

Librarian and Library Assistants' Pay Equity Claim Report

Processes, evidence, and information for assessing pay inequity for librarians and library assistants in schools and kura

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Executive Summary

In November 2020, the New Zealand Education Institute Te Riu Roa (NZEI Te Riu Roa) raised a pay equity claim under the Equal Pay Act 1972 (the Act) with Te Tumu Whakarae mō te Mātauranga | the Secretary for Education (the Secretary) on behalf of librarians and library assistants working in state and state-integrated schools. The claim states that the work of librarians and library assistants is undervalued because it is currently and historically performed mostly by women.

The Librarians and Library Assistants' Claim was investigated in partnership by NZEI Te Riu Roa and Te Tāhuhu o Te Mātauranga | the Ministry of Education (the Ministry). The parties have undertaken a thorough, collaborative and quality assured process which has ensured that the outcome is robust, transparent, equitable and grounded in the evidence outlined in this report.

According to internal payroll data from 2021,¹ 96 percent of school library staff are female. Just under half of the workforce are covered under the Support Staff in Schools' Collective Agreement.² The rest are employed on individual employment agreements which often mirror the terms of the collective agreement. Librarians and library assistants work in a range of settings including primary, intermediate, secondary, area and specialist schools, and across English, mixed and Māori mediums.

As outlined in the terms of reference, the parties agreed to progress the claim in good faith and in accordance with the Equal Pay Act. The terms of reference also acknowledged the long history of the Act, particularly the 2018 Reconvened Joint Working Group's (RJWG) Pay Equity Principles (the Principles). The Principles help guide parties to progress claims in accordance with the the Act.

To complete the work assessment, the parties agreed to use the gender-neutral Pay Equity Aromatawai Mahi (PEAM) factor-scoring tool and the corresponding interview guide as the method for factor-based data collection and assessment. The 14 PEAM factors describe essential aspects of work, including skills, responsibilities and the conditions and demands placed upon someone carrying out the work. This was key to uncovering aspects of work that are often overlooked or undervalued.

Between October 2021 and February 2022, 32 interviews were carried out with a randomly selected sample of library staff, plus their direct supervisors, that was representative of school demographics. The interview transcripts were analysed, and the key areas of responsibility and associated tasks and activities identified (the general areas of responsibility). The analysis was sent out to all schools in March 2022 to ensure that the full range of the work had been captured. Due to the 159 pieces of feedback we received through the consultation, a further four interviews were carried out to complete the study of the claimant work.

The parties then identified potential male-dominated comparators and investigated their work.³ Due to difficulty in finding new comparators to participate, parties agreed to predominately use existing comparator data from previously settled pay equity claims alongside one

¹ Ministry of Education. 2022. *Workforce data 1 Science Technicians and Librarians Jan - Dec 2021*. Gender 3 tab.

² Ministry of Education. 2022. *Workforce data 3 Science Technicians and Librarians Jan - Dec 2021*. Contract tab.

³ 'Parties' in this document include NZEI Te Riu Roa and the Ministry unless otherwise stated.



new comparator group, which was cadastral surveyors. The parties would like to thank the organisations and employees involved for their participation and commitment to pay equity.

The next stage in the process was factor scoring the claimant and comparator transcripts. This stage was undertaken as a joint exercise by the Ministry and NZEI Te Riu Roa using the PEAM tool to ensure alignment with section 13ZD of the Act.

Through the factor-scoring process it was found that the work of school librarians and library assistants covered a range of levels that could be broken into four distinct clusters of work requirements. It followed that variations of new and existing comparators, including settled claimants, were potentially comparable at each of these four levels. Analysis of the remuneration and terms and conditions of the claimants, and suitable comparators at each level, demonstrated that the claimants' work is undervalued. This evidence provides a good starting point for understanding the scale of the undervaluation and a basis to consider how solutions may be developed.



Introduction

Background of the claim

In November 2020, NZEI Te Riu Roa raised a pay equity claim under the Act with the Secretary on behalf of librarians and library assistants in state and state-integrated schools.

The claim states that the work of school librarians and library assistants is historically and currently undervalued as it is performed predominantly by women. It is therefore possible that some aspects of the skills, knowledge and degrees of effort needed to carry out the work are less visible, and so not always recognised and equitably remunerated.

