that council assets are developed and maintained.</p> <p>They make decisions that are in keeping with the council vision, team members, contractors and the public are kept safe from harm and that the reputation of the council is upheld through clear and diplomatic communication, and technical competency.</p>

<b>Skills</b>	<p>Council engineers require an engineering qualification and technical competency.</p> <p>The role involves a high level of health and safety awareness to identify and mitigate potential construction site hazards.</p> <p>Civil engineers use problem solving skills to agree to solutions to Council asset issues, and plan resources, schedules and budgets required for the solution.</p> <p>They are required to communicate with a variety of people both internally and externally, to convey at times unwelcome and complex information. They also must maintain current knowledge of national engineering standards and legislation as well as Council strategy and policies.</p>
<b>Responsibilities</b>	<p>Civil engineers monitor the condition of Council assets such as roads, bridges, retaining walls etc.</p> <p>They plan and project manage the construction of new assets and maintenance of existing assets.</p> <p>Some of our sample had people leadership, budget allocation and forward planning responsibilities.</p>
<b>Demands</b>	<p>Civil Engineers were required to focus for sustained periods.</p> <p>They often needed to regulate their own emotions in confrontations with members of the public.</p> <p>In some roles, requirements included standing for long periods of time, carrying heavy tools, and spending time driving.</p>
<b>Working conditions</b>	<p>Many of the roles are based partly in an office environment and partly on work sites.</p> <p>Some can be rostered on-call after normal working hours.</p> <p>There is a requirement in some roles to work outside in adverse weather conditions and work close to noxious substances such as bitumen.</p>

<b>Corrections Officer</b>	<p>Range of PEAM scores: 442-497</p> <p>Profile PEAM score: 459</p>
<b>Role overview</b>	<p>Corrections Officers are responsible for ensuring the security and care of offenders and supporting their rehabilitation and pathways towards an offence free lifestyle.</p> <p>The Corrections Officer achieves these accountabilities by having the right relationship with offenders, visitors and other staff.</p>
<b>Skills</b>	<p>Officers must have good knowledge of policies, procedures and legislation. They require a working knowledge of Māori culture and tikanga as well as sensitivity to the requirements of other cultures.</p> <p>They need to have conflict resolution skills, be able to de-escalate situations, and identify when a situation might escalate before it happens. An Officer needs to be able to relate to a range of people.</p>
<b>Responsibilities</b>	<p>While the Officers do not have any people leadership responsibilities, they do participate in a 'buddy' system for new Officers.</p> <p>In their role they undertake substantial recording of important and confidential information. This includes prisoner behavior, learning and other sensitive information.</p> <p>This role actively gains a basic understanding of people's particular situations or needs to provide advice, instruction, care, or assistance to individuals.</p>
<b>Demands</b>	<p>The role can be mentally and emotionally demanding. Officers are in situations of aggravation and high stress daily and must regularly de-escalate aggressive situations.</p> <p>Fatigue and stress are an issue for Officers in this role.</p>

<b>Working conditions</b>	<p>Corrections Officers work inside prisons which is naturally a challenging environment in which to operate.</p> <p>They are exposed to violence and subjected to abuse.</p> <p>The environment is lacking in natural light and can be noisy at times.</p>
<b>Customs Officer</b>	<p>Range of PEAM scores: 361-480</p> <p>Profile PEAM score: 456</p>
<b>Role overview</b>	<p>Customs Officers protect New Zealand's border and promote New Zealand by facilitating trade and welcoming visitors. They undertake a wide range of duties, in varying locations and work environments. Customs Officers work across several work areas.</p>
<b>Skills</b>	<p>Officers require very good people-responsiveness skills, involving discretion and diplomacy in dealing with others in situations of stress, concern and in emotionally charged situations at times. The Customs Officer will have a well-developed ability to de-escalate emotionally charged situations. Knowledge of current relevant legislation and travellers rights is a requirement of Officers in this role.</p>
<b>Responsibilities</b>	<p>This role has limited authority and operates under the close supervision of a Senior Customs Officer with clear procedural requirements dictating what and when issues need to be escalated. Officers undertake substantial recording of important and confidential personal information where care around disclosure is critical. This may relate to intelligence received or generated, as well as documenting evidence for subsequent action including prosecution. They work collaboratively with other team members to achieve consistent standards and adherence to organisational requirements. As most Customs Officer interactions are not relationship based, the level of services to people requires them to gain a basic understanding of people's particular situations or needs in order to provide advice, instruction, care or assistance to individuals.</p>

<b>Demands</b>	Officers are required to have a high level of resilience, as they are working in situations where people are in states of high stress. This role requires Officers to be alert and attentive to tasks which are often repetitive in nature. There is extended periods of standing required in this role, where Officers are required to remain alert.
<b>Working conditions</b>	Officers are often required to work in the confinements of an airport which has a lack of natural light and may be required to work in confined spaces whilst carrying out inspections. They are exposed to drugs and dangerous contraband. There is risk of injury through physical abuse from agitated passengers, lifting of tools or the incorrect use of tools. Exposure to illness is common while working in an airport.
<b>Parking Compliance Officers</b>	Range of PEAM scores: 419-448 Profile PEAM scores: 427
<b>Role overview</b>	<p>Parking Compliance Officers work with the public to manage the flow of traffic. Specifically, to encourage compliance from the public towards parking bylaws and legislation.</p> <p>They will provide guidance on parking restrictions and encourage compliance from the public.</p> <p>If needed, Officers conduct enforcement through issuing tickets for offences or towing vehicles</p>
<b>Skills</b>	<p>Officers are required to have a high level of conflict resolution skills.</p> <p>A sound understanding of the relevant traffic bylaws and legislation is required as well as being able to relay these to educate the public.</p> <p>They can make a judgement calls of when to escalate an issue to a senior or leave a situation due to aggressions.</p>



<b>Responsibilities</b>	<p>Officers are responsible for encouraging compliance and educating the public on traffic bylaws and legislation.</p> <p>Enforcement is through issuing tickets and removing vehicles. Education is the preferred action.</p> <p>Officers are responsible for ensuring the correct action is taken.</p> <p>Officers are assigned an area to patrol each day and they plan their own day around this. They require the ability to work independently and make judgement calls including when to escalate an issue or seek advice from a senior.</p>
<b>Demands</b>	<p>A high level of resilience is required for the role, as they are often dealing with situations of stress and aggression.</p> <p>Concentration is required to ensure tickets are issued correctly.</p> <p>Moderate physical effort is required to complete the work, as Officers are required to be walking for long periods of time.</p>
<b>Working conditions</b>	<p>Officers are required to work outdoors for the majority of the time. They would only be required to be in the office for 15 minutes per day. In extreme weather conditions such as heavy rain, Officers are paired up and areas are patrolled by vehicle.</p> <p>They are exposed to noise and dirt associated with traffic and the central business districts.</p> <p>Officers are regularly verbally abused by members of the public, for example this can occur when they are patrolling an area by foot and passers-by yell abuse from cars.</p>

