Therapist Pay Equity Claim  
General Areas of Responsibility survey

**Overview**

As part of the investigation stage of the pay equity process, interviews\* were conducted with a sample of therapist staff (and those who do the same or similar work) and their supervisors across Aotearoa between November 2021 and April 2022. The information has been analysed and a ‘general areas of responsibility’ (GAR) document has been developed. This document depicts the range of responsibilities, activities, and tasks that, occupational therapists, physiotherapists, speech language therapists and music therapists employed by the Ministry of Education | Te Tāhuhu o te Mātauranga and School Boards currently perform.

**What is happening?**

We are opening this consultation with therapists covered by the claim and their people leaders to learn how closely the GAR document reflects and responds to your experiences.

It is important to point out that the document does not detail the levels of expertise, demand, and effort required. These aspects and factors will be captured during the assessment phase.

Also, no individual person is expected to carry out all the activities identified but therapist staff should see their responsibilities reflected in the document. Please note that the specific examples provided in the parenthesis are illustrative but not exhaustive of the ways in which the responsibility can be fulfilled.

While interviews have been conducted with employees with the above role titles, the claim also includes those who are doing the same or substantially similar work and any therapists with other role titles that could be considered under this scope should be identified and included in the feedback.

**How to give feedback**

You can have your say by answering the questions that are relevant to you in the online survey. Alternatively, you can complete a copy of this survey document and email your feedback to: [Ministry.Payequity@education.govt.nz](mailto:Ministry.Payequity@education.govt.nz)

You can answer every question or just a few. Note that you can complete your online submission over several sessions and save it as you go by selecting ‘Save and come back later.’

The closing date for all submissions is **5:00** **p.m., 14 October 2022**.

**What we do with your feedback?**

After the closing date for submissions, the parties will review and analyse the feedback. The information gathered will be factored in as part of the next phase of the pay equity claim process. This may include additional interviews and follow up with those who have identified gaps in the document. While we ask you to provide your contact details to enable follow up, your privacy will be protected, and any responses provided will not be shared beyond the pay equity team in a way that could identify you.

If you have any queries, please contact [Ministry.Payequity@education.govt.nz](mailto:Ministry.Payequity@education.govt.nz) and [payequity@nzei.org.nz](mailto:payequity@nzei.org.nz)

\* Please note these interviews were conducted during the COVID-19 pandemic. As a result, the role may have evolved to include related responsibilities that are relevant to this point in time.

[**Introductory questions**](#_Toc114415663)

[1. Supporting students with moderate to high ongoing needs](#_Toc114415664)

[2. Contributing to the planning, development and delivery of an effective therapy service](#_Toc114415665)

[3. Caring for the physical, mental and emotional wellbeing of students](#_Toc114415666)

[4. Negotiating problems and building relationships with family and whānau, colleagues, professionals, and communities](#_Toc114415667)

[5. Develop, upskill and share relevant knowledge and expertise with others](#_Toc114415668)

[6. Maintenance of resources and equipment](#_Toc114415669)

[7. Implement and adhere to health and safety practices](#_Toc114415670)

[8. Managing workflow and providing people leadership and guidance](#_Toc114415671)

[9. Cultivating cultural competencies](#_Toc114415672)

[10. Contribute towards the effective functioning of the workplace](#_Toc114415673)

### **Introductory questions**

We do not use, share or disclose the information collected except for the purpose we've set out. We might contact you to follow up on some of your answers for further clarification.

**What is your name?**

Click or tap here to enter text.

**What is your email address?**

Click or tap here to enter text.

**What is your job title?**

Click or tap here to enter text.

**What is your organisation/school's name?**

Click or tap here to enter text.