On 19 January 2021, the Ministry agreed that the claim was arguable. On 8 October 2021, NZEI Te Riu Roa, New Zealand School Trustees Association (NZSTA) and the Ministry signed the terms of reference for the Librarian and Library Assistants' Pay Equity Claim (LPEC). The LPEC terms of reference can be found in Appendix 1. This formally marked the end of the 'raising phase' of the process and initiated the enquiry into the claim to determine whether the female-dominated librarian and library assistant workforce within schools and kura is subject to undervaluation on the basis of sex.

In the terms of reference, the three parties agreed to progress with the claim while acting in good faith and within the parameters of the Act. The terms of reference also acknowledged the long history of the Act, particularly the RJWG's Principles.⁴

Background of the claimant workforce

In 2021, there were 1,029 librarians and library assistants working in state and state-integrated schools and kura across New Zealand, of whom 96 percent were female.⁵ According to internal payroll data (Jan – Dec 2021) 80 percent of library staff are employed on a permanent basis, and 87 percent work less than 36 hours per week.⁶ Over that 12-month period, 28 percent held another position at the same school in addition to their library role, the most common being teacher aides, administration roles and teachers.⁷

The research undertaken as part of the claim process assessment showed us that school librarians and library assistants complete a diverse range of tasks to encourage student reading and curriculum engagement. School librarians and library assistants manage the physical and digital collection of library resources including inventory, procurement, maintenance and budgets. They can hold responsibility for managing the school library space and provide research support for their colleagues.⁸

Through running programmes, activities, and themed displays focused on current events and learning topics, school librarians and library assistants foster a reading culture. They collaborate

4 The RJWG Principles are available here: [Pay-Equity-Context-and-Principles.pdf \(publicservice.govt.nz\)](https://publicservice.govt.nz/pay-equity-context-and-principles.pdf)

5 Ministry of Education. 2022. *Workforce data 1 Science Technicians and Librarians Jan – Dec 2021*. Gender 3 tab.

6 Based on median hours per week over the pay periods that they worked.

7 Ministry of Education. 2022. *LPEC and SPEC data on concurrent roles and historical gender*. Q3, Q5-other jobs tab.

8 Ministry of Education 2022. Librarians and Library Assistants Pay Equity Claim, General Areas of Responsibility.



with classes, teachers, and individual students to improve reader engagement, elevate student learning and support curriculum delivery.⁹ Their work cultivates students' curiosity, literacy and imagination while promoting reading enjoyment. School librarians and library assistants provide access to high-quality curated information and resources that reflect and cater for the diversity of school populations. They provide a welcoming space within schools and kura and offer nurturing support to students when needed.

With advancements in technology and digitisation in the sector, school librarians and library assistants are often required to upskill in digital literacy, devices and software use. They can be called on to provide technological assistance and guidance to staff and students in this area.

Purpose of the report

The report sets out the process that parties used to assess the LPEC, and the evidence and information gathered through that process.