<b>Teacher Aides</b>	<p>Range of PEAM scores across the four grades: 296-538</p> <p>Average PEAM scores:</p> <ul style="list-style-type: none"> <li>• Grade A: 315</li> <li>• Grade B: 386</li> <li>• Grade C: 439</li> <li>• Grade D: 529</li> </ul>
<b>Role overview</b>	<p>There are three types of Teacher Aide roles:</p> <p>The General Support role delivers a structured program, lesson plans and activities. The degree to which a Teacher Aide will be involved in planning these lessons varies, from applying a set plan or program to creating plans and programs themselves.</p> <p>The Additional Support role supports the learner’s well-being, as well as health and safety. The support provided to students varies from assisting learners to providing highly specialised support to students with complex needs.</p> <p>The Te Ao Māori role supports and guides reo and tikanga within the school setting. There are varying levels of support provided by a Teacher Aide from developing to leading and advocating for te reo Māori in the kura and community.</p>
<b>Skills</b>	<p>Teacher Aides bring a range of skills to the role, including monitoring and observing children to identify subtle clues in their behaviour.</p> <p>They need to have a high level of patience and empathy towards children, and be able to negotiate, persuade and influence children daily.</p> <p>The flexibility to change your response to a situation and accommodate different needs, resilience, and control of their emotions are required to achieve positive outcomes.</p> <p>They bring strong relationship building skills, and the ability to build rapport with adults and children in a short time frame in order to build trust.</p>

<b>Responsibilities</b>	<p>This role is ultimately responsible for the needs of students with special educational requirements.</p> <p>In some cases, Teacher Aides are responsible for collecting information about a child's state of mind and wellbeing and liaising with parents and external specialists.</p> <p>Teacher Aides bear the responsibility for the child's learning and general care.</p> <p>They would also be responsible for communicating with parents about any issues with student's learning.</p>
<b>Demands</b>	<p>This role requires a high level of resilience to provide emotional engagement, support, and encouragement.</p> <p>Often, they must work with children in a high state of distress and personal need.</p> <p>Teacher Aides are required to focus on activities to ensure the safety of the child in their care as well as ensuring learning objectives are met.</p>
<b>Working conditions</b>	<p>Teacher aides are working within classrooms. They are exposed to frequent intimidation and verbal abuse throughout the working day.</p> <p>Verbal abuse includes personal remarks, swearing, and screaming.</p> <p>They are also exposed to body fluids and are regularly required to clean these up.</p>

### Comparison of work and factor scores

The ranges of PEAM scores for the KPEC claimants and potential comparators were plotted against each other to allow for comparison. The assessment confirmed that scores for the work of kaiārahi i te reo was comparable with the work of Iwi Liaison Officers, Fishery Officers, Civil Engineers, Corrections Officers and Grade D Teacher Aides. It was found that the work of Parking Compliance Officers, Customs Officers and Grade A-C Teacher Aides did not align, and so these roles were discarded as comparators at this stage.

Table: Comparison of comparator PEAM scores at each proposed grade of kaiārahi i te reo

Comparator	PEAM score	Comparability to average score for Grade 1 KITR (506)	Comparability to average score for Grade 2 KITR (568)
<b>Average TAs (see below for breakdown according to TA grade)</b>	296-538	Medium	Low
<b>Parking Officers</b>	419-448	Medium	Low
<b>Customs Officers</b>	361-480	Medium	Medium
<b>Corrections Officers</b>	442-497	High	Medium
<b>Civil Engineers</b>	411-572	High	Medium
<b>Fishery Officers</b>	506-586	High	High
<b>Iwi Liaison Officers</b>	553-620	Low	High
<b>KEY:</b>	Low comparability = comparator is <70 percent or >131 percent	Medium comparability = 71-90 percent or 111-130 percent	High comparability = 91-110 percent

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Table: Comparison of average PEAM scores for teacher aides with proposed claimant grades

TA Grade	Average PEAM score	Comparability to average score for Grade 1 KITR (506)	Comparability to average score for Grade 2 KITR (568)
<b>A</b>	315		
<b>B</b>	386		
<b>C</b>	439		
<b>D</b>	529		
<b>KEY:</b>	Low comparability = comparator is <70 percent or 131> percent	Medium comparability = 71-90 percent or 111-130 percent	High comparability = 91-110 percent

# Assessment of contract terms, remuneration and funding settings

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Assessment of the actual and historical remuneration, and terms and conditions of claimants and comparators was conducted through review of current and previously active collective employment agreements attached to the roles, along with remuneration data supplied by employers.

The completed analysis allowed comparison of the salaries and any other aspects that make up employees' total remuneration, as well as other terms and conditions of the roles. This data was enhanced by information on pay and terms and conditions gleaned through the work assessment interviews.

## Kaiārahi i te reo funding settings

Kaiārahi i te reo are funded through the schools' operations grant which covers a school's running costs. This includes the wages of all non-teaching staff, property maintenance, classroom materials, purchase and depreciation of capital items, leases and rentals and staff professional development. It is calculated using school rolls and other factors, such as decile, and is responsive to roll fluctuations.

## Kaiārahi i te reo remuneration settings

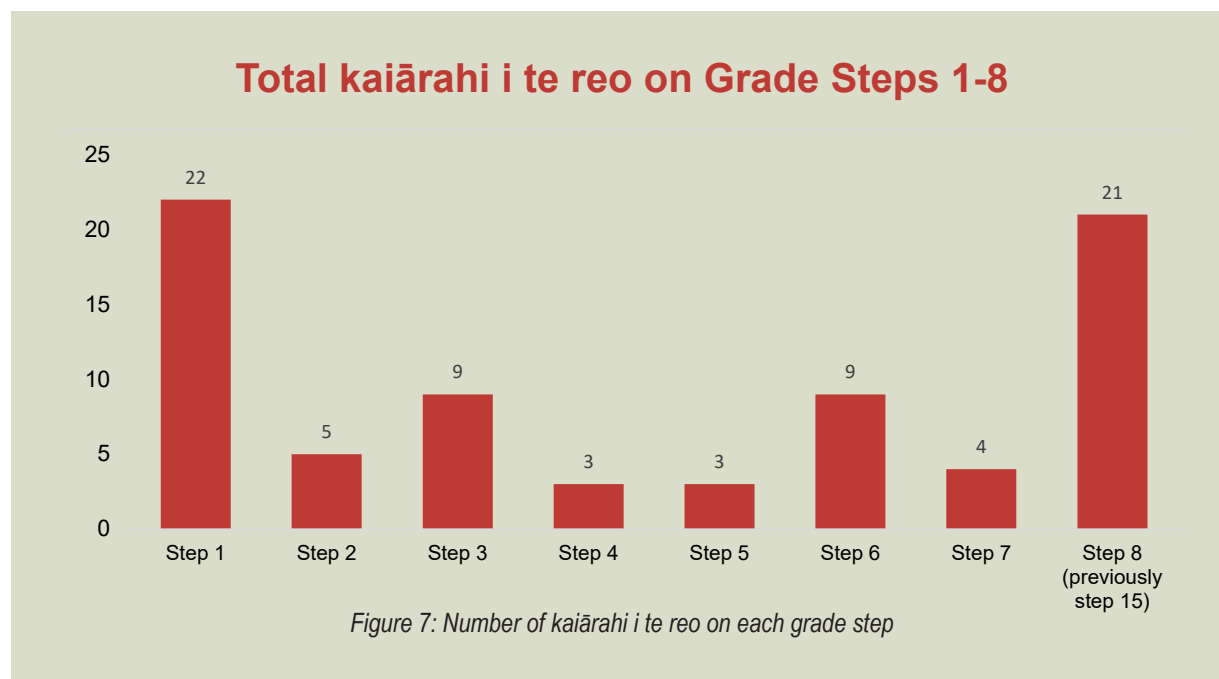
### Salary at appointment:

