



The Work Matrix

What is the Work Matrix?

- ▶ To create a fair pay equity rate, we needed to understand the work teacher aides do.
- ▶ When the Ministry of Education, NZSTA and NZEI Te Riu Roa investigated the teacher aide pay equity claim, we gathered information about teacher aide work, and created the Work Matrix.
- ▶ This matrix has four grades (A, B, C, D) showing the most common skills, responsibilities and demands that fall under three broad areas of teacher aide work:
 - General support (classroom/academic)
 - Additional support (e.g. behavioural, high health or pastoral)
 - Te Ao Māori - acknowledging the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand, all students should have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.



	General Support	Additional Support	Te Ao Māori
<p style="text-align: center;">Grade A</p>	<p>Follows structured programmes, lesson plans and activities</p> <ul style="list-style-type: none"> • 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. 	<p>Supports learner’s well-being, health and safety</p> <ul style="list-style-type: none"> • Primary responsibility of the role is the health and safety of a student/s and may perform simple tasks related to feeding, personal hygiene and/or monitoring and observing these students inside or outside the classroom. 	<p>Developing</p> <ul style="list-style-type: none"> • 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.

Core skills will include: listening, patience, empathy, encouraging and resilience.

General Support	Additional Support	Te Ao Māori
<p>Follows structured programmes but can make minor adaption and creates activities</p> <ul style="list-style-type: none"> • Works with individual students and small groups delivering a range of subjects and topics OR works more in depth in a single or limited range of subjects. • Will make minor adaptations to lesson plans and resources to ensure learning objectives are achieved and in response to individual student needs. • Designs activities to supplement programmes. • 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. 	<p>Directly supports students with specific health, behavioural and/or other needs</p> <ul style="list-style-type: none"> • Provides direct support for specific health, behavioural and/or other needs of student/s in order to enhance the student's ability to integrate, improve, be independent and participate more fully in the school. • Implements behavioural, physiotherapy, and/or occupational therapy programmes as prescribed by specialists. • Responsible for a range of physical care and will be required to ensure the students' dignity is maintained. • Precision in providing care and safe handling is required. • If responsible for behavioural needs students, must be constantly monitoring for escalating behaviours and diffuse these situations. 	<p>Supporting, guiding reo and tikanga</p> <ul style="list-style-type: none"> • 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 pōwhiri • Participates in activities that encourage kaitiakitanga. • Supports and encourages the use of te reo in the classroom.

Grade
B

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

General Support

Additional Support

Te Ao Māori

Independently delivers ongoing 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.
- Translates resources and materials into languages other than English
- Provides translation support for students.

Supports students with complex health, behavioural and/or other needs

- Specific expertise requiring active intervention to support students with additional needs. These needs include some or all of medical, behavioural, academic, pastoral and personal care. Skills may include learned physiotherapy techniques, proficiency in braille, sign, Makaton, and medical support e.g. mic-key.
- If responsible for behavioural needs students, must be constantly vigilant for escalating behaviours and defuses difficult situations which may pose risks to themselves or others e.g.: deescalating to avoid the need for restraint.
- Supports a student's wellbeing by engaging with family to address identified pastoral issues and enhance the student's ability to attend school and/or participate. This would include assisting new migrants with their transition into Aotearoa New Zealand culture and environment.

Speaks and role models te reo

- Delivers te reo Māori programmes including adapting and preparing resources and activities.
- Translates resources and learning materials into te reo Māori.
- Speaks te reo Māori when representing the school in the community.
- Coordinates and delivers kapa haka and/or other Māori arts programmes.
- Uses knowledge of students' background and whānau in order to make connections and provide appropriate support.
- Works with whānau and kaiako to support and encourage students' learning.
- Provides leadership at cultural events.

Grade
C

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

General Support

Additional Support

Te Ao Māori

Grade
D

Creates, plans and delivers ongoing programmes requiring strong technical proficiency and skills

- Develops programmes, lesson plans and associated resources.
- Develops and organises or has a major collaboration role in a number of complex activities or programmes requiring the development and approval of longer term plans.
- The role de-escalates emotionally charged situations and overcomes significant barriers to learning by employing a wide range of techniques and competencies over time.
- 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.

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 overcomes significant barriers to learning by employing a wide range of techniques and competencies over time.
- If working with behavioural students will need to be aware and respond to unpredictable behaviours where there are significant risks of harm to the student or others.
- 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.

A strong leader and advocate for te reo Māori in the kura and community

- Plans, coordinates develops and delivers learning programmes to support students' achievement in Te Marautanga o Aotearoa.
- Teaches subjects from Marau ā-kura in the national or local curriculum.
- Provides expert advice and guidance to teachers on te reo Māori, tikanga and/or how best to work with Māori students.
- Supports Kaiako and works with whānau to address serious issues of physical, emotional and/or mental wellbeing of students.
- The role requires a high level of fluency and good tikanga to apply a broad application of te reo Māori skills, customary concepts and traditions together with the ability to function effectively in Māori culture.
- Provides leadership in the school and/or community.

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

What will the Work Matrix be used for?

- ▶ The Work Matrix sets out the most common skills, responsibilities and demands that apply to teacher aides for each of the grades. The grade you are on will indicate which pay rate you are on.

How do I know what grade I am in?

- ▶ Moving from the old pay scale to the new equitable pay scale will be point-to-point, and step progression will be annual.
- ▶ Most teacher aides who start in Grade B can progress to the top of Grade C over time, as long as you're developing skills and knowledge, and your responsibilities are increasing over time through experience.

What are the new rates of pay?

- ▶ The new pay equity rates will be effective from 12 February 2020, and for the majority of teacher aides these rates are an increase ranging from 19-30% from old rates in October 2019.

Can I change where I am on the matrix?

- ▶ Yes, as is currently the case, a teacher aide may ask their employer to reconsider their salary progression and/or the grade they are on. Teacher aides have the right to representation at any stage whether that be through a union, employment advocate, lawyer, or other.

How are grades decided for a teacher aide who is new to a role?

- ▶ The employer, ideally in discussions with the teacher aide, will use the Work Matrix table to assign a grade. The teacher aide will be placed in the grade that reflects the highest skills, demands or responsibilities required to be done regularly in order to perform the role. The teacher aide doesn't have to do every activity in a grade in order to sit within it.
- ▶ If a teacher aide performs a role that mainly requires skills, demands, and responsibilities as set out within Grade A, but is also required to perform, on a regular and ongoing basis skills, demands, or responsibilities from Grade B, then Grade B would apply to them.
- ▶ The employer will need to consider what makes up the majority of the role, and not things that are a one-off or isolated event.
- ▶ When considering the three broad areas of work, the role may include all three of the criteria (General Support, Additional Support, Te Ao Māori), or a blend of two, or it may be covered in just one of the criteria, for example Te Ao Māori.