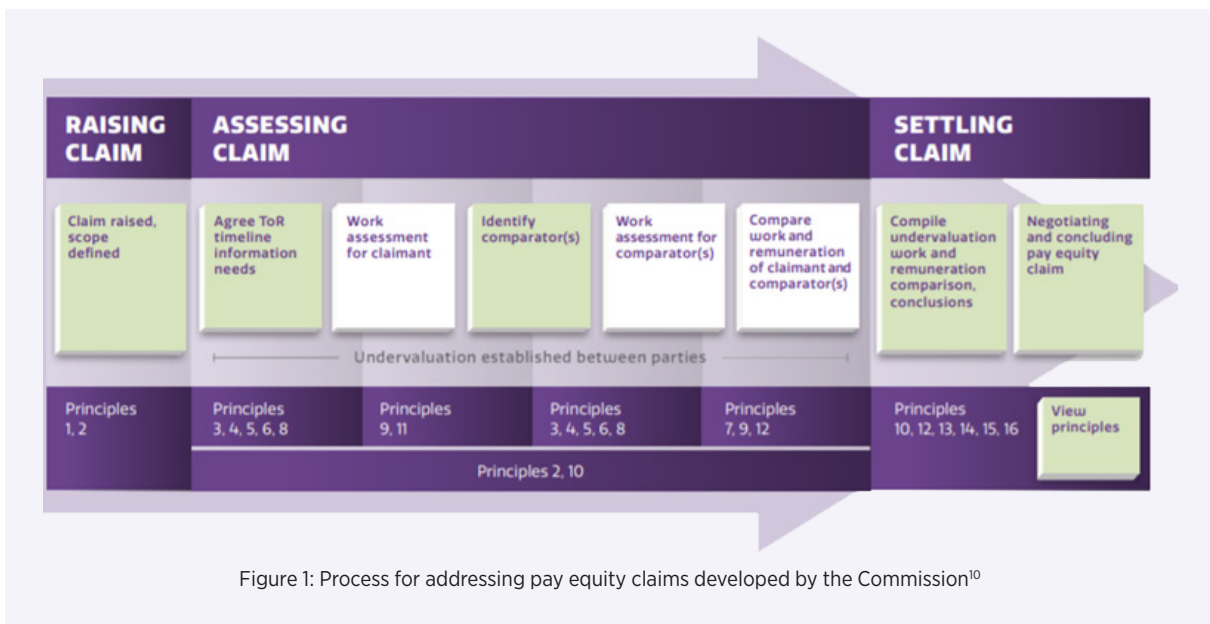
The evidence reported here is primarily drawn from the interviews of claimants and comparator roles, and the subsequent analysis of the evidence, including the process of assessing the evidence through factor scoring and comparison.

To proceed to bargaining and settlement of the LPEC, parties will draw on this report, along with the body of evidence gathered, analysis of remuneration and terms and conditions from collective agreements, data from the claimant and comparator organisations, and historical information about the development of these roles. Parties will use this evidence to determine where pay inequities on the basis of sex exist, and how these should be addressed.

The process used to assess the claim and inform parties' views of undervaluation

Te Kawa Mataaho | Public Service Commission (the Commission) developed a process for addressing pay equity claims, underpinned by the Equal Pay Act (Figure 1). The parties agreed to use this process to determine any undervaluation of the claimants, as outlined in the terms of reference.

⁹ National Library, LIANZA and SLANZA. School libraries and school library services in New Zealand Aotearoa. National Library, 2018. Accessed 28 March 2022. <https://natlib.govt.nz/files/schools/school-libraries-and-school-library-services-in-nz-aotearoa.pdf>



The parties wish to acknowledge the work of NZEI Te Riu Roa members in moving this work forward. At various stages of the process, they have volunteered their time as interviewers of claimants and comparators, and their knowledge about the roles of librarians and library assistants in schools and kura to ensure we have a full picture and clear understanding of the work that is done.

Prior to commencing the assessment phase of the claim, background research was gathered to help understand the range of roles and scope of the claim. This included reviewing relevant position descriptions and information from collective agreements.

A summary of the key steps that were undertaken in the assessment phase of the LPEC are listed below and will be discussed further throughout this report.

Steps used to assess the claim

Work assessment for the claimant:

- a. Interviews were conducted with a portion of the claimant group, from a random representative sample of schools and kura, to understand their responsibilities, experience, tasks, skills, degrees of effort required and conditions of work.
- b. Interview transcripts were analysed to identify the range of responsibilities and activities performed by interviewees.
- c. The findings from this analysis (the General Areas of Responsibility/GAR document) were shared with all schools and kura via an online survey to ensure the range of work was covered.
- d. As a result of this survey, gaps in the initial interview data were identified through feedback from schools and kura, and an additional four interviews were conducted.

¹⁰ Public Service Commission, *Pay Equity in New Zealand Context and Principles* (2020). <https://www.publicservice.govt.nz/system/public-service-people/pay-gaps-and-pay-equity/pay-equity/#Understanding-process>



Work assessment for comparators:

Parties identified and selected potential comparator roles through agreed criteria, underpinned by the Act. Parties collected interview data of an appropriate range of potential comparator roles to understand the responsibilities, experience, tasks, skills, degrees of effort required and the demands of the role, and conditions of work.