Employees may, upon appointment, be placed at any point within the pay scale. Factors to be considered in starting rate include:

1. Previous relevant paid or unpaid work experience
2. The level of skill, qualification, and responsibility required for the position
3. The level of te reo Māori and understanding of ngā tikanga Māori required for the position

The ease or difficulty in recruiting and/or retaining the specific skills and/or experience required for the position

Internal Ministry of Education data covering the period of October 2020 - October 2021 (based on the 74 kaiārahi i te reo who were paid by the Ministry of Education during that period) shows the actual distribution of kaiārahi i te reo across these grades.



## Progression

Progression is on an annual basis provided that the employee has met or exceeded standards of performance assessed by the employer against the job description and/or written requirement for the position. The employee shall be paid on the next higher step until the maximum step is achieved.

## Changes to remuneration structure and rates

The most notable change in remuneration occurred in December 2019, when kaiārahi i te reo employees were moved from salaries to hourly rates. In this transition, the pay scale was also restructured. The pay scale minimum increased by 20 percent and the

Pay scale (Current rates - effective 27 November 2020)	
Step	Hourly
1	21.78
2	21.97
3	22.54
4	23.03
5	23.59
6	24.11
7	25.19
8	25.79

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maximum by 3 percent. The first eight steps on the old salary pay structure were also merged into one step in the new hourly pay structure.

### Living wage

In 2019, Support Staff in Schools voted to accept a collective agreement that made the living wage of \$21.15 the new minimum pay rate – this included kaiārahi i te reo workers. Prior to 2019, kaiārahi i te reo were paid below the living wage in New Zealand.

### Kaiārahi i te reo annual minimum and maximum salary over time

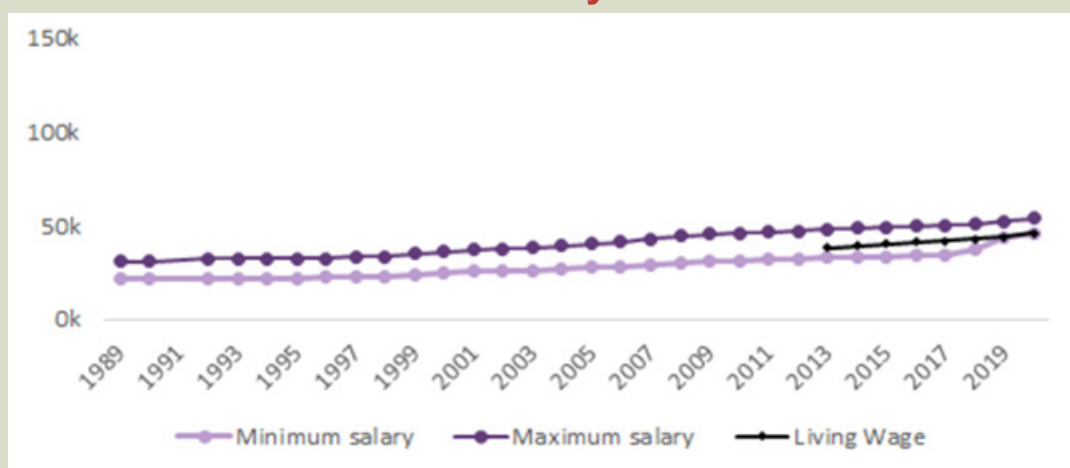


Figure 8: Comparison of the annual minimum and maximum salary for kaiārahi i te reo between 1991 and 2020



In 2018, kaiārahi on Step 1 earned \$17.70 per hour. This became the minimum wage in 2019. In the 2020 structure, kaiārahi on this step earned \$21.78 per hour, while the national minimum wage is set at \$20 per hour.

The below table illustrates the average pay rate per step and the number of kaiārahi i te reo on these grades.

Step	Average hourly rate <sup>12</sup> \$/hour	Total kaiārahi i te reo
1	\$21.50	22
2	\$21.80	5
3	\$22.40	9
4	\$23.00	3
5	\$23.90	3
6	\$24.00	9
7	\$24.00	4
8	\$25.58 <sup>13</sup>	21

<sup>12</sup> Hourly rate is inclusive of other salary costs such as extra time worked and leave. Therefore in some scenarios it can be seen that the average hourly rate is above the printed rate.

<sup>13</sup> Value provided is a weighted average inclusive of the Step 8 and the previous step 15 according to the number of kaiārahi i te reo on each version of the top step.

### Allowances

During the same period of October 2020 – October 2021, 11 of the 74 kaiārahi i te reo were paid by the Ministry of Education during that period (15 percent) received an allowance. 4 kaiārahi i te reo received the first aid allowance (5 percent). Other allowances included:

- Concurrent Payment
- Degree
- National Diploma
- Overnight Camp Allowance

### Kaiārahi i te reo contracts

While 74 individuals were paid as kaiārahi i te reo by the Ministry of Education from October 2020-October 2021, these individuals fulfilled 81 total kaiārahi i te reo roles, indicating that some individuals may work at more than one school.

Of those 74 kaiārahi i te reo, 60 individuals (81%) were considered part time (worked less than 35 hours per week). Across all kaiārahi i te reo grades, the average number of hours worked per week was 21.

