### WORK MATRIX

The table sets out the most common skills, responsibilities and demands that apply to teacher aides. The employer will need to assess the regular and ongoing skills/demands/responsibilities of each teacher aide role so that the grade recognises the highest level skills/demands/responsibilities that are required for a role. An employer will need to consider what makes up the majority of the role, and not things that are a one-off or isolated event. Teacher aides do not have to do every activity in a grade in order to be placed in a particular grade.

#### Te ao Māori

We acknowledge the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me bra tikanga. When assessing roles, the skills/demands/responsibilities outlined in te ao Māori are to be considered for each role and applied where appropriate.

### Grade A

#### General support

- Teacher aide follows structured programmes, lesson plans and activities
  - Works with students under teacher supervision on a set variety of standardised and specified tasks, e.g. EarlyWords, SRA reading programme.
  - Assists students to stay on task.
  - Monitors and observes students and acts to build trusting relationships with students and colleagues.
  - Responsible for own work under regular supervision although may show others how to perform tasks as part of their orientation.
  - Collaborates with others in their team.
  - Prepares resources required by the class e.g. photocopying, laminating, paint preparation.
  - Respects and accommodates language, heritage and cultures in a multi-cultural environment.

- Teacher aide supports learners’ well-being, health and safety
  - Primary responsibility of the role is the health and safety of a student/s and may perform simple tasks related to feeding, personal hygiene and/or monitoring and observing these students inside or outside the classroom.

- Developing
  - Requires some familiarity and ability to function on an informal basis in a Māori cultural context AND/OR
  - Respects, accommodates and has some basic knowledge of Māori language/pronunciation, culture, beliefs, values and heritage and an interest and commitment to further develop their reo.

- Supporting, guiding reo and tikanga
  - Adapts and prepares te reo Māori resources and activities to support programmes.
  - Uses te reo Māori in daily conversations to provide assistance or respond to needs.
  - Supports teachers by guiding students and colleagues in tikanga on marae and during whakapūtea.
  - Participates in activities that encourage kaitiakitanga.
  - Supports and encourages the use of te reo in the classroom.

- Additional support at this level may include: active listening, calmness, tact.

#### Additional skills at the level may include:

- Core skills for all teacher aides will include: listening, patience, empathy, encouraging and resilience.

- Teacher aide follows structured programmes but can make minor adaption and creates activities
  - Works with individual students and small groups delivering a range of subjects and topics
  - Will make minor adoptions to lesson plans and resources to ensure learning objectives are achieved and in response to individual student needs.
  - Designs activities to supplement programmes.
  - Supports inclusion in school and amongst peers and takes appropriate action to support students’ wellbeing.
  - Has more day-to-day independence although will have regular conversations with colleagues.
  - Has occasional supervisory responsibility for other employees, parent help or volunteers.
  - Uses a language other than English in daily conversations to provide assistance or respond to needs.
  - Uses multi-cultural knowledge to guide students and colleagues or develop rapport.

- Teacher aide independently delivers programmes with ability to adapt as required
  - Has a high level of day-to-day independence, which includes planning tasks and activities and clear accountability for delivering specific programmes to agreed standards.
  - Will involve tailoring, testing, adapting and creating individual plans and resources within the programme.
  - Provides regular provision of coaching and mentoring, guidance and training to other employees.
  - Will identify and take action to understand the causes of students’ emotional states and provide appropriate support or alert others where escalation is required.
  - Provides cultural leadership which requires specific language skills, knowledge and expertise.
  - Provides translation services.
  - Provides support for translation services.

- Teacher aide provides highly specialised support for students with complex health, behavioural and/or other needs
  - Highly specialised skills are required to provide services to students with highly complex needs.
  - In-depth understanding of the students’ conditions and capabilities involves the independent or shared responsibility to amend, adjust or modify the level and type of support in response to progress or change.
  - Formulates programmes for student/s.
  - Leads crisis management interventions.
  - The role de-escalates extreme emotionally charged situations and provides leadership across cultural boundaries.
  - Provides pastoral support, services or cultural liaison to student families on the school’s behalf, to enable them to engage with education, integrate into the community and/or access appropriate community assistance.

- Additional skills at this level may include:
  - De-escalating extreme emotionally charged situations, complex planning and leadership.