Comparing work of claimants and comparators:

Comparison of the skills, responsibilities, experience, efforts and working conditions of the claimants' and potential comparators' work was undertaken using a gender-neutral work assessment tool.

Comparing remuneration of claimants and comparators:

Comparison of the claimants' and comparators' remuneration, terms, and conditions was undertaken primarily through the review of collective agreements and payroll data.



Scope and Arguability of the Librarians and Library Assistants' Pay Equity Claim

Scope of the LPEC

The claim covers union members and non-union employees who are employed as librarians and library assistants and those doing the same or substantially similar work in state and state-integrated schools and kura.

School librarians and library assistants are covered under the Support Staff in Schools' Collective Agreement. In 2021, 49 percent of school librarians and library assistants were employed under this collective.¹¹ The remainder of this workforce were employed under individual employment agreements which often mirror the terms of the collective agreement.

In 2021, 1,029 school librarian and library assistant employees were identified in the Education Payroll Limited payroll system.¹² These people are employed in a range of settings, including primary, intermediate, secondary, area and specialist schools, as well as within English-medium, Māori-medium and mixed-medium schools.

NZEI Te Riu Roa is the union that represents this workforce and the Secretary is the delegated employer for the purpose of responding to this pay equity claim¹³.

Arguability of the LPEC

In January 2021, the LPEC was formally confirmed by the Secretary with NZEI Te Riu Roa in accordance with the Equal Pay Act. Some features of the workforce that made this claim for pay equity arguable are outlined below.

Women have consistently dominated the school librarian profession over time. Ministry payroll data shows that over the last 15 years, over 95 percent of the school library workforce has been female.¹⁴

School librarianship as a female-dominated occupation is rooted in historical gender biases. In nineteenth-century New Zealand, the prevailing social norm was that a woman's place was in the home as a mother or wife, while men were the breadwinners for the family.¹⁵ However, from the 1930s onwards, women's participation in the country's labour market increased markedly.¹⁶ Women's employment was concentrated in certain industries such as clerical work, nursing and

¹¹ Ministry of Education. 2022. *Workforce data 3 Science Technicians and Librarians Jan-Dec 2021*. Contract tab

¹² Ministry of Education. 2022. *Workforce data 1 Science Technicians and Librarians Jan-Dec 2021*.

¹³ Equal Pay Act. 1972. s13ZZG The Public Service Commissioner is treated as the employer for education service claims but has delegated these functions and powers to the Secretary for Education.

¹⁴ Ministry of Education. 2022. *LPEC and SPEC data on concurrent roles and historical gender*. Q2-gender, 3yr interval tab.

¹⁵ Coalition for Equal Value Equal Pay (CEVEP), "1897 to 1936", last modified February 2004, accessed 3 May 2022, <http://www.cevep.org.nz/history/payhist1.html>

¹⁶ Cook, Megan, "Women's labour organisations", *Te Ara - the Encyclopaedia of New Zealand*, accessed 3 May 2022, <https://teara.govt.nz/mi/womens-labour-organisations/page-4>



education, a pattern of workforce gender segregation which continues into the twenty-first century.¹⁷

An international study argues that women tend to dominate certain occupations because they draw on perceived 'innate' skillsets of the female sex; for example, the skills needed to run a home and care for children.¹⁸ Therefore, the role that school librarians play in supporting children's emotional wellbeing and learning development fitted with gender stereotypical assumptions about women's inherent mothering capabilities, which may have contributed to the characterisation of school librarianship as a woman's occupation.

An historical study of New Zealand libraries (including school libraries and public libraries more generally) shows the librarian workforce to be occupationally segregated on the basis of gender.¹⁹ In the 1960s, although women made up the vast majority of the workforce, management roles in librarianship were dominated by men. This vertical segregation possibly resulted from women's unequal access to promotional and career development opportunities, especially for young married women who were assumed 'temporary' until they left employment to have children.²⁰

Part-time and term-time employment are commonly found in these roles as seen in payroll data, and this may be attractive to women with caring responsibilities for children. As a result of these features of employment terms, the educational setting school librarians and library assistants are employed in, and the less visible skills they bring to the role, the workforce has likely been impacted by feminisation and occupational segregation. This has possibly limited the remuneration and opportunities for career advancement for employees working in these roles.

