General Areas of Responsibility – Quick Read

Teachers' Pay Equity Claim

This quick read is as overview of the General Areas of Responsibility document, which is based on the responsibilities and tasks of teachers from nearly 300 interviews. This document is a summary of what is included in the full report.

Lots of what we do in our roles isn't seen, so participating and submitting feedback on this report is crucial to help us bring the complexity and value of our work to light. It's important that we, as a teaching profession, take the time to complete this step to ensure that we build a strong picture of teaching before we enter the next stage of the pay equity process.

Consultation opens 9 September and closes 18 October.

Please read the full report here and make your submission.

Teaching and Learning

Kaiako | teachers perform a range of responsibilities associated with teaching and learning across a variety of learning settings. These include delivery of content/curriculum, appropriate pedagogies, teaching through inquiry, aromatawai and ako, assessment, monitoring and reporting, and using data to inform, and review/evaluate work. Kaiako | teachers' responsibilities include delivery and adaptation of the curriculum, differentiating curricula for ākonga with particular learning needs, delivering integrated curricula and reflecting on their own practice. Other activities include researching, developing, and managing teaching and learning resources, and managing and supporting co-curricular activities that enhance ākonga learning. All of these are undertaken in an environment that ensures ākonga learning, progression and wellbeing, and compliance with regulatory bodies and funders.

Includes subsections on:
3.1.a: Planning for learning
3.1.b: Curriculum
3.1 c: Pedagogy
3.1.d: Ensuring access to learning
3.1.e: Resource development and management
3.1.f: Assessment and reporting
3.1.g: Co-curricular management and support

Care of Akonga

Kaiako | teachers and leaders are responsible for the care of ākonga. In this context, 'care' relates to the physical, social, spiritual and emotional wellbeing of ākonga i.e. ensuring physical needs are met, being comfortable and feeling welcome with a sense of belonging; healthy (mentally, physically and emotionally) and happy. While this generally applies to the time ākonga are in the learning setting, it also extends to their lives outside of this. In this process kaiako | teachers and leaders build and maintain relationships with ākonga and whānau, manage their behaviour, and support their transitions to other learning or work settings. They provide pastoral care, report and monitor situations and make referrals if necessary, sometimes to outside agencies. They may also use or lead restorative justice practices and Positive Behaviour 4 Learning (PB4L).

Includes subsections on:
3.2.a: Communicating with ākonga

3.2.b: Building and maintaining relationships with ākonga
3.2.c: Mental, social, emotional and spiritual wellbeing
3.2.d: Physical health and safety
3.2.e: Managing behaviour
3.2.f: Supporting ākonga transitions

Cultural Practices and Behaviours

Kaiako | teachers and leaders are responsible for developing, using and/or leading cultural practices in their learning settings. Cultural practices include use of te reo Māori, tikanga Māori and kawa, along with Māori culture, history, and values and multi-cultural knowledge and practice. A commitment to Te Tiriti o Waitangi also guides planning, developing an appropriate local curriculum, teaching, using pedagogies such as Te Whare Tapa Whā and Te Wheke, assessment, resource development/use, events and celebrations, and supporting ākonga and their whānau. As with teaching and learning, cultural practices support and engage ākonga, enable learning and progression and enhance wellbeing.

Includes subsections on:
3.3.a: Cultural leadership
3.3.b: Te reo Māori, tikanga Māori and kawa
3.3.c: Māori culture, history and values
3.3.d: Multi-cultural knowledge and practice

Professional Learning and Development

Kaiako | teachers and leaders identify areas of their practice and expertise to develop through reflection and kōrero with their professional leaders and undertake PLD to meet these goals. PLD can be undertaken to improve and/or develop knowledge and skills in their existing curriculum areas and for formal assessment (NCEA); to develop knowledge and skills in new curriculum areas e.g., Aotearoa New Zealand history, te reo Māori, digital technologies; to improve or develop cultural capability; to enhance and reflect te ao Māori, to understand/improve/develop their knowledge of teaching ākonga with learning, behavioural and/or physical differences; to develop leadership skills; for teacher registration; to keep up to date with new organisational systems, policy requirements, regulation changes and assessment changes; and to take on new or additional roles including more senior/leadership roles, and health and safety roles, including first aid certificates. Leaders also design PLD to meet strategic goals, implement programmes, and respond to the changing needs of staff.

Includes subsections on:
3.4.a: Undertaking PLD
3.4.b: Organising and running PLD

Building relationships through communication and collaboration

Kaiako | teachers and leaders communicate and collaborate to build and maintain relationships with colleagues, whānau, iwi, community groups, external agencies/specialists and advisory and governance bodies. They use a range of mechanisms and approaches to do this.

Includes subsections on:
3.5.a: Building wider relationships through communication and collaboration with whānau, colleagues, community and external agencies and specialists.

Leadership and management

Kaiako | teachers undertake a range of leadership roles. These include centre managers in early learning settings, tumuaki | principals, head/senior teachers in kura/schools and early learning settings and curriculum and people leadership roles within and across learning settings. These roles incorporate a number of cultural, strategic, pedagogical, pastoral, curriculum, managerial and operational responsibilities that are designed to support teaching and staff to do their jobs, ensure learning and assessment happens, staff are supported to consistently meet the Teaching Code and Standards and

other professional goals, ākonga are learning and cared for, finances are well managed and resources and property are developed and maintained. These leadership and management roles can occur alongside teaching responsibilities.

Includes subsections on:
3.6.a: Strategic leadership
3.6.b: Leading and supporting teaching, learning and assessment
3.6.c: Curriculum leadership
3.6.d: Pastoral leadership
3.6.e: Operational leadership
3.6.f: Managing staff
3.6.g: Staff development and professional growth

Support activities

Kaiako | teachers and leaders undertake a number of activities to improve conditions for teachers and teaching practice and support the running of their learning settings. These tasks relate to administration, finance, information management and possible union membership.

Includes subsections on:
3.7.a: Administration
3.7.b: Finance
3.7.c: Managing information
3.7.d: Union membership and participation in other external organisations

Property security, maintenance and development

Kaiako | teachers and leaders have a number of responsibilities for property that ensure the safety, security, development and maintenance of their learning settings, and the safety of staff and ākonga. Some of the responsibilities are for regulatory or compliance purposes. Leaders in some learning settings develop business cases for and project manage buildings improvements.

Includes subsections on:

3.8.a: Safety and security

3.8.b: Maintenance
3.8.c: Development

Wider organisational functions

Kaiako | teachers and leaders undertake a range of tasks and have responsibilities within and across learning settings to support the operations and policies of their organisations, other staff and ākonga. This includes organisational growth and compliance, keeping staff and ākonga safe and providing opportunities for ākonga to access a wide range of events and experiences.

Includes subsections on:
3.9.a: Supporting operations and policies
3.9.b: Supervision
3.9.c: Marketing
3.9.d: Health and safety compliance
3.9.e: Event organisation and management

Kaupapa Māori / Māori Medium Education

I tēnei wāhanga kua āta whakawhānuihia ngā haepapa e kawea ana e ngā kaiako kei ngā kura kaupapa Māori me ngā rumaki reo Māori. Ka mutu, he āpitihanga kōrero tēnei ki ngā haepapa kua kōrerotia kei ngā wāhanga i mua rā o te pūrongo nei. Ko ngā kōrero e whai ake nei, he taunakitanga kua puea ake i ngā uiui 40 kua kohia i ngā Kura Kaupapa Māori, ngā Kura ā-Iwi, ngā puna reo, ngā Rumaki reo Māori

(kei ngā kura auraki), ngā akomanga/horopaki reorua me ngā tūranga kaiwhakaako reo Māori hoki kei ngā kura auraki.

The following section relates to the findings on responsibilities in Kaupapa Māori and Māori Medium Education settings that are in addition to the front section of the report. The findings are drawn from 40 interviews conducted in kura kaupapa Māori, kura ā-Iwi, puna reo, Māori immersion and bilingual settings as well as te reo Māori teaching roles within English medium settings.

Includes subsections on:
3.10.a: Tuia te kākano ki tōna pārekereke
3.10.b: Tuia Te Reo Māori
3.10.c: Tuia Te Tiriti o Waitangi
3.10.d: Tuia Te Here Tangata
3.10.e: Tuia Te Mātauranga
3.10.f: Tuia ngā Kawa me ngā Tikanga
3.10.g: Tuia ngā mahi a Tānerore me Hinerēhia
3.10.h: Tuia ngā Pūkenga
3.10.i: Tuia ngā Taonga