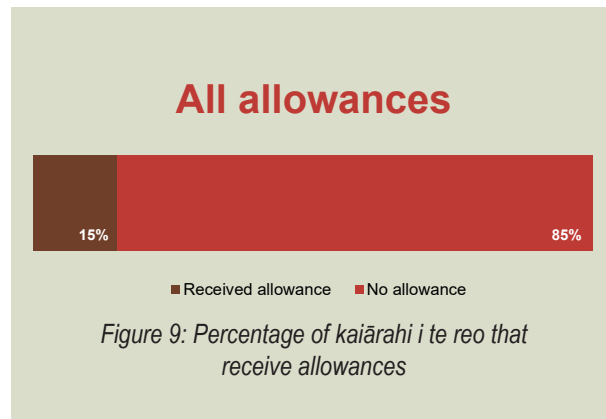


Figure 9: Percentage of kaiārahi i te reo that receive allowances



Figure 10: Percentage of kaiārahi i te reo who received a first aid allowance



Figure 11: Percentage of employees who are on either full or part time hours



Figure 12: Percentage of kaiārahi i te reo who are on either a permanent contract or a fixed term/casual basis

Based on the most recent payrun data available (October 2021), 30 kaiārahi i te reo (41%) were permanent staff, and 44 (59%) were fixed term or casual staff.

65 out of the 81 kaiārahi i te reo roles were paid for part of the year only. Payroll data shows that kaiārahi i te reo roles were paid on average for 26 weeks per year (13 fortnightly payruns).

Only 16 of the 81 kaiārahi i te reo roles were paid for the full 52 weeks of the year between October 2020 and October 2021 (26 fortnightly payruns).

No kaiārahi i te reo opted to annualise their salary according to our data.

### Comparator remuneration settings

Printed rates detailed in the most recent Collective Agreements for the comparators along with other remuneration, terms and conditions were investigated.

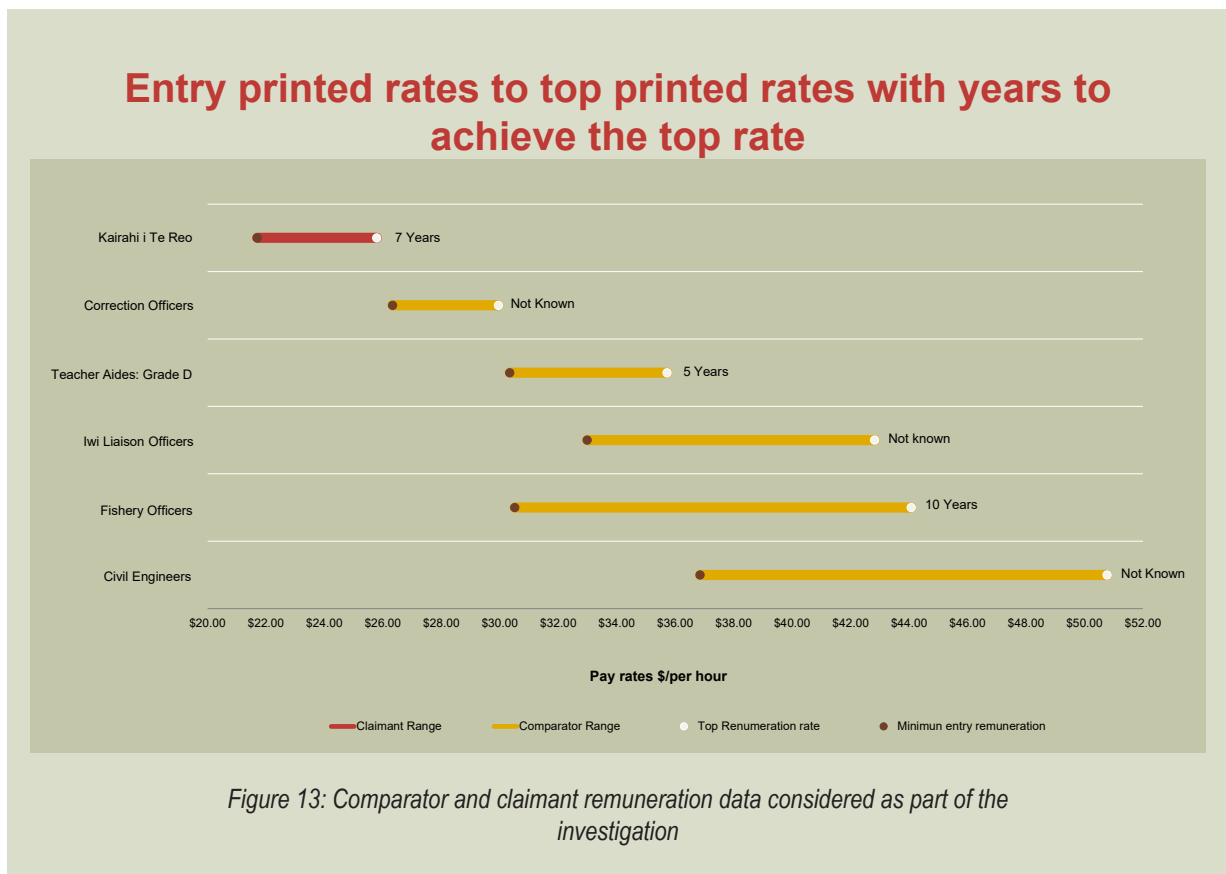


Figure 13: Comparator and claimant remuneration data considered as part of the investigation

# Conclusion

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When the skills, responsibilities, demands and working conditions are considered based on information gleaned from the transcripts, there is good comparison between the kaiārahi i te reo, iwi liaison officers, fishery officers, civil engineers, corrections officers and Grade D teacher aides. A comparison of the remuneration and terms and conditions of the same cohort of roles, demonstrates that the claimant's work is undervalued. This evidence provides a good starting point for understanding the scale of the undervaluation and as a basis to consider how solutions may be developed.

# Appendices

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## Appendix 1: KPEC Terms of Reference

# **Kaiārahi i te Reo Pay Equity Claim (KPEC)**

## **Terms of Reference**

June 2020

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## Parties

1. The parties to the Kaiārahi i te Reo Pay Equity Claim (the Claim) process are:
  - The Ministry of Education (the Ministry) on behalf of the Secretary for Education
  - New Zealand Educational Institute (NZEI Te Riu Roa) on behalf of its members who are Kaiarahi i te Reo support staff in schools
  - New Zealand School Trustees Association (NZSTA) who represent Boards of Trustees as the employers of administration staff in schools and kura across New Zealand.
2. The parties agree the pay equity claim for Kaiārahi i te Reo staff is arguable.
3. All non-union employees who are doing the same or similar work as that covered by this Terms of Reference (ToR) will be notified of the Claim by the employer as soon as reasonably practicable. In consultation with NZEI Te Riu Roa, non-union employees will be advised on mechanisms for joining the claim.
4. These ToR specify a pay equity bargaining process that the parties will use and that the parties agree is suitable and sufficient to settle the claim.

## Background

5. On the 28th September 2018 NZEI Te Riu Roa formally notified the Ministry of a pay equity claim for all support staff covered by the Support Staff in Schools Collective Agreement and Kaiārahi i te Reo, Therapists', ATSSD and Special Education Assistants' Collective Agreement. This claim covers Kaiārahi i te reo and those doing same or similar work, who are subject to this ToR.
6. The parties note that this process is being undertaken in the context of the Terms of Reference agreed in May 2017 by the State Services Commission Te Kawa Mataaho (SSC) and the New Zealand Council of Trade Unions Te Kauae Kaimahi (NZCTU) to guide agencies and unions in progressing identified pay equity claims in the State sector in advance of legislation to implement the Reconvened Joint Working Group's (RJWG) Pay Equity Principles (the Pay Equity Principles).