1. Supporting students with moderate to high ongoing needs

*Therapists support and provide hands on therapy, assistance and consultancy services to children and students with differing level of needs from the ages of 0 to 21 years to help them access, participate, and engage in learning. Children and students may have complex multiple disabilities, high health needs, or physical, sensory, or intellectual difficulties. They may also have varying abilities and backgrounds, such as those with deteriorating conditions and challenging home environments. Therapists assess, observe and assist students in a variety of settings, including early education centres and kōhanga reo, schools and kura, communities, and private homes, including those that are high pressure, noisy or confined, to enable students to enjoy the same opportunities and choices in their education as their peers.*

**Conducting therapy sessions and lessons**

* Developing, implementing and running classroom activities as well as various programmes and therapy sessions for groups of children or one-on-one including hydrotherapy, yoga, exercise groups, functioning cooking classes, sensory groups, sports sessions
* Engaging in classroom and physical activities with students such as jumping, running, crawling, singing, poi or playing an instrument
* Delivering therapy sessions and supporting students outside of school, including in their homes, gyms, local community sites and swimming pools
* Creating, reviewing, providing and/or running online and at home sessions for students
* Using therapy techniques to educate students on social cues and behaviours
* Accompanying students to do activities such as shopping or ordering at a restaurant and ensuring consent/permission is provided prior
* Managing interruptions during sessions such as specific toileting schedules or external appointments
* Tailoring therapy approach to a child’s background, experiences, needs and wants
* Maintaining concentration during sessions including using eye contact and waiting patiently for a response

Are there any activities missing under ‘conducting therapy sessions and lessons’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Enabling accessibility for students to participate in learning**

* Assessing and adapting sessions, activities and a student’s learning environment to better meet their needs and to promote participation, engagement, concentration, independence, and safety, for example during mealtimes and physical education
* Adjusting and moving equipment, furniture or timetabled classes to ensure students are comfortable, have space and/or won’t be fatigued
* Catering to specific student needs by transporting various equipment to schools
* Supporting a student to develop their fine motor skills, including handwriting, using scissors and the use of technology
* Assisting with the loading and unloading of students in vehicles
* Addressing and removing barriers to learning such as developing supportive equipment and seating options
* Liaising with the property management team, architects, advisors and contractors to enhance student accessibility at school
* Supporting student transitions out of and between schools by organising meetings, facilitating agreement and ensuring signed documentation and that the appropriate equipment is in place

Are there any activities missing under ‘enabling accessibility for students to participate in learning’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Managing or assisting with student behaviour**

* Observing, assessing and monitoring a students’ emotion, behaviour, non-verbal cues, pain and comfort levels as well as responses to certain environments and activities and responding appropriately
* Understanding and using restriction and de-escalation strategies, safe restraints and sensory based interventions to help regulate student emotion and mitigate harm

Are there any activities missing under ‘managing or assisting with student behaviour’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Conducting assessments of students and assisting with or completing referrals**

* Conducting sensory, functional, environmental, or postural assessments of a child to determine best practice, therapy intervention, eligibility for funding and/or equipment choice
* Collecting and analysing data from assessments or ongoing work with children
* Screening new students, writing up findings/recommendations and explaining these to teaching staff or families
* Determining eligibility criteria for accepting new students into the service
* Contributing to students’ school reports with a therapy overview
* Explaining and obtaining informed consent to undertake assessment or further intervention of a child
* Assessing referral requests against a set criterion and informing referrer of the outcome
* Requesting appropriate external or internal professional services for a student through written referrals including seeking permission to complete referrals from family and whānau
* Effectively monitoring students, including collaborating with specialists, when necessary, to pick up on any progress, development and changes such as deterioration

Are there any activities missing under ‘conducting assessments of students and assisting with or competing referrals’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Creating plans**

* Collaborating with students, families, whānau, teachers and other stakeholders to find solutions, create and implement plans and/or set goals
* Reviewing, adjusting and updating plans, goals and programmes to cater to individual student needs, behaviours and learning styles as they grow and develop
* Attending and participating in meetings or clinical reviews with health providers, including contributing to subsequent reports and events for children and whānau

Are there any activities missing under ‘creating plans'?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

Are there any activities missing within ‘Area 1: Supporting students with moderate to high ongoing needs’ general area of responsibility?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