Overall, the combination of the following factors met the threshold to be determined to be arguable and meant the assessment phase of the claim could begin:

- a. The consistently female-dominated workforce.
- b. The characterisation of school library work as women's work.
- c. Occupational segregation and the feminisation of library work.

17 Statistics New Zealand, *Women at work: 1991-2013*, 2015, 11. [Women at work: 1991-2013 \(stats.govt.nz\)](https://www.stats.govt.nz)

18 Anker, R., Melkas, H. and Korten, A. "Gender-based occupational segregation in the 1990's", *International Labour Office*, 2003, 5, [Gender-based occupational segregation in the 1990's \(ilo.org\)](https://www.ilo.org)

19 Millen, Julia. *Te Rau Herenga, a century of library life in Aotearoa, 1910-2010*. (Wellington, NZ: LIANZA, 2010), https://ndhadeliver.natlib.govt.nz/delivery/DeliveryManagerServlet?dps_pid=IE26051439

20 Ibid, pp. 87-95.



Investigation of the librarians and library assistant roles

Data collection methodology

Factor-based analysis was used to provide a structured approach to the work investigation. This involves breaking the work into its constituent parts, referred to in pay equity as 'factors'. The factors describe elements of what the work entails including the skills used, responsibilities undertaken, experience required, and the conditions and demands placed on someone who is carrying out the work. This is key to uncovering the less visible skills required that are often overlooked, hidden, or undervalued and ensuring that they are included in the assessment.

The parties agreed on the Pay Equity Aromatawai Mahi (PEAM) tool as the method for primary data collection. The PEAM tool was jointly developed by NZEI Te Rui Roa and the Ministry in 2018 and has been endorsed as gender neutral by the Commission. It has also been used successfully in settling the Teacher Aide Pay Equity Claim (TAPEC), Administration Support Staff Pay Equity Claim (APEC), and the Kaiārahi i te reo Pay Equity Claim (KPEC).

The tool comprises a gender-neutral questionnaire which is used to guide an interview process designed to capture the skills, responsibilities, experience, degree of effort and the conditions of work. A factor plan is used to analyse the information gathered and compare the work of claimants and comparators.

The same questionnaire is used throughout the interview process with both claimants and comparators to ensure consistency of data collection.

Interviews were carried out with individual employees and their direct supervisors.

The claimant sample

Parties agreed to an initial sample of 30 claimant interviews, including librarians and library assistants. The sample was stratified to ensure accurate reflection and sufficient demographic representation of the claimant workforce. Once the stratifications were implemented, the sample was drawn from randomly selected workplaces.

Regular checkpoints were established to review the parties' satisfaction with the quality and quantity of the data collected. It was agreed that two additional targeted interviews would be conducted to sufficiently cover all school demographics, including primary and secondary schools, to ensure adequate information collection and data saturation.

The initial process commenced in October 2021 and concluded in March 2022 with a total of 32 interviews with individual employees, plus supporting interviews with their direct supervisors. All employees in the claimant sample had to meet the criteria that they were employed for at least five hours per week and had worked at the school/kura for at least three terms to ensure they could provide the required level of detail.



Key components of the interview process:

The interview process incorporated the following elements:

- » Interviewer refresher training day
 - This was attended by team members from both the Ministry and NZEI Te Riu Roa, during which interviewers were trained in the pay equity process, the use of the PEAM tool, and interview best practice. The training day was facilitated by both the Ministry and NZEI Te Riu Roa in partnership on 19 October 2021.
 - Attendees used discussion and role play of interview scenarios to develop interviewer skills of enquiry, probing, avoidance of leading questions and the elicitation of examples to reveal the less visible skills often undervalued in female-dominated work. Tips were also given to the interview teams to create an environment during the interviews where the interviewees could discuss their work comfortably, in a clear and comprehensive way.
 - The training mitigated the risk of personal bias affecting the data-gathering process through a dedicated workshop on unconscious bias and ways to maintain data objectivity.
 - Due to the parties' agreement not to record interviews, workshops emphasised the importance of preserving the wording of the respondent rather than summarising interview content by providing clear guidelines to interviewers and conducting scribing practice during the training day.
 - Attendees developed an understanding of the ethical considerations, including the confidential nature of interview content, importance of anonymising interview transcripts by removing names, locations, and any identifying elements, and gaining informed consent by talking through the consent form with interviewees and explaining how their data will be used.
 - Interviewers signed confidentiality agreement forms in line with Ministry and NZEI Te Riu Roa policies.
- » Interview protocol
 - Interviews were conducted in interviewer-scribe pairs consisting of one Ministry analyst and one NZEI Te Riu Roa member where possible. This helped to mitigate institutional bias and to continue the collaborative nature of the work. In six cases when there was no NZEI Te Riu Roa member available, interviews were conducted by two Ministry analysts.
 - Interviewers explained how interview data would be anonymised, used and kept confidential and participants gave their informed consent to the process by signing a consent form.
 - Interviews were approximately an hour and a half in length with the employee and approximately half an hour with their direct supervisor, allowing sufficient time for full and detailed answers.