## Acknowledgement of Te Ao Māori

7. Parties acknowledge that this pay equity claim covers a workforce that is likely to be predominantly Māori, who face intersecting barriers to achieving pay equity.
8. We acknowledge that the pay equity principles were not formed from a Te Ao Māori perspective and this claim must move through a system with a process and outcomes centred in a New Zealand Pākehā context.
9. Parties have identified the following processes to recognise Te Ao Māori status of this pay equity claim
  - Interviews may be conducted in both Te Reo and Pākehā based on the wishes of the interviewees
  - Parties will be led by the interviewee and their schools as to appropriate tikanga for each interview.
  - There will be training focussed on the Te Ao Māori aspects of claim for those involved in each step of the claimant process including interviews, quality assurance and assessment
  - The Joint working group will include members from Miro Māori for NZEI Te Riu Roa and the Te Reo Māori team from MoE



- During checkpoint discussions parties will discuss whether these measures are appropriate or if there is need to expand them
- Parties will ensure that claimants aren't burdened by requirements based on their ethnicity.

### **Purpose**

10. The purpose of these ToR is to establish the collaborative process by which the parties will address the Claim using the Pay Equity Principles.
11. These ToR have been informed by the Equal Pay Act (1972). These ToR describe how the Pay Equity Principles will be applied throughout the claim process. They specifically define:
  - who will take part and how we will work together.
  - what has to be achieved
  - how it will be achieved and the commencement date.

### **Scope**

12. The parties agree the pay equity claim is arguable for Kaiārahi i te Reo and those doing the same or substantially similar work.

### **Working together**

13. As the pay equity claims process is a joint venture between the Ministry, NZEI Te Riu Roa and NZSTA, it is important that we find ways to work together, problem-solve efficiently and in good faith, communicate well and share information.
14. The principles and expectations underpinning our engagement are:
  - committing to an effective and efficient process, that is underpinned by respect for tikanga me ona reo Māori.
  - attending the necessary meetings and meeting as agreed to review progress
  - respecting the independence of each organisation including recognition of each other's specific responsibilities and accountabilities
  - committing to keeping our respective executive groups and other key stakeholders informed
  - participating in timely and effective decision-making processes based on a relationship of honesty.
  - negotiating in good faith to settle the pay equity claim
15. As required under Pay Equity Principle 15, the parties are obligated to undertake a pay equity claim process that is orderly, efficient, kept within reasonable bounds and not needlessly prolonged.
16. A joint working group made up of people from the Ministry, NZEI Te Riu Roa and NZSTA will meet as necessary to discuss and manage:
  - progress of the claim, and oversight of timeframes and timelines
  - problem solving issues and risks, and identifying opportunities for continuous improvement
  - joint communications
  - progress through the stages of the Pay Equity Claim process as outlined below

- any other business.
17. Actions and key points arising from these meetings will be recorded and circulated post-meeting to all parties, and joint agreement of these minutes will be recorded. This will make sure everyone is on the same page and any actions have clear ownership.
  18. Throughout the process the parties will ensure that the work undertaken upholds the Pay Equity Principles.

#### **Resolving matters in dispute**

19. Issues will be resolved, wherever possible, at the lowest possible level to where they arise.
20. Either party is able to notify the other and bring in senior staff if it considers this will assist the group's progress.
21. In the event of a disagreement, the parties acknowledge that dispute resolution processes are available, including mediation through the Employment Mediation Services of the Ministry of Business, Innovation and Employment, or a mediator agreed by the parties. If mediation is unsuccessful, the parties may agree to progress dispute resolution through the Employment Relations Authority.

#### **What has to be achieved?**

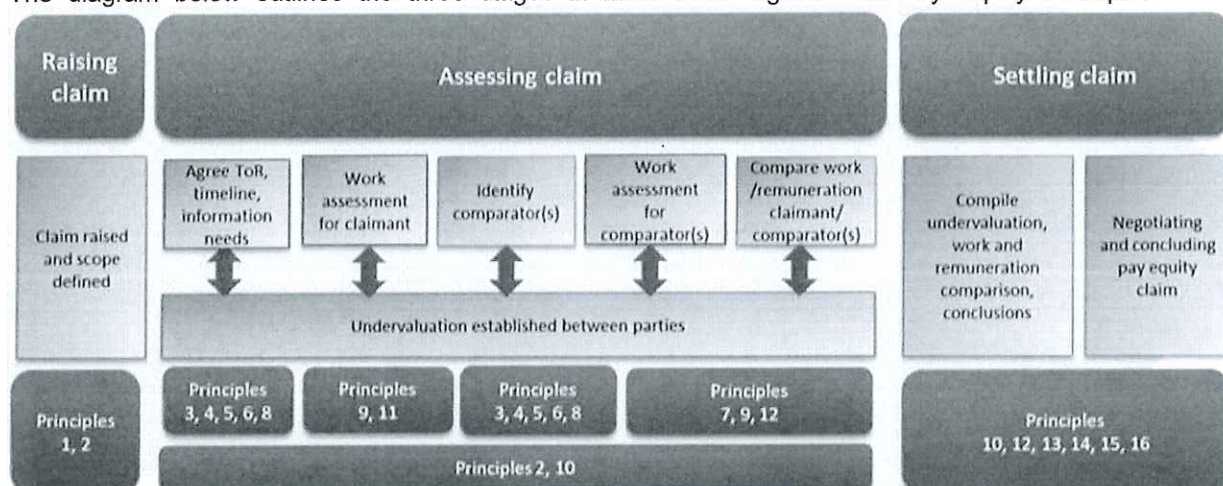
22. In order to determine whether Kaiārahi i te Reo in schools have been undervalued on the basis of their gender, which may be compounded by the intersecting barriers faced by Wāhine Māori, we will follow a process built on the Pay Equity Principles.
23. If sex-based undervaluation is found, we will know we have been successful when:
  - there is a Kaiārahi i te Reo pay equity settlement to address sex-based undervaluation
  - there is an agreed process to review any Kaiārahi i te Reo pay equity settlement to ensure that pay equity is maintained
  - other terms and conditions of employment are not reduced by the introduction of pay equity

#### **How will we achieve it?**

24. Once these ToR are signed by all parties, the parties will move through the stages of the pay equity process that work alongside the principles. The stages are:
  - Raising a claim
  - Assessing a claim, including:
    - the work of Kaiārahi i te Reo
    - identification and agreement of appropriate comparators
    - assessment of the comparators' work
    - comparison of the work and remuneration of both Kaiārahi i te Reo staff and comparators.
  - Settling a claim.
25. Parties to this claim acknowledge that the process for investigating this claim needs to be undertaken with consideration of other pay equity claims currently being investigated.
26. Parties will endeavour to ensure that the methodology agreed for use to administer this claim facilitates efficient sharing of data where possible across the state sector.