1. Contributing to the planning, development and delivery of an effective therapy service

*Therapists report on and document essential information to ensure the safety and inclusion of children and young people in education. This can be paper-based, electronic, or both. Information needs to be relevant, accurate, complete, up to date, and kept securely. Therapist’s plan, develop and improve their therapy services to shape an education system that strives to deliver equitable and excellent outcomes. Therapists need to have an in-depth knowledge and understanding of all relevant legislation, guidelines and policies such as the Human Rights Act 1993, Privacy Act 2020, Children’s Act 2014 as well as Ministry of Education guidelines and processes.*

**Planning and development of service**

* Adapting services, approach and/or equipment to changing situations like COVID-19 or a students’ skill level and abilities
* Experimenting with various strategies and approaches including trial and error, community-based approach, non-reactive approach, preventative model and the family-centred model of care
* Contributing to therapy service vision and long-term planning, from an individual student to whole service level
* Communicating service initiatives, purpose, developments and alternative approaches to family and school staff
* Developing and customising materials and templates for a diverse audience and to meet specific needs, such as individualised schedules or zones of regulation sheets for students
* Contributing to the school’s annual or termly planning, strategic plans and goals
* Managing, implementing, or assisting with national, school or service level projects and programmes such as the Alert & Engage programme, the Enviro programme, or developing national property modification processes
* Participating in professional or specialised service audits
* Evaluating the service provided by exploring ways to improve, be more efficient and reduce waitlists
* Contributing to or overseeing areas of the curriculum such as the Physical Education curriculum
* Developing and customising materials and templates for a diverse audience and to meet specific needs, such as individualised schedules or zones of regulation sheets for students

Are there any activities missing under ‘planning and development of service’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Guidelines, policies and procedures**

* Understanding, adhering to and following relevant guidelines, policies and legislation including reporting instances of misconduct where necessary
* Following and applying knowledge of frameworks regulating professional codes of conduct and health practitioner competencies
* Following and having an in-depth knowledge of the curriculum including the New Zealand Curriculum, Te Marautanga o Aotearoa and/or Te Whāriki
* Contributing to or creating policies, procedures and guidelines in collaboration with principals and other parties such as the Ministry of Education
* Researching and evaluating evidence for specific topics to ensure therapy practices and techniques are following an evidence-based model
* Referring to documentation or contacting relevant teams to provide correct legal advice and guidance
* Explaining and advising others of school or therapy guidelines, policies and procedures

Are there any activities missing under ‘guidelines, policies and procedures’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Keeping records**

* Using various software tools to record, store, maintain, manage and communicate information, including writing clinical notes and making referrals, requests and purchases
* Writing up concise clinical notes, formal reports and plans in a prompt fashion and providing these to internal or external parties involved in the student’s care
* Taking manual handling and equipment photos and/or videos to identify, assess and manage risks associated with equipment use and manual tasks such as lifting, lowering, or pulling
* Securely storing and safely sharing both digital and hard copy confidential student information
* Ensuring documentation is presentable in case of court proceedings
* Recording students' measurements including height, width and angles using a goniometer
* Providing information for reports, documents and assessments
* Recording therapy sessions and programmes by taking photos, measurements (height and weight), videos and audio recordings of students to track and monitor progress and improve future interactions with students

Are there any activities missing under ‘keeping records’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

Are there any activities missing within ‘Area 2: Contributing to the planning, development and delivery of an effective therapy service’ general area of responsibility?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

1. Caring for the physical, mental and emotional wellbeing of students

*Therapists’ respond to the wellbeing needs of students and build positive rapport with them in a variety of ways. This can range from supporting students’ physical wellbeing such as pain management and assistance with toileting to recognising when a child is at risk and making the appropriate referrals. Therapists may support a student outside of the school setting by accompanying them to medical appointments or visiting them in hospital.*

**Supporting students’ physical wellbeing**

* Handling and thoroughly cleaning up bodily fluids and excrement when required and notifying others of areas that require cleaning
* Assisting students during mealtimes, including those requiring assisted feeding
* Measuring and adjusting technology and equipment to the growth, development and changing needs of students
* Working with the student to understand their capabilities, including using sensory techniques, visual aids and assisting with any physical needs
* Monitoring, managing and minimising a student’s pain and discomfort, such as those with degenerative diseases

Are there any activities missing under ‘supporting students’ physical wellbeing’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Providing pastoral care and support**

