



Pay equity and the teacher aide claim

What is pay equity?

- ▶ Pay equity means that people are paid equally for doing work of equal value.
- ▶ Achieving pay equity means we have to compare the way that we value and pay for work that we perceive to be very different.
- ▶ Pay equity recognises that while on the surface two jobs may look very different to each other, they actually require the same or similar skills, responsibilities, experience and effort of employees, working in the same or similar conditions.
- ▶ It also recognises that in some instances, wages for workers in female dominated occupations have suffered from gender-based discrimination because of perceptions and prejudices about the value of “women’s work”, and a tendency to minimise the skills, responsibilities, conditions and effort required by this work.
- ▶ Pay equity is an attempt to ensure that the wages paid to workers in female-dominated occupations are free of assumptions and prejudices about the value of that work because it is done mainly by women.
- ▶ By comparing the work and pay of female-dominated occupations with male-dominated occupations, pay equity ensures that workers in female-dominated occupations receive pay that fairly recognises the value of the work that they do.

The teacher aide claim: how did we get here?

- ▶ In June 2016, NZEI Te Riu Roa (the union who represents teacher aides), notified the Secretary of Education that, because teacher aides are mostly women their work is likely to be undervalued and underpaid.
- ▶ NZEI Te Riu Roa claimed that this undervaluation meant that their pay rates were unlikely to represent the true value of their work because they were affected by gender-based discrimination, contrary to the Equal Pay Act (1972).
- ▶ This was the same part of the Equal Pay Act that Kristine Bartlett and E tū used to achieve pay equity for care and support workers in 2015.
- ▶ The Secretary of Education and NZEI Te Riu Roa entered into a joint process with the support of the New Zealand School Trustees Association (NZSTA) to examine the pay equity claim in July 2017. NZSTA represent Boards of Trustees who employ teacher aides.
- ▶ Everyone agreed to work in partnership to resolve the detailed and complex claim, following the Pay Equity Principles to ensure the correct processes were used.
- ▶ During the investigation stage 842 schools were contacted, 800 job descriptions assessed, and 365 in-depth interviews were conducted. The process was thorough and collaborative to achieve an outcome that is robust, fair and equitable for the 22,000 teacher aides who work in schools and kura across the country.

Examining the claim: a joint process

- ▶ From mid-2017 to mid-2019, the Ministry, NZEI Te Riu Roa and NZSTA worked together to research the teacher aide occupation and the work of three male-dominated comparator occupations¹.

Together we:

- interviewed 92 teacher aides, 82 supervisors, 87 principals and 56 employees and 48 supervisors from the comparator organisations.
 - researched and analysed data on the historical movement of women into the paid workforce and the history of the teacher aide occupation.
 - collated and analysed data from job descriptions, collective agreements and other relevant documents.
- ▶ We had to conduct a gender-neutral assessment of the skills, responsibilities, conditions and demands of the work of teacher aides and the comparator occupations in order to answer two key questions:
 1. Are teacher aides' remuneration rates affected by gender-based undervaluation?
 2. If so, what is the extent of the undervaluation and how can it be corrected?

You can read the teacher aide pay equity claim report online at www.education.govt.nz/teacher-aide-pay-equity-claim

¹ These are: Residential Youth Workers employed by Oranga Tamariki, Customs Officers employed by the New Zealand Customs Service, Corrections Officers employed by Corrections NZ.

The findings

- ▶ The investigation of the claim found that although the work of comparators required the same or similar level of skills, responsibilities, conditions of work and degrees of effort as teacher aides, the teacher aides were paid less.
- ▶ The conclusion of the investigation was therefore that teacher aides' pay suffered from gender-based undervaluation and needed to be corrected.

Agreement on pay equity issues

- ▶ The new rates will range from \$21.20 to \$34.68 per hour, and be effective from 12 February 2020. For the majority of teacher aides, this is an increase of 19-30% over the rates paid in 2019.
- ▶ Teacher aides who perform tiaki duties (formerly 'dirty work') on a regular basis, will also receive an extra \$2.60 per hour on top of their hourly rate, while those who perform these duties occasionally will see their allowance increased from \$3.85 to \$4.81 if the work is performed on that day.