27. The diagram below outlines the three stages in more detail against the Pay Equity Principles



28. Parties have agreed to ensure efficient and timely completion of all phases of the claim process and have committed to achieving settlement as soon as reasonably practicable. This includes consideration of mechanisms to expedite the process by sharing, where possible, the process and data used to investigate and settle other pay equity claims where data is applicable to the KPEC.

29. Parties have agreed to commence the formal assessment process in the week beginning 6<sup>th</sup> July 2020 with interviewer training. Interviews with Kaiārahi i te Reo staff will commence the week starting 10<sup>th</sup> August 2020.

### Raising a claim

30. The parties agree the requirements for raising a claim have been met, and parties have confirmed the arguability of the claim.

### Assessing the claim

31. The purpose of the assessment is to understand whether there is a sex-based undervaluation, and if so, the extent of that undervaluation.

32. The assessment of a pay equity claim is a methodical process that is thorough, collaborative, and quality assured. Taking an evidence-based approach will ensure that the outcome is robust, enduring, fair and equitable. Parts of this process work may happen concurrently.

33. The stages of assessment are:

- i. The collection of information about Kaiārahi i te Reo work from a variety of data sources including collective employment agreements, historical information and claimant and supervisor interviews.

The parties agree that this information gathering stage needs to be efficient, iterative, flexible, and will establish regular checkpoints to ensure that sufficient information has been collected to gain a comprehensive understanding of the work of Kaiārahi i te Reo.

Parties have agreed to an initial sample size of 23 interviews of Kaiārahi i te Reo. Interviewees will be drawn from randomly selected schools and will be demographically representative of Kaiārahi i te Reo workers. Regular checkpoints will be established to review parties' satisfaction with the quality and quantity of data as it is collected, and parties may agree to revise the total number of interviews accordingly as the research progresses.

A similar review process will be undertaken as supervisor interviews progress to check parties' satisfaction with the quality and quantity of data being collected. Parties have agreed to an initial sample size of 23 supervisor interviews.

- ii. An objective assessment of Kaiārahi i te Reo work – using a gender-neutral work assessment tool agreed by parties – that is free of assumptions about gender (Principles 4 and 5), which considers:
  - a. tasks and responsibilities of Kaiārahi i te Reo staff, the skills and degree of effort required by those tasks and responsibilities, and the conditions of work (Principle 3)
  - b. Identifies any of the 'less visible skills' typically found in female-dominated occupations (Principle 6)
- iii. Selection of comparators with which to compare the Kaiārahi i te Reo role (Principles 9 and 11). Comparators may be chosen from other completed or current pay equity processes.
- iv. The collection of information - including through interviews and collective employment agreements - on comparators in order to understand the comparator work responsibilities and tasks, and the skills and degree of effort required by those responsibilities and tasks (Principles 8). Where comparators have been chosen from other completed or current pay equity work, a decision will be made as to whether additional interviews for these comparators is necessary or not.
- v. Examination of the work of the comparator roles using the same method as with the assessment of Kaiārahi i te Reo staff roles.
- vi. Comparison of the roles covered by the claimant and comparator roles, including the work being performed and the remuneration paid to those performing the work (Principle 7).

#### **KPEC Report**

- 34. As the claim progresses, the Ministry, NZEI Te Riu Roa and NZSTA will work together to produce a report that sets out the process used to assess this claim, and the evidence and information gathered through that process.
- 35. The methods used for key processes and assumptions made will be described in the report, as well as any conclusions agreed.
- 36. The report will not contain positional content, only factually recorded evidence and data derived from the assessment of the claim. Should conclusions reached from the evidence gathered differ between the parties, and consensus is not able to be reached, then these areas of difference are to be documented and the rationale for the respective positions articulated.

#### **Settling the claim**

- 37. Both parties expect to draw on this report, along with the body of evidence gathered, to determine whether pay inequities exist on the basis of gender and how these should be addressed, to proceed to settling the claim. Any settlement will be recorded in writing and will need to be ratified (agreed to) by union members prior to being signed by an NZEI Te Riu Roa representative. There may also be a need to vary the Kaiārahi i te Reo, Therapists', ATSSD and Special Education Assistants' Collective Agreement Collective Agreement

#### **Communication**

- 38. The parties recognise the importance of preserving the integrity of the RJWG Pay Equity Principles and agree to manage communications under the good faith principles of the Employment Relations Act 2000.

Acceptance of the KPEC Terms of Reference

Signed by:

Iona Holsted, Secretary for Education



Date 16 June 2020

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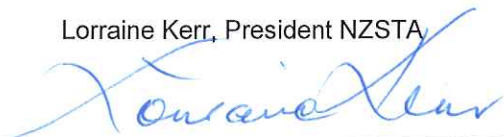
Paul Goulter, National Secretary NZEI Te Riu Roa



Date 18 June 2020

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Lorraine Kerr, President NZSTA



Date 18/06/20

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## Appendix 1: Pay Equity Principles

Raising a Claim	
<b>Principle 1</b>	Any employee or group of employees can make a claim
<b>Principle 2</b>	The process to raise a claim as a pay equity claim should be simple and accessible to all parties.
	<p>A. To determine whether to proceed with the claim as a pay equity claim the work must be predominantly performed by women.</p> <p>In addition, it should be arguable that:</p> <p>B. The work is currently or has been historically undervalued due to, for example:</p> <ul style="list-style-type: none"> <li>i. Any relevant origins and history of the work and the wage setting for it.</li> <li>ii. Any social, cultural or historical factors which may have led to undervaluing or devaluing of the work and the remuneration paid for it.</li> <li>iii. There is or has been some characterisation of the work as “women’s work”.</li> <li>iv. Any social, cultural or historical phenomena whereby women are considered to have “natural” or “inherent” qualities not required to be accounted for in wages paid;</li> </ul>
	<p>C. Consideration may also be given to whether gender-based systemic undervaluation has affected the remuneration for the work due to:</p> <ul style="list-style-type: none"> <li>i. Features of the market, industry or sector or occupation which may have resulted in continued undervaluation of the work, including but not limited to: <ul style="list-style-type: none"> <li>a. a dominant source of funding across the market, industry or sector.</li> <li>b. the lack of effective bargaining.</li> </ul> </li> <li>ii. The failure by the parties to properly assess or consider the remuneration that should be paid to properly account for the nature of the work, the levels or responsibility associated with the work, the conditions under which the work is performed, and the degree of effort required to perform the work.</li> <li>iii. Areas where remuneration for this work may have been affected by any occupational segregation and/or any occupational segmentation.</li> <li>iv. Any other relevant features.</li> </ul>
	D. Agreeing to proceed with a pay equity claim does not in and of itself predetermine a pay equity outcome.
Assessing the Claim	
<b>Principle 3</b>	A thorough assessment of the skills, responsibilities, conditions of work and degrees of effort of the work done by the women must be undertaken.
<b>Principle 4</b>	The assessment must be objective and free of assumptions based on gender
<b>Principle 5</b>	Current views, conclusions or assessments are not to be assumed to be free of assumptions based on gender.
<b>Principle 6</b>	Any assessment must fully recognise the importance of skills, responsibilities, effort and conditions that are commonly overlooked or undervalued in female dominated work such as social and communication skills, responsibility for the wellbeing of others, emotional effort, cultural knowledge and sensitivity.
<b>Principle 7</b>	To establish equal pay, there should be an examination of <ul style="list-style-type: none"> <li>i. the work being performed, and the remuneration paid to those performing the work; and</li> <li>ii. the work performed by, and remuneration paid to, appropriate comparators</li> </ul>
<b>Principle 8</b>	An examination of the work being performed and that of appropriate comparators requires the identification and examination of