* Supporting student wellbeing at times of emotional stress for example those that are working through grief after the loss of a peer
* Preserving student dignity when accompanying or assisting them with toileting and supporting them to achieve toileting skills
* Empathising with and supporting children who are being bullied by being a listening ear and ensuring appropriate people are informed
* Optimising and ensuring the wellbeing of a student by being attentive to their feelings and needs
* Providing support out of school including attending students’ clinic and specialist appointments and visiting students when they are in hospital
* Resolving issues with a student’s care, for example when the needs of the students are not being met, by working with those involved and encouraging them to consider the student’s experience
* Assisting, providing advice and encouraging students, families and whānau to lead and maintain healthy lifestyles such as increasing activity or movement
* Supporting and encouraging a child's voice and rights, including in consultations and letters of recommendation

Are there any activities missing under ‘providing pastoral care and support’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

Are there any activities missing within ‘Area 3: Caring for the physical, mental and emotional wellbeing of students’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

1. Negotiating problems and building relationships with family and whānau, colleagues, professionals, and communities

*Therapists work collaboratively in multidisciplinary teams to meet the learning support needs of children and young people. Within the education sector therapists are often a point of contact in relation to the child. They collaborate with teachers, teacher aides, whānau, senior leadership, learning support specialists and other professionals to meet student needs. Therapists also provide a coordinated service with external experts such as child health therapists, orthopaedic surgeons, paediatricians, agencies such as Accident Compensation Corporation, Ministry of Health, and Oranga Tamariki, and organisations such as Accessable, Blind & Low Vision Education Network NZ, and TalkLink Trust. Therapists must communicate complex information clearly and often need to negotiate difficult or emotional situations with a range of stakeholders involved in a child’s care.*

**Building relationships with families and whānau**

* Assisting family and whānau in challenging, emotional and high stress situations, such as a child’s prognosis, housing issues or a reduction in funding, by offering support, helping to manage emotions and assisting with decision making
* Collaborating and facilitating conversation and consensus with family and whānau about a child’s needs, goals and plan, including encouraging their input, feedback and the discussion of issues as well as seeking guidance and direction where necessary and appropriate
* Delivering unwelcome and unpleasant information and news to family and whānau such as unavailability of funding or the worsening of a child’s condition
* Supporting family and whānau with funding and grant applications
* Providing information in a comfortable way for family and whānau that may have difficulty communicating and/or are disengaged, lack trust or understanding
* Supporting families and whānau to monitor and improve their child’s life and development by assisting them in recognising signs and implications, giving suggestions and encouraging and connecting them with other professionals’ and services
* Managing family and whānau expectations of the child/children and supporting them in cases of unmet expectations
* Maintaining clear and consistent communication with family and/or in-home carers such as sending texts, group chat messages, emails or using platforms such as Seesaw and StoryPark
* Accommodating family schedules and needs for example meeting with families outside of standard working hours
* Supporting and assisting families with transportation and attendance at meetings and appointments
* Attending funerals and tangihanga such as when a child passes away

Are there any activities missing under ‘building relationships with families and whānau’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Building relationships with colleagues and school staff**

* Seeking and/or providing support, guidance and advice and encouraging those who are anxious or reluctant to carry out therapy
* Seeking feedback from and involving colleagues in discussions to reach consensus, resolve issues and improve therapy delivery
* Meeting formally and informally with managers or supervisors to raise or refer an issue or ask for advice, including escalating an issue or difficulty when necessary
* Requesting assistance from teacher aides, other therapist staff and supervisor and making service requests as required
* Trialling different communication styles and approaches with colleagues to support them as effectively as possible
* Providing feedback and suggestions on services, processes, approaches and decision making
* Promoting a positive team culture by gaining consensus, being honest and transparent, giving positive feedback and ensuring all voices are heard

Are there any activities missing under ‘building relationships with colleagues and school staff’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Building relationships with external agencies, professionals and the community**