Agreement on matters other than pay rates

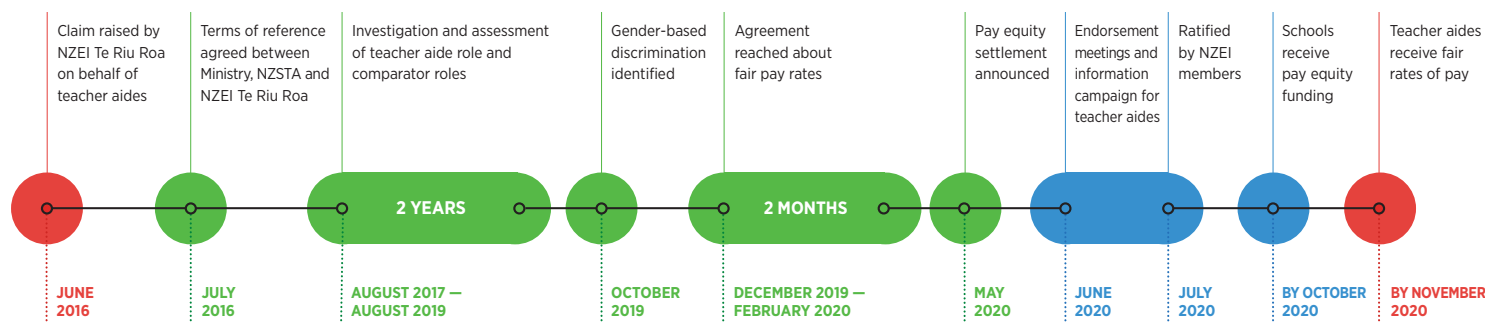
- ▶ Professional learning and development (PLD) opportunities for teacher aides will be more readily available. The PLD fund agreed as part of the *Support Staff in Schools' Collective Agreement* settled at the end of last year, will be boosted by \$1.5 million, to \$2.29 million.
- ▶ Teacher aides will have more certainty around the hours they work. Permanently employed teacher aides will only be able to have their hours varied by a maximum of 25% in any twelve month period. Currently under their employment agreement, there is no limit to the amount of hours that could be varied.

Longer term work

- ▶ The Ministry of Education, NZSTA and NZEI Te Riu Roa recognise that for teacher aides to provide the best support they can for our learners, there are broader workforce matters that need addressing. This longer term work includes:
 - a commitment to reviewing the way schools are funded for teacher aides
 - providing guidance on the use of Fixed-term Agreements to ensure they are being used appropriately
 - establishing a working group to explore career pathways and professional development for teacher aides.

What happens next?

- ▶ Details of the settlement will be widely communicated to all union and non-union teacher aides to help them understand the changes and seek their general endorsement. NZEI Te Riu Roa members will then vote on a variation to the collective agreement which includes the settlement outcomes.
- ▶ Non-union teacher aides need to agree a new Individual Employment Agreement (IEA) with their school to access the new rates, or join NZEI Te Riu Roa to be covered by the *Support Staff in Schools Collective Agreement*.
- ▶ Schools will receive the additional funds by October 2020 and teacher aides will receive the new fair pay rates by November 2020, backdated to 12 February 2020.
- ▶ The COVID-19 situation is fluid. The Ministry, NZSTA and NZEI Te Riu Roa will all provide updates if circumstances change that could impact you.



Did you know?

This pay equity settlement follows a recent pay increase for teacher aides as part of their collective agreement bargaining in November last year. Rates of pay increased to \$21.15 per hour for staff earning less than this, or by 3% if they were earning more. A further 3% increase follows in November 2020 for all teacher aides.



The Work Matrix and pay equity rate scale

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
Grade A	<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
<p>Creates, plans and delivers ongoing programmes requiring strong technical proficiency and skills</p> <ul style="list-style-type: none"> • 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. 	<p>Provides highly specialised support for students with complex health, behavioural and/or other needs</p> <ul style="list-style-type: none"> • 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. 	<p>A strong leader and advocate for te reo Māori in the kura and community</p> <ul style="list-style-type: none"> • 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.

Grade
D

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.

Pay equity rates

Teacher aides who first started prior to 29 November 2019

From 12 February 2020, teacher aides who were employed prior to 29 November 2019 will translate from their old rate to the corresponding pay equity rate in the table to the right.