	<ul style="list-style-type: none"> <li>i. The skills required</li> <li>ii. The responsibilities imposed by the work</li> <li>iii. The conditions of work</li> <li>iv. The degree of effort in performing the work</li> <li>v. The experience of employees</li> <li>vi. Any other relevant work features</li> </ul>
<b>Principle 9</b>	<p>An examination of the work and remuneration of appropriate comparators may include:</p> <ul style="list-style-type: none"> <li>i. male comparators performing work which is the same as or similar to the work at issue in circumstances in which the male comparators' work is not predominantly performed by females; and/or</li> <li>ii. male comparators who perform different work all of which, or aspects of which, involve skills and/or responsibilities and/or conditions and/or degrees of effort which are the same or substantially similar to the work being examined; and</li> <li>iii. any other useful and relevant comparators</li> </ul>
<b>Principle 10</b>	<p>The work may have been historically undervalued because of:</p> <ul style="list-style-type: none"> <li>i. any relevant origins and history of the work and the wage setting for it.</li> <li>ii. any social, cultural or historical factors which may have led to undervaluing or devaluing of the work and the remuneration paid for it.</li> <li>iii. there is or has been some characterisation or labelling of the work as "women's work".</li> <li>iv. any social, cultural or historical phenomena whereby women are considered to have "natural" or "inherent" qualities not required to be accounted for in wages paid</li> </ul>
<b>Principle 11</b>	A male whose remuneration is itself distorted by systemic undervaluation of "women's work" is not an appropriate comparator
Settling a Claim	
<b>Principle 12</b>	Equal pay is remuneration (including but not limited to time wages, overtime payments and allowances) which has no element of gender-based differentiation
<b>Principle 13</b>	Equal pay must be free from any systemic undervaluation, that is, undervaluation derived from the effects of current, historical or structural gender-based differentiation
<b>Principle 14</b>	In establishing equal pay, other conditions of employment cannot be reduced
<b>Principle 15</b>	The process of establishing equal pay should be orderly, efficient, kept within reasonable bounds and not needlessly prolonged
<b>Principle 16</b>	Any equal pay established must be reviewed and kept current

## Appendix 2: Pay Equity Principles

The principles set out below were developed by the (Reconvened) Joint Working Group (RJWG) and cover the pay equity process from raising a claim to concluding pay equity negotiations.

### RAISING A CLAIM

Principle 1 Any employee or group of employees can make a claim.

Principle 2 In determining the merit of the claim as an equal pay claim, the following factors must be considered:

- A. The work must be shown to be predominantly performed by women and may also include areas where remuneration for this work may have been affected by:
- i. any occupational segregation;
  - ii. any occupational segmentation;

- B. The work may have been historically undervalued because of:
- i. any relevant origins and history of the work and the wage setting for it;
  - ii. any social, cultural or historical factors which may have led to undervaluing or devaluing of the work and the remuneration paid for it;
  - iii. there is or has been some characterisation or labelling of the work as “women’s work”;
  - iv. any social, cultural or historical phenomena whereby women are considered to have “natural” or “inherent” qualities not required to be accounted for in wages paid;



- C. Whether gender-based systemic undervaluation has affected the remuneration for the work due to:
- i. Features of the market, industry or sector or occupation which may have resulted in continued undervaluation of the work, including but not limited to:
    - Principle 2.i.1. a dominant source of funding across the market, industry or sector;
    - Principle 2.i.2. the lack of effective bargaining;
  - ii. The failure by the parties to properly assess or consider the remuneration that should be paid to properly account for the nature of the work, the levels or responsibility associated with the work, the conditions under which the work is performed, and the degree of effort required to perform the work.
  - iii. Any other relevant work features.

## ASSESSING A CLAIM

Principle 3 A thorough assessment of the skills, responsibilities, conditions of work and degrees of effort of the work done by the women must be undertaken.

Principle 4 The assessment must be objective and free of assumptions based on gender.

Principle 5 Current views, conclusions or assessments of work value are not to be assumed to be free of assumptions based on gender.

Principle 6 Any assessment must fully recognise the importance of skills, responsibilities, effort and conditions that are commonly overlooked or undervalued in female dominated work such as social and communication skills, responsibility for the wellbeing of others, emotional effort, cultural knowledge and sensitivity.

Principle 7 To establish equal pay, there should be an examination of

- i. the work being performed, and the remuneration paid to those performing the work; and
- ii. the work performed by, and remuneration paid to, appropriate comparators.

## SETTLING A CLAIM

Principle 12 Equal pay is remuneration (including but not limited to time wages, overtime payments and allowances) which has no element of gender-based differentiation.

Principle 13 Equal pay must be free from any systemic undervaluation, that is, undervaluation derived from the effects of current, historical or structural gender-based differentiation.

Principle 14 In establishing equal pay, other conditions of employment cannot be reduced.

Principle 15 The process of establishing equal pay should be orderly, efficient, kept within reasonable bounds and not needlessly prolonged.

Principle 16 Any equal pay established must be reviewed and kept current.

### Appendix 3: General Areas of Responsibility

# Kaiārahi i te Reo Pay Equity Claim

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## 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.