* Working alongside and influencing other professionals to ensure effective service delivery
* Consulting, seeking advice and guidance from, and collaborating with external agencies, professionals and the community
* Monitoring school social media pages and websites for correspondence and replying to any queries from the community
* Liaising with colleagues and external professionals to procure medical and diagnostic information about a student or to assist with or make referrals
* Identifying, raising and referring issues to the appropriate services or stakeholders, including suspected child abuse or gang affiliations
* Keeping schools informed of COVID-19 policy changes to the education sector
* Conducting a visit prior to assessment to develop relationships

Are there any activities missing under ‘building relationships with external agencies, professionals and the community’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Removing barriers to communication**

* + - * Adapting and adjusting communication to different audiences such as children, parents and professionals including relaying complex or technical information in an understandable manner such as student reports and medical notes
      * Employing a variety of techniques, devices and platforms to communicate effectively with students with diverse abilities including aided visual displays, phonetic and phonemic transcriptions, Makaton, New Zealand Sign Language and communication devices such as PODD and LAMP
* Ensuring that barriers to understanding are minimised or prevented where possible, including actively listening, using silence and pauses, checking and following up on whether it has been understood or seeking support where necessary
* Bridging language barriers by working with interpreters and translators when necessary to ensure information is received
* Awareness and use of non-verbal and body cues when communicating, such as the indication of pain or discomfort in students
* Handling, communicating and responding to sensitive and confidential information appropriately

Are there any activities missing under ‘removing barriers to communication’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

Are there any activities missing within ‘Area 4: Negotiating problems and building relationships with family and whānau, colleagues, professionals, and communities’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

1. Develop, upskill and share relevant knowledge and expertise with others

*Therapists equip people with the practical knowledge, skills, and tools to support children and young people. They provide early childhood education professionals, teachers, teacher aides, learning support assistants, SENCO, and parents or carers with strategies and techniques to be embedded into the routines of the school day and at home. Therapists educate, model, and coach on issues and topics, such as operating equipment including wheelchairs, walking frames, and sliding boards, through to moving and handling students including sitting to standing, lateral transfers, and using a hoist. They also provide guidance on using assistive technology including computer hardware, software/applications, hearing, vision, and equipment for physical access, and low-tech or adaptive tools. Therapists often conduct presentations on topics, run group training workshops, and/or provide one-on-one guidance. In order to do this work, therapists are required to continually refresh their own knowledge and expertise as well as maintain professional certification through ongoing training.*

**Delivering training sessions**

* Leading or assisting in the design and/or delivery of training sessions for school staff on topics such as use of AAC devices, medical conditions and developmental disorders, funding applications, or communication skills
* Adapting training to be suitable for different audiences, from individualised one-on-one sessions to whole school staff meetings or family and whānau groups
* Delivering presentations on specialised topics at community functions or events
* Participating in, assisting with or leading the induction, training or handover process
* Leading professional body meetings, conferences, expositions, team and staff meetings

Are there any activities missing under ‘delivering training sessions’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Mentoring, coaching and advising others**

* Providing expert guidance and ideas to others to help find solutions to issues including managing behaviours, safe feeding protocol, graduated transitions to new schools, and moving and handling techniques
* Mentoring and/or formally supervising new graduates or students by providing advice, signing off their registration or graduate framework, and working through their next steps together
* Observing, evaluating and providing feedback on the work of teachers and teacher aides
* Sharing knowledge with colleagues from own professional development or training sessions
* Assisting and collaborating with other staff to aid in understanding and the support of student condition/s, goals and priorities as well as the implementation of plans, strategies and activities
* Having conversations with colleagues about professional practice and taking on a coaching role during difficult conversations
* Mentoring peers by helping them improve their skills and set goals, looking at available professional development opportunities, and assisting them, including through peer review, to meet and maintain accreditation requirements
* Modelling behaviour or strategies and building the confidence of colleagues, school staff and whānau to encourage best practice and ensure student needs are met

Are there any activities missing under ‘mentoring, coaching and advising others’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Professional learning and development**