- In-person interviews were preferred, but the team was agile with conducting interviews over digital platforms if needed. This was especially relevant as this process was running during the fluctuating alert levels of the COVID-19 pandemic.
- Interviews were conducted in either te reo Māori or English based on the preference of the interviewee and were transcribed during the interview rather than recorded.
- Employees and supervisors signed interview consent forms.
- » Interview outputs and data validation
 - The output of each interview was a transcript, the content of which was agreed by both NZEI Te Riu Roa and Ministry interview partners.
 - A quality assurance (QA) process was used in which both a Ministry and NZEI Te Riu Roa representative who were not present in the interview reviewed each transcript to ensure all sections of the interview guide were covered, any points that needed to be clarified were identified and that there was consistency between the interviews.
 - Respondents received the transcript of the interview to review and verify as a true record of what was said and to answer any additional questions brought up in the QA process.

Interview findings: general areas of responsibility

In accordance with Section 13ZD of the Act, the work of the claimant must be thoroughly understood. To ensure we fully captured the work of librarians and library assistants, the Pay Equity Project Team, in collaboration with NZEI Te Riu Roa, analysed the 64 interview transcripts (32 employees and 32 supervisors). This summary and analysis of the work documented in the transcripts formed the general areas of responsibility (GAR).

The GAR were agreed between parties and shared with schools and kura via an online survey on 22 March 2022. The GAR were also sent to the School Library Association of New Zealand Aotearoa (SLANZA) President to be circulated across their network of members. The survey allowed school principals, direct supervisors and/or claimants themselves to check that the work was fully covered or if something was missed. This feedback helped ensure the interview sample was representative, and the range of work was fully captured and included in the claim. We received 159 submissions of feedback, and analysis of this feedback identified some gaps in the data. To address these gaps, four further interviews were carried out, and the GAR document updated to reflect the additional findings.

The GAR below reflect the range and variety of responsibilities and activities that library staff perform. No individual librarian or library assistant role is expected to carry out every activity identified, but all library staff should see the responsibilities of their role reflected in one or more of the general areas of responsibilities identified. The full GAR document can be found in Appendix 2. A summary of the 13 general areas of responsibility are as follows:

- 1. Managing the library collection and resource room:** Library staff are responsible for the overall management, organisation and oversight of the library collection and assist with learning resources for other departments. They have an in-depth knowledge of the content of the library collection. Library staff ensure the diverse collection of books,

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e-books, magazines, games, textbooks and class sets, journals, readers, and other resources are kept in good condition and continue to meet the needs of students and teachers. As well as physically maintaining the collection, library staff work extensively with digital systems such as the Library Management System (e.g., Accessit, SCIS and others), especially when cataloguing and stocktaking items.