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 matter 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

## 1. 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 stimulate 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/ira wāhine are present when teaching students
- Using pūrākau as a tool to manage behaviour

	<ul style="list-style-type: none"> <li>• Using waka ama as a vehicle to teach tikanga</li> <li>• Adopting Te Ataarangi method to teach te reo Māori</li> </ul>
<p><b>Teaching mātauranga Māori</b></p>	<ul style="list-style-type: none"> <li>• Delivering Te Mātauranga o Aotearoa/the Māori Curriculum</li> <li>• Ensuring students feel grounded by knowing who they are and how they connect to atua through whakapapa</li> <li>• Teaching pepeha structure, the navigational journey of ancestors and the physical features of the marae</li> <li>• Delivering kaupapa Māori content such as maramataka, Matariki, waiata, and karakia in school assembly</li> <li>• Taking students to significant historical Māori landmarks and sharing knowledge</li> <li>• Teaching and encouraging the use of tikanga, karakia, waiata, and haka</li> <li>• Providing a deeper understanding on correct kaupapa Māori practice</li> <li>• Teaching pūrākau Māori and te orokohanga o te tangata</li> <li>• Sharing knowledge with students on way of being on the marae</li> <li>• Teaching the art and whakapapa of poi to students</li> <li>• Leading a unit on rongoā Māori within a classroom</li> <li>• Teaching rāranga and Māori Art</li> <li>• Facilitating mau rākau holiday programmes for students, and running mau rākau session within the school</li> <li>• Accomodating to the needs of the class by teaching waiata that are specific to upcoming events</li> </ul>

## 2. 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

### **3. 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

<b>Assisting the teacher with class planning</b>	<ul style="list-style-type: none"> <li>• Co-planning classroom lessons and intentions with the lead teacher</li> <li>• Planning and creating lessons and resources when the lead teacher is away or unavailable</li> <li>• Assisting in curriculum writing</li> <li>• Adding to the lesson plan by bringing relevant narratives, readings, notes, and knowledge to enrich topics being taught</li> <li>• Providing input on student progress for student reports and contributing to planning for next steps</li> <li>• Proof reading student reports</li> </ul>
<b>Support outside the classroom</b>	<ul style="list-style-type: none"> <li>• Supporting the lead kapa haka tutor by being present and supervising students</li> <li>• Supervising a group of students/parents during a school outing</li> <li>• Building high needs students' social skills to aid inclusion with their peers</li> <li>• Acting as a course marshal at extra-curricular events</li> <li>• Pastoral care of students which could include community knowledge</li> </ul>
<b>Providing advice</b>	<ul style="list-style-type: none"> <li>• Combining institutional and historical knowledge to provide insight and advice on the future of kura</li> <li>• Recognising that behavioural issues may be a student experiencing learning difficulties and bringing this to colleagues' attention</li> <li>• Managing teacher expectations to align better with what can be achieved with the time and resources available</li> <li>• Mentoring the lead teachers on students with special needs</li> <li>• Advising colleagues on students' success and recommending students for awards</li> <li>• Advising the lead teacher on potential learning gaps with specific students</li> <li>• Liaising with the Special Education Needs Coordinator to provide feedback, and receive support and advice</li> <li>• Speaking with the Resource Teacher for Learning and Behaviour RTLB and organising therapists to attend class where needed</li> </ul>

#### 4. Responding to students' needs in a classroom environment

*Kaiārahi i te reo encounter a range of needs within the classroom from 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 reaching 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 behaviours 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 situations/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

## 5. 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 things 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's 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

<p><b>Advising on and implementing tikanga within the school</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Adapting tikanga to fit the context of the school environment</li> <li>• Writing whaikōrero for students to deliver at pōhiri</li> <li>• Advising on website development to incorporate a Te Tiriti or Waitangi tab</li> <li>• Creating bicultural interview questions for the recruitment process of employees</li> <li>• Creating guideline documents to help the school develop their pōhiri process</li> </ul>
<p><b>Providing professional development and subject matter expertise to staff</b></p>	<ul style="list-style-type: none"> <li>• Creating and leading professional learning and development training sessions on pronunciations, tikanga, school waiata, and karakia with staff</li> <li>• Mentoring staff members on te reo Māori and te ao Māori</li> <li>• Advising staff on how to enhance the teaching of the history of Aotearoa to halt the perpetuation of colonial myths about Māori</li> <li>• Explaining the Doctrine of Discovery to school staff and using this and other documents to facilitate conversation about colonisation</li> <li>• Participating in the selection committee and interviews for the role of Principal to provide bicultural awareness and understanding</li> </ul>

## 6. 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

## 7. 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 tangata/maintaining the dignity of the child
- Assisting with showering students following overnight stays
- Driving students home in personal vehicles 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 student's awareness of their support networks
- Applying a te ao Māori lens to the mental and emotional

	<p>wellbeing of tamariki, ensuring students feel culturally safe</p> <ul style="list-style-type: none"> <li>• Working to ensure academic pathways aren't restricted for Māori students</li> <li>• Identifying when students are having problems and ensuring colleagues are aware</li> <li>• Making an effort to check in on students to ensure they're feeling okay</li> <li>• Being a confidant and consoling students experiencing problems</li> <li>• Developing an understanding of an assigned student, their needs, and what they require to have a successful day</li> <li>• Visiting students and whānau at their homes following a bereavement to offer support and koha on behalf of the kura</li> <li>• Supporting students and their families in meetings/ appointments</li> <li>• Organising and delivering boxes of kai to students' homes for families in need</li> <li>• Creating a calm and positive space for students by providing kai and speaking/singing to them</li> </ul>
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**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

## 8. 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 schools' 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 competitions
- Assisting tamariki to dress for kapa haka

## 9. Creating and maintaining resources to support activities of 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 school 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 dated for Education Outside of the Classroom (EOTC)
- Organising and preparing hāngi fundraisers, 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

## 10. 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

## 11. 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 externally for students, resource teacher Māori, colleagues, senior leadership team, School Boards, 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



	<p>training sessions</p> <ul style="list-style-type: none"> <li>• Taking steps to secure funding from the school Parent Teachers Association (PTA)</li> <li>• Supporting the Special Needs Unit when they are understaffed</li> <li>• Acting as a School Board member</li> <li>• Driving goods to events</li> <li>• Booking transport</li> <li>• Collating and organising koha</li> <li>• Encouraging students to look after the environment by designating times to pick up litter</li> </ul>
<b>General administrative support</b>	<ul style="list-style-type: none"> <li>• Setting up the classroom for the day and moving furniture when necessary</li> <li>• Using the laminator, photocopier, and binder</li> <li>• Using several online software applications daily</li> <li>• Taking the classroom attendance roll</li> <li>• Organising and prioritising daily tasks independently to provide support where required</li> </ul>
<b>Adhering to school health and safety procedures</b>	<ul style="list-style-type: none"> <li>• Participating in first aid sessions and/or holding a first aid certificate</li> <li>• Filling out health and safety forms before going on school trips</li> <li>• Liaising with the school health and safety officer to ensure the safety of students during extra-curricular activities</li> <li>• Filling out incident reports</li> <li>• Ensuring the school buildings and gates are locked and unlocked at the appropriate times and setting alarms</li> </ul>
<b>Communicating appropriately with colleagues and whānau as required</b>	<ul style="list-style-type: none"> <li>• Attending meetings with the supervisors/syndicate</li> <li>• Remaining professional when dealing with sensitive, confidential, or unwelcomed information about students or whānau</li> <li>• Entering student notes electronically on a student management system to inform staff about students and make sure they're well equipped</li> </ul>

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**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
-