For example:

A teacher aide who is paid...	will translate to...
GRADE A, STEP 1	WORK MATRIX STEP A1
GRADE B, STEP 4	WORK MATRIX STEP B-C1
GRADE C, STEP 13	WORK MATRIX STEP B-C10

Teacher aides who were paid on **GRADE B, STEP 9** and who have been held on that step for at least two years.

These teacher aides will translate to **WORK MATRIX 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 STEP B5**.

Teacher aides paid within **GRADE D RANGE OF RATES** will translate to...

the closest step in **WORK MATRIX D STEPS D2 TO D6**, provided the rate is equal to or higher than their current rate.

Non-union teacher aides need to agree a new Individual Employment Agreement (IEA) with their school to access the new rates, or join NZEI Te Riu Roa to be covered by the *Support Staff in Schools Collective Agreement*.

GRADE	STEP	PREVIOUS RATES UP TO 28 NOV 2019	WORK MATRIX	STEP	RATES EFFECTIVE 12 FEB 2020	RATES EFFECTIVE 27 NOV 2020
A	1	\$17.70	A	1	\$21.20	\$21.84
	2	\$17.70		2	\$21.65	\$22.30
	3	\$17.70		3	\$22.10	\$22.76
	4	\$17.70				
B	4	\$17.70	B-C	1	\$23.02	\$23.71
	5	\$18.21		2	\$23.75	\$24.46
	6	\$18.86		3	\$24.48	\$25.22
	7	\$19.48		4	\$25.21	\$25.97
	8	\$20.09		5	\$25.94	\$26.72
C	9	\$20.69	B-C	6	\$26.54	\$27.34
	10	\$21.42		7	\$27.27	\$28.09
	11	\$22.24		8	\$28.00	\$28.84
	12	\$23.06		9	\$28.73	\$29.59
	13	\$23.88		10	\$29.46	\$30.34
	14	\$24.70				
D	14	\$24.70	D	1	\$29.46	\$30.34
		Range of rates		2	\$30.50	\$31.42
				3	\$31.55	\$32.49
				4	\$32.59	\$33.57
				5	\$33.15	\$34.14
				6	\$34.68	\$35.72
	15	\$33.67				

Pay equity rates

Teacher aides who first started on or after 29 November 2019

From 12 February 2020, teacher aides who were first employed on or after 29 November 2019 will translate from their old rate to the corresponding pay equity rate in the table to the right.

For example:

A teacher aide who is paid...	will translate to...
GRADE A, STEP 1	WORK MATRIX STEP A1
GRADE B, STEP 1	WORK MATRIX STEP B1
GRADE B, STEP 2	WORK MATRIX STEP B5
GRADE C, STEPS 2 TO 7	the applicable step in WORK MATRIX STEPS C6 TO C10
GRADE D, STEP 7	WORK MATRIX STEP D1
GRADE D, STEP 8	WORK MATRIX STEP D6

Teacher aides paid within **GRADE D RANGE OF RATES** will translate to... the closest step in **WORK MATRIX D STEPS D2 TO D6**, provided the rate is equal to or higher than their current rate.

Non-union teacher aides need to agree a new Individual Employment Agreement (IEA) with their school to access the new rates, or join NZEI Te Riu Roa to be covered by the *Support Staff in Schools Collective Agreement*.

GRADE	STEP	RATES EFFECTIVE 29 NOV 2019	WORK MATRIX	STEP	RATES EFFECTIVE 12 FEB 2020	RATES EFFECTIVE 27 NOV 2020				
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				3	\$22.10	\$22.76				
B	2	\$21.15	B-C	1	\$23.02	\$23.71				
				2	\$23.75	\$24.46				
				3	\$24.48	\$25.22				
				4	\$25.21	\$25.97				
				5	\$25.94	\$26.72				
C	3	\$21.31	B-C	6	\$26.54	\$27.34				
				7	\$27.27	\$28.09				
				8	\$28.00	\$28.84				
				9	\$28.73	\$29.59				
				10	\$29.46	\$30.34				
				D	7	\$25.44	D	1	\$29.46	\$30.34
								2	\$30.50	\$31.42
D	8	Range of rates	D	3	\$31.55	\$32.49				
				4	\$32.59	\$33.57				
				5	\$33.15	\$34.14				
				6	\$34.68	\$35.72				



Pay equity rates

Teacher aides who first started prior to 29 November 2019

From 12 February 2020, teacher aides who were employed prior to 29 November 2019 will translate from their old rate to the corresponding pay equity rate in the table to the right.