* Attending professional development and refresher training relevant to the role including ergonomic training, health and safety, first aid, therapy approaches, management of actual or potential aggression (MAPA), crisis prevention intervention and/or completing online learning modules
* Upskilling in relevant areas through self-directed study, reflective practice, research or seeking continual guidance and learning from colleagues and experts
* Being a member of a relevant committee, network or interest group such as the regional disability advisory group, paediatrics groups, Cerebral Palsy Clinical Network, Assistive Technology Alliance of NZ and others
* Achieving and maintaining own professional membership/certification/accreditation by completing the necessary requirements and preparing documentation for audits
* Taking a transdisciplinary approach by assisting, upskilling in and contributing to other therapy areas outside of one’s own specialisation
* Undertaking projects in accordance with development plan and progression pathway such as the Skills Progression Pathway (SPP)
* Providing and receiving peer supervision both within and outside the organisation for example checking cases, providing administrative assistance, discussing difficulties and exchanging ideas
* Contributing to the standards of the profession through publishing research papers in journals

Are there any activities missing under ‘professional learning and development’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

Are there any activities missing within ‘Area 5: Develop, upskill and share relevant knowledge and expertise with others’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

1. Maintenance of resources and equipment

*Therapists are responsible for procuring and maintaining resources and equipment for student use. Some examples of resources and equipment used with or provided to students and whānau, include but are not limited to iPads, bendy pens, boardmaker 7, core boards, PODD books, eye gaze, poi, tī rakau, slope and slide boards. Therapists need to be familiar with and use a variety of software, systems, programmes and technology including touch chat, Bluetooth, AAC, Microsoft and Google suite.*

**Providing access to resources and equipment**

* Ordering and purchasing equipment and resources
* Setting up and demonstrating how to correctly use equipment and resources
* Completing and lodging applications for specialised equipment, resources and systems/applications
* Researching and organising quotes for resources and equipment such as ceiling track hoist or a change table
* Holding responsibility for a range of items including assessment kits, instruments, student devices, symbols, AAC resources
* Testing software or applications and assessing which will provide the best solution
* Researching and identifying available resources and making a recommendation or a referral/ application for equipment or resources
* Liaising with suppliers and health care organisations including AccessAble and Child Development Services (CDS) to source, trial and provide equipment including specialised devices and reviewing results of the trial period
* Programming and managing personal communication and AAC devices
* Using specialised equipment and resources, to assess, engage and assist students
* Conducting peer reviews of funding or technology applications and modification reports

Are there any activities missing under ‘providing access to resources and equipment’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Storing and distributing resources**

* Distributing equipment and resources, including organising delivery when needed
* Collecting equipment and resources and storing them appropriately
* Keeping an up-to-date inventory of resources including items out on loan to students and families, and obtaining appropriate sign off on loan equipment

Are there any activities missing under ‘storing and distributing resources’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Cleaning and maintaining resources and equipment**

* Cleaning and organising or personally undertaking repairs of equipment including instruments and devices
* Implementing processes to ensure equipment is properly cared for by other users
* Contacting equipment providers and technicians for further information about equipment

Are there any activities missing under ‘cleaning and maintaining resources and equipment’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

Are there any activities missing within ‘Area 6: Maintenance of resources and equipment’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

1. Implement and adhere to health and safety practices

*Therapists help to ensure a safe and healthy education environment and workplace. They can analyse, assess, and remedy any challenges to ensure people follow best practice and regulations such as when administering medication or during the movement and transportation of students. Therapists can also teach others to improve health and safety conditions in homes, centres, schools, and the workplace. They may do this by creating resources, plans or guides about health and safety processes.*

**Providing advice, information and guidance**

* Providing advice to and informing staff and whānau on safety procedures such as moving and handling and feeding techniques
* Providing advice to school on how to modify the curriculum to ensure safe participation by students
* Arranging for the provision of safety restraints for students
* Collaborating with and advising colleagues on the safety of students in their working environment
* Contributing to health and safety meetings, policies, and processes as a member of the Health and Safety Committee
* Discussing with parents the available safe restraint options for students, including gaining consent where required

Are there any activities missing under ‘providing advice, information and guidance’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Following and supporting health and safety procedures**