- 2. Promoting literacy and use of the library:** Library staff play a vital role in sparking an interest and passion for reading in students. They do this by organising a wide variety of programmes, activities and competitions to engage students outside of classroom time. Library staff also work hard to make the library a community hub in the school which is visually engaging, welcoming, and reflects the interests of those who use it.
- 3. Overseeing and improving the library and its facilities:** Library staff hold responsibility for scheduling what happens in the library and setting policies for how the library will operate. They manage the library spaces, which can include resource rooms, computer labs, meeting rooms, kitchens and offices. In addition to ensuring the day-to-day functioning of library systems, they maintain the building by cleaning and organising areas, and arranging for repairs. Library staff are often called on to provide advice and contribute to senior management decisions about the redesign, rebuild or relocation of the library.
- 4. Purchasing resources and managing the library budget:** Library staff are responsible for purchasing and acquiring resources to add to the library collection as well as procuring other supplies and items needed for the library. They also manage their budget and keep track of spending, which can involve submitting an annual budget or budget requests and creating budget reports. Library staff are often involved in book fair events which require handling cash and processing EFTPOS payments.
- 5. Supporting students' learning:** Library staff support students' learning in the library by working with classes, teachers, or individual students. This ranges from planning and leading class visit lessons to supervising or overseeing students studying in the library. They plan and deliver a range of content such as reading engagement programmes, research and digital literacy skills, reading comprehension, finding and using library resources, and lessons supporting specific relevant topics in the library like Matariki and Sign Language Week. Library staff support students' learning with a range of curated learning resources including, but not limited to, book lists, vertical files, booklets, and newspaper collections. They may supervise or work with students with the presence of teaching staff or by themselves.
- 6. Assisting with school technology and devices:** The library is home to a range of various equipment and technology such as printers, photocopiers, laminators, projectors, cameras, laptops, Chromebooks, digital display screens and computers on wheels (COWs). Library staff assist in ensuring students and staff have access to the equipment and technology needed to provide a positive learning experience.
- 7. Managing and supporting library staff, volunteers, and student librarians:** Library staff engage with and manage other library staff, volunteers, parent/caregiver helpers, and students who take on leadership responsibilities such as student librarians. This responsibility can range from having direct supervision over another staff member to training and mentoring student librarians or adult volunteers helping in the library.

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- 8. Caring for the physical, mental and emotional wellbeing of students:** The school library is often used as a refuge for students who are lonely, struggling or upset. Therefore, library staff play an important role in supporting students' overall wellbeing. This ranges from noticing and alerting others to a student's needs, to being a trusted adult students can go to if they are having difficulties.
- 9. Coordinating library events, and assisting with school events and extracurricular activities:** Library staff coordinate and support a variety of events and extracurricular activities. They have a major role in the organisation of library-focused events such as book fairs, book week, reading competitions and students attending events like the writers festival. As a member of the school staff, library staff help out and use their personal talents to support school-wide events like prizegiving, fundraisers, school camp, sport days, school open day, school productions and others.
- 10. Building relationships with students, families, colleagues, agencies and the community:** Library staff play a vital role in building relationships with and offering support to the school's staff, students and families and liaising with the wider community to source books and resources. Building and maintaining strong relationships is an important aspect to the role.
- 11. Building and sharing expertise:** Library staff develop their skills and expertise to support the effective functioning of the library and school. They achieve this through external professional, academic or first aid courses, conferences, school-based professional development, and by growing their knowledge independently. Library staff may also assist colleagues to develop their skills, either formally or informally, using a variety of strategies.
- 12. Being aware of and supporting bi- and multi-cultural practices:** Library staff play a role in creating a library environment that supports and reflects the varied cultures of students and their families. Their contribution to bi-culturalism can range from creating bilingual signage for the library, to learning and speaking te reo Māori. Library staff make decisions on how to grow and organise the collection so students have access to a culturally and linguistically diverse selection of books and learning resources. They work in a range of settings including Māori, Bilingual and English mediums.
- 13. Supporting the effective functioning of the school:** Library staff provide a range of support to schools beyond their core library-focused work, helping to keep the entire school running smoothly and successfully whilst adhering to school values and policies. These tasks support all areas of the school's operation, both internally and externally for students, the senior management team and teaching staff.

Other relevant interview findings

In addition to the above GAR, the interviews uncovered additional information related to the working conditions and demands on employees, attainment of qualifications and professional development. Below are some noteworthy findings from the interviewed sample of 36 library staff.



Pastoral care: Twenty-five (69 percent) of the 36 employees interviewed said that they provide pastoral care in their role. The emotional support they offered ranged from chatting with students or reading to them if they were upset, to escalating students' mental health issues to other staff members.

Managing interruptions: Twenty-eight (78 percent