For example:

A teacher aide who is paid...	will translate to...
GRADE A, STEP 1	WORK MATRIX STEP A1
GRADE B, STEP 4	WORK MATRIX STEP B-C1
GRADE C, STEP 13	WORK MATRIX STEP B-C10

Teacher aides who were paid on **GRADE B, STEP 9** and who have been held on that step for at least two years.

These teacher aides will translate to **WORK MATRIX 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 STEP B5**.

Teacher aides paid within **GRADE D RANGE OF RATES** will translate to...

the closest step in **WORK MATRIX D STEPS D2 TO D6**, provided the rate is equal to or higher than their current rate.

Non-union teacher aides need to agree a new Individual Employment Agreement (IEA) with their school to access the new rates, or join NZEI Te Riu Roa to be covered by the *Support Staff in Schools Collective Agreement*.

GRADE	STEP	PREVIOUS RATES UP TO 28 NOV 2019	WORK MATRIX	STEP	RATES EFFECTIVE 12 FEB 2020	RATES EFFECTIVE 27 NOV 2020
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	8	\$20.09		5	\$25.94	\$26.72
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	10	\$21.42		7	\$27.27	\$28.09
	11	\$22.24		8	\$28.00	\$28.84
	12	\$23.06		9	\$28.73	\$29.59
	13	\$23.88		10	\$29.46	\$30.34
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		Range of rates		2	\$30.50	\$31.42
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				4	\$32.59	\$33.57
				5	\$33.15	\$34.14
				6	\$34.68	\$35.72
	15	\$33.67				

Pay equity rates

Teacher aides who first started on or after 29 November 2019

From 12 February 2020, teacher aides who were first employed on or after 29 November 2019 will translate from their old rate to the corresponding pay equity rate in the table to the right.

For example:

A teacher aide who is paid...	will translate to...
GRADE A, STEP 1	WORK MATRIX STEP A1
GRADE B, STEP 1	WORK MATRIX STEP B1
GRADE B, STEP 2	WORK MATRIX STEP B5
GRADE C, STEPS 2 TO 7	the applicable step in WORK MATRIX STEPS C6 TO C10
GRADE D, STEP 7	WORK MATRIX STEP D1
GRADE D, STEP 8	WORK MATRIX STEP D6

Teacher aides paid within **GRADE D RANGE OF RATES** will translate to... the closest step in **WORK MATRIX D STEPS D2 TO D6**, provided the rate is equal to or higher than their current rate.

Non-union teacher aides need to agree a new Individual Employment Agreement (IEA) with their school to access the new rates, or join NZEI Te Riu Roa to be covered by the *Support Staff in Schools Collective Agreement*.

GRADE	STEP	RATES EFFECTIVE 29 NOV 2019	WORK MATRIX	STEP	RATES EFFECTIVE 12 FEB 2020	RATES EFFECTIVE 27 NOV 2020				
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B	2	\$21.15	B-C	1	\$23.02	\$23.71				
				2	\$23.75	\$24.46				
				3	\$24.48	\$25.22				
				4	\$25.21	\$25.97				
				5	\$25.94	\$26.72				
C	3	\$21.31	B-C	6	\$26.54	\$27.34				
				7	\$27.27	\$28.09				
				8	\$28.00	\$28.84				
				9	\$28.73	\$29.59				
				10	\$29.46	\$30.34				
				D	7	\$25.44	D	1	\$29.46	\$30.34
								2	\$30.50	\$31.42
D	8	Range of rates	D	3	\$31.55	\$32.49				
				4	\$32.59	\$33.57				
				5	\$33.15	\$34.14				
				6	\$34.68	\$35.72				
				7	\$35.21	\$36.79				
				8	\$36.74	\$37.86				



Tiaki allowance (formerly dirty work allowance)

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

What's the agreed change?

- ▶ As part of the pay equity settlement, there will now be two types of tiaki allowance:
 - frequent
 - occasional
- ▶ A teacher aide can only claim one type of tiaki allowance, not both.

Frequent

- ▶ Teacher aides who perform tiaki duties at least once per day on average will receive an extra \$2.60 per hour on top of their hourly rate.
- ▶ These teacher aides will receive this hourly allowance even if on a certain day they do not have to perform this work (e.g. the student is absent from school).
- ▶ The new hourly allowance is set at 10% of the step 5 pay rate of the Work Matrix B-C scale.
- ▶ This allowance will increase if the rate of step 5 of the B-C scale increases.
- ▶ On 27 November 2020 the rate will change to \$2.67 per hour.

Occasional

- ▶ For teacher aides who are required to perform tiaki duties occasionally, the current allowance of \$3.85 per incident (up to once per day) will be increased by 25% to the new rate of \$4.81 per incident (up to once per day).
- ▶ They are not able to claim this allowance on days where they do not perform tiaki duties.
- ▶ This 25% reflects the average increase to teacher aide wages as a result of the pay equity claim.



Professional learning and development (PLD)

- ▶ The Ministry of Education, NZSTA and NZEI Te Riu Roa recognise that for teacher aides to provide the best support they can for our learners, they all need to have access to professional learning and development opportunities.
- ▶ While the *Support Staff in Schools' Collective Agreement* allows for paid professional development, reported uptake of this appears to be very low, and there are barriers to the availability of suitable training, and schools' ability to meet the associated costs.

What's the agreed change?

To make it easier for teacher aides to access professional learning and development opportunities, an extra \$1.5 million will be added to the pilot PLD fund agreed as part of the *Support Staff in Schools' Collective Agreement* settled at the end of last year.

This will bring the fund from \$790,000 to \$2.29 million over 18 months to support the professional learning and development of teacher aides. For example, this fund could pay for a teacher aide to attend training during the school holidays, or to pay for back-fill if the training takes place in normal working hours.





Longer term work

- ▶ The Ministry of Education, NZSTA and NZEI Te Riu Roa recognise that for teacher aides to provide the best support they can for our learners, there are broader workforce matters that need addressing.
- ▶ These will be worked through under the education Accord that was signed by the Ministry of Education, NZEI Te Riu Roa, and PPTA Te Wehengarua in 2019.
- ▶ The purpose of this Accord is to work together to resolve a range of issues, including looking at the roles para-professionals (such as teacher aides) may hold, their career pathways, and how these roles are funded.

What will the work focus on?

A commitment to reviewing the way schools are funded for teacher aides.

- ▶ Currently, state and state-integrated schools receive the bulk of their resourcing in two ways – through staffing entitlement and operational grants. Schools use operational grants, rather than staffing entitlements to fund teacher aides. This can mean that their role has to sometimes compete with other operational priorities. There also appears to be instances of unpaid labour.

What is planned?

- ▶ It is expected that the review will look at (amongst other matters) the broader parts of teacher aide work including hours of employment, and how gender impacts on work expectations. The outcome of the review will determine the appropriate way to fund teacher aides.

Providing guidance on the use of Fixed-term Agreements to ensure they are being used appropriately

- ▶ The majority of teacher aides appear to be on fixed term contracts. The use of fixed-term agreements for teacher aides needs to be appropriate, and both schools and teacher aides need to be aware of legal requirements.

What is planned?

- ▶ Information around schools' use of fixed term agreements will be collected by NZEI Te Riu Roa and the New Zealand School Trustees Association (NZSTA).
- ▶ Based on this, guidance for schools on how to use fixed term agreements will be developed.

Establishing a working group to explore career pathways and professional development for teacher aides.

- ▶ Teacher aides have varying levels of opportunity to access qualifications or professional development.

What is planned?

- ▶ A working group will be set up under the Accord to explore potential career pathways to keep teacher aides in the workforce, retaining their expertise and knowledge, and supporting their work through consistent and recognised induction and ongoing professional development.

When is the work happening?

- ▶ Work on these areas of focus will start in 2020. Many of these are complex issues and at this stage, it is anticipated that the work will take two to five years to complete, before sustainable solutions can be implemented.



Variation of hours

- ▶ Currently, permanent teacher aides can have their hours of work increased or reduced by their employer once every twelve months, under the terms of their employment agreement.

What's the agreed change?

- ▶ Permanently employed teacher aides will only be able to have their hours reduced by a maximum of 25% in any twelve month period.
- ▶ Any reductions greater than 25% would require the employer to apply the surplus staffing provisions.
- ▶ Under these provisions, teacher aides and employers can still agree larger or more frequent variations if it suits them both.

Who does this apply to?

- ▶ This clause applies only to permanently employed teacher aides. This does not apply to teacher aides on fixed term employment agreements.