* Acting as a fire warden during fire drills and emergencies
* Managing student medication by administering, recording and ensuring sign off as well as organising for off site visits
* Applying moving and handling techniques for example using a hoist, wheelchair or lifting students safely when necessary
* Managing safety issues that arise within the school in an appropriate manner and informing or reporting to other staff or correct authority when necessary
* Adhering to, supporting and adjusting school and student specific health and safety policies, procedures and plans
* Scanning, identifying and assessing health and safety risks, issues and emergencies and responding in an appropriate manner such as repositioning a student correctly or calling an ambulance if needed
* Assisting and supporting school staff in evacuation and emergency procedures, including moving students when necessary
* Managing and ensuring the safe and correct use and operation of equipment
* Ensuring student and staff safety at all times and intervening when necessary to prevent harm, including during transfers, transportation, movement and other student behaviour
* Applying seat belts and/or harnesses to children in chairs or wheelchairs
* Managing and ensuring safe use of school pool
* Being aware of, developing, maintaining, sharing and following student safety plans including seizure and movement plans
* Supporting teachers, teacher aides and other staff members with medical protocols and treatments, such as when a child has a seizure
* Abiding by the New Zealand Building and Access standards to ensure accessibility and adequate evacuation points
* Follows health and safety procedures and guidelines when planning and conducting home visits

Are there any activities missing under ‘following and supporting health and safety procedures’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Health and safety administration**

* Developing a moving and handling plan to support the health and safety of staff and students
* Conducting regular safety audits on all equipment
* Completing safety and incident reports and forms and ensuring other staff do the same
* Preparing and implementing specific first aid plans to meet individual needs
* Conducting risk assessments for equipment use

Are there any activities missing under ‘health and safety administration’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

Are there any activities missing within ‘Area 7: Implement and adhere to health and safety practices’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

1. Managing workflow and providing people leadership and guidance

*Therapists manage their day-to day tasks and activities. They have an overarching understanding of what needs to be completed, how, when, and by whom. They may work across multiple sites and need to travel for work, organise their schedule or caseload and readily adapt to different settings. Some therapists take on leadership responsibilities, which can range from formally supervising other staff members, to coaching less experienced team members and allocating and evaluating work.*

**Managing workflow**

* Managing own calendar and workload to effectively utilise time by planning caseload, programmes, sessions, activities, routes for site visits, events and meetings with parents, teachers and therapists
* Planning and facilitating activities, workshops, meetings and training sessions with whānau and colleagues
* Adapting and adjusting workflow to respond to changing circumstances, priorities, expectations, urgent and ad hoc requests, events and cancellations
* Ensuring that notes and plans are prepared in advance of an expected absence from work
* Providing support and assisting classroom teachers with students, classroom sessions, activities and tasks
* Assisting staff members in class when they are temporarily absent/unavailable due to student behaviour or management issues
* Relieving other staff as and when required, including picking up extra cases where possible

Are there any activities missing under ‘managing workflow’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Travel for work**

* + - * Conducting travel for work by operating a motor vehicle and/or flying domestically, including for appointments, meetings, classes, equipment transportation and to make work related purchases
* Organising work travel by arranging and booking transportation and following relevant procedures such as those governing fleet vehicle safety
* Transporting students to appointments and sessions
* Arranging and attending orthotics clinics at school and liaise with the orthotist

Are there any activities missing under ‘travel for work’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Managing others**

* Managing the therapy team and holding a leadership role within the service, including coaching team members, managing timetables, evaluating and allocating work and adapting work priorities based on staff attendance
* Directly supervising one or more staff members
* Leading or contributing to performance appraisals for other staff members including education support workers, teacher aides and other therapists
* Working through issues within a team such as differing opinions, diverse personalities, high staff turnover and high workload
* Allocating responsibilities and tasks to staff and volunteers during the management of a project such as the introduction of Augmentative and Alternative Communication at school
* Ensuring that visiting specialists have access to necessary equipment and resources

Are there any activities missing under ‘managing others’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

Are there any activities missing within ‘Area 8: Managing workflow and providing people leadership and guidance’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

1. Cultivating cultural competencies

*Therapists provide support to and work amongst a culturally diverse population. They value and respect Māori and uphold the principles of Te Tiriti o Waitangi. They have an awareness of cultural diversity and can function effectively and respectfully when supporting learners and families of different cultural backgrounds.*