- Additional support at this level may include: ongoing mentoring, emotional engagement, de-escalating difficult situations, negotiation and/or persuasion.

- Teacher aide creates, plans and delivers ongoing programmes requiring strong technical proficiency and skills
  - Develops programmes, lesson plans and associated resources.
  - Develops and or has a major collaboration role in a number of complex activities or programmes requiring the development and approval of longer-term plans.
  - The role de-escalates emotionally charged situations and provides leadership across cultural boundaries.
  - The role has permanent supervision of other Teacher aides or support staff.
  - Requires immersion in at least two cultures and provides leadership across cultural boundaries.

- Teacher aide provides learners’ well-being, health and safety
  - Primary responsibility of the role is the health and safety of a student/s and may perform simple tasks related to feeding, personal hygiene and/or monitoring and observing these students inside or outside the classroom.

- Developing
  - Requires some familiarity and ability to function on an informal basis in a Māori cultural context AND/OR
  - Respects, accommodates and has some basic knowledge of Māori language/pronunciation, culture, beliefs, values and heritage and an interest and commitment to further develop their reo.

- Supporting, guiding reo and tikanga
  - Adapts and prepares te reo Māori resources and activities to support programmes.
  - Uses te reo Māori in daily conversations to provide assistance or respond to needs.
  - Supports teachers by guiding students and colleagues in tikanga on marae and during whakapūtea.
  - Participates in activities that encourage kaitiakitanga.
  - Supports and encourages the use of te reo in the classroom.

- Additional support at this level may include:
  - Core skills for all teacher aides will include: listening, patience, empathy, encouraging and resilience.

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  - Participates in activities that encourage kaitiakitanga.
  - Supports and encourages the use of te reo in the classroom.

- Additional support at this level may include:
  - Core skills for all teacher aides will include: listening, patience, empathy, encouraging and resilience.
### Proposed Teacher Aide Pay Rates

**For Work Matrix A, B, C and D**

**Teacher aides who worked prior to 29 November 2019**

Your pay will translate to the corresponding pay equity rate based on the step you held under the 2017-2019 Support Staff in Schools’ Collective Agreement as set out in the table:

<table>
<thead>
<tr>
<th>Grade, Step, Rate</th>
<th>Grade, Step, Rate</th>
<th>Grade, Step, Rate</th>
<th>Grade, Step, Rate</th>
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*Except for teacher aides who were paid on Grade B, Step 9 and who have been held on that step for at least two years.*

*Teacher aides paid within Grade D range of rates will translate to ...*

These teacher aides will translate to Work Matrix Grade B-C, Step 6 unless the employer advises that the role held by the teacher aide remains solely within Work Matrix B, in which case they translate to Work Matrix Grade B, Step 5.

Teacher aides who worked prior to 29 November 2019...
## PROPOSED TEACHER AIDE PAY RATES FOR WORK MATRIX A, B, C AND D

Teacher aides who first started on or after 29 November 2019

Your pay will translate to the corresponding pay equity rate based on the step you hold under the 2019-2022 Support Staff in Schools’ Collective Agreement as follows:

A teacher aide who is paid A will translate to...

### Grades and Steps

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### New Work Matrix Grade

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### Pay Equity Rates Effective 12 February 2020

(paid by Nov 2020 and backdated)

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### Total Increase from 29 November 2019

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TIMELINE FOR THE TEACHER AIDE PAY EQUITY SETTLEMENT PROCESS 2020

From date of signing
Teacheraides.nz website goes live with settlement details. Teacher aides can register to join upcoming Zoom hui.

3–14 June
Zoom hui series for teacher aides to learn about the settlement and ask questions. Attendees will receive a $25 payment once the endorsement process is complete.

15–19 June
Online settlement endorsement voting.

24–29 June
NZEI Te Riu Roa support staff members vote in an electronic ballot to vary their collective agreement to include the settlement.

By 3 July
Support staff are notified of the ballot result.

3 July–3 August
Teacher aides are automatically translated to the new pay grades. NZEI Te Riu Roa members will receive advice and support to make sure they are on the right grade.

By November
Payment of new rates begins, back-paid to 12 February 2020. Some negotiated translations to higher steps may take effect later.