

## **Kaiarahi i te Reo – Report to Te Te Kāhui Whetū 2008**

### Kaiarahi i te reo Agreement Definition 1.3.3

“Ko te Kaiarahi i te reo he kaimahi e matatau ana i te reo Māori me ona tikanga, e mahi tahi ana i te taha o te kaiako, e tautoko ana i te reo Māori.

A “Kaiarahi i te Reo” is an employee who is fluent in Māori language and has an in-depth knowledge of Māori traditions and beliefs and works alongside a teacher supporting Māori language.”

During the process of bargaining the Kaiarahi i te Reo, Therapists’, ATSSD and Special Education Assistant’s Collective Agreement (KRCA) in 2007, it became increasingly evident that attention needs to be given to the role of the Kaiarahi i te Reo.

The terms of reference for the work to be undertaken to produce this report are to:

1. Examine the options, including career pathways, for Kaiarahi i te Reo in relation to the Ministry’s work on Māori teacher supply.
2. Examine and define the role and the expectations of the Kaiarahi i te Reo within the education sector, particularly in the context of Māori education.
3. The parties agree to prepare a report reflecting the above issues which will inform the 2009 bargaining.

NZEI Te Riu Roa surveyed all Kaiarahi and the Ministry of Education and New Zealand Schools Trustee Association surveyed boards of trustees and principals. The following shows the data that came out of these surveys:

1. Approximately half of the Kaiarahi employed in schools are only employed on a part time basis
2. The Operations Grant is the main source of funding for Kaiarahi i te Reo
3. Some employers had difficulty in employing Kaiarahi. Reasons are:
  - o Three iwi in area. Person needs to be acceptable to all
  - o Very few fluent speakers in Canterbury
  - o Pay is poor – People with Te Reo are able to gain employment in other places with a better salary
  - o Kaiarahi has retired and there is no one to fill the role

4. Kaiarahi Respondents described their role as:
  - Correcting pronunciation and explaining tikanga when necessary
  - Acting as Kai Korero when the school is visited or during visits to functions with a Māori focus
  - Offering advice and guidance for level 1 & 2 immersion classes
  - Assisting Kaiako with Te Reo programme and evaluation
  - Feeding the children Te Reo and parts of the curriculum
  
5. Employers described the role of the Kaiarahi i te Reo as:
  - Supporting the teacher of years 1 – 3 with level 1 immersion
  - Teaching Te Reo programmes with students in our school with limited reo
  - Assisting with our Māori enrichment class
  - Assisting with Kapa Haka Group
  - Working mainly in Year 4- 8 Māori bilingual class. Teaches maths to remedial groups. Acts fully as a teacher in sports etc
  - Relieving in a class when we are unable to get a qualified reliever, even though they may not have a current LAT
  - Working alongside a teacher supporting Māori language
  
6. Professional Development
  - 41% of employers who completed the survey indicated that there were professional development opportunities available for kaiarahi. They did not indicate what these were however. Kaiarahi on the other hand indicated that there was nothing significant available for them by way of Professional Development
  - The employer indicated that almost 50% of kaiarahi were not interested in Professional development. Reasons for the lack of interest were
    - Age (most over 60 years old)
    - Health problems would exclude anything other than on-site training
    - She is included in the school PD. Nothing specific for kaiarahi though
    - One already has a teacher qualification, the other is 2/3 the way there
    - It may mean a loss of income for her
  - Kaiarahi indicated that they wanted Professional Development such as:
    - Attending courses in advanced Te Reo
    - Curriculum and language
    - Teacher training
    - Kura Reo
    - Literacy and Numeracy
  
7. Future Aspirations
  - Continue to teach Māori and protocols for all children
  - To assist children to appreciate their heritage and to know who they are
  - For children to speak Māori and seek the knowledge and understanding of the Māori world

- 17% of respondents indicated that teacher training was a possibility for them but that there was no clear career pathway for them
- 8. Limited Authority to Teach (LAT)**
- There was a varied response on the use of LATs from employers. 44% indicated that their Kaiarahi had a LAT.
  - One indicated that their kaiarahi did not need a LAT as she was 'technically' under the planning and supervision of a teacher
  - For those who did not have a LAT, the following reasons were given
    - It was not beneficial financially for her to be employed as an untrained teacher
    - Issues with NZTC rules
  - 58% of kaiarahi respondents indicated that they either hold a LAT or have held one in the past. NZEI Te Riu Roa are not sure if these figures are completely accurate due to the way that the question was posed.

**9. Where to from here?**

NZEI would like Kaiarahi i te Reo to comment on:

- If a career pathway was available, how would you like to see it set up? What qualities/content would it need to have? Where would the training be and who would do it?
- What kind of Professional Development would you like to have made available to you?
- How do we raise the profile of Kaiarahi i te Reo in the sector?
- How can we ensure that the Kaiarahi i te Reo role does not disappear?
- What, if any other issues would you like addressed at a Bargaining level?

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