**Cultural support**

* Sourcing and providing bilingual and multilingual resources for example information, songs/music, assessments
* Being aware of other religious and cultural practices and adapting one's demeanour, behaviour and approach as needed, including during home visits
* Using a language other than English when greeting people or during conversations
* Seeking and following cultural advice and guidance from others

Are there any activities missing under ‘cultural support’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Tikanga and te reo Māori**

* Honouring tikanga Māori when appropriate
* Understanding and implementing the principles of Te Tiriti o Waitangi
* Being the kaikarakia during pōwhiri and other gatherings
* Using and encouraging te reo Māori in greetings, songs, everyday conversations and music sessions
* Understanding and using Māori value systems and frameworks when delivering therapy sessions, for self-care and support, and to guide approaches such as whānau-child centred
* Planning, preparing and performing karakia and waiata and ensure its appropriateness
* Providing opportunities for students to engage with Māori culture through kapa haka, poi and weaving
* Speaking and giving instructions in te reo Māori to students who speak te reo Māori
* Taking part in regular waiata, te reo Māori and karakia groups
* Being involved in the implementation of Ka Hikitia

Are there any activities missing under ‘tikanga and te reo Māori’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

Are there any activities missing within ‘Area 9: Cultivating cultural competencies’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

1. Contribute towards the effective functioning of the workplace

*Therapists work in home, school and office environments and perform a range of activities to contribute to the smooth running of the workplace. These activities support their own work and the work of colleagues, management, students and school staff. Therapists may also undertake financial administration tasks to do with budget, expenditure, grants and funding. They also help to organise or support school activities and events, and provide advice on accessibility in regard to school sites and buildings*

**Advising on grounds and buildings**

* Planning, managing and advising on property assessments and modifications to increase student accessibility, safety, mobility and participation in routine activities
* Ensuring buildings are secured when not in use and after hours

Are there any activities missing under ‘advising on grounds and buildings’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**General administration**

* Checking, prioritising and answering emails and making phone calls
* Coordinating the use of Ministry of Education fleet vehicles
* Cleaning and tidying the staff room and equipment storage areas
* Creating, updating and revising written or electronic templates, information sheets, programmes, presentations, assessments and documents
* Collating, filing and storing hard-copy and electronic information such as inventories, logs, loaned equipment, notes and data
* Conducting follow-ups including with applications, referrals, appointments and absences
* Obtaining appropriate approval or signoff
* Organising meetings with colleagues in line with their timetables and taking minutes
* Contributing written items to the staff intranet page on specialised topics
* Photocopying, scanning, printing and laminating resources and documents as required

Are there any activities missing under ‘general administration’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Financial administration and budgetary assistance**

* Contributing to the management and attainment of funds, including exploring and seeking various avenues of funding and liaising with the finance department when necessary to ensure all student needs are met
* Overseeing or assisting with the therapy budget to ensure effective use of budgetary allocations including obtaining and forwarding quotes and invoices and advising on future resource needs and associate costs
* Managing personal therapy budget and expenditure
* Assisting in or making decisions with large financial implications such as property
* Discussing available grants and funding and supporting and submitting applications such as for the Ongoing Resource Scheme or Enable
* Seeking approval from appropriate authority on expenses over a specified amount
* Making school payments and purchases on behalf of the school using a school credit card or using personal funds and claiming reimbursement

Are there any activities missing under ‘financial administration and budgetary assistance’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

**Organising and attending school wide events, activities and excursions**

* Managing, assisting with or attending school functions, groups and programs such as fairs, discos, graduation, whānau day, performances, hui, and fundraising events
* Performing lunch, playground and taxi duties
* Assisting teachers with or leading school outings, trips and excursions

Are there any activities missing under ‘organising and attending school wide events, activities and excursions’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Click or tap here to enter text.

Are there any activities missing within ‘Area 10: Contribute towards the effective functioning of the workplace’?

If you are identifying a missing activity, please indicate the frequency the activity is performed and consider providing an example.

Are there any general areas of responsibility that have not been captured in this survey?

Click or tap here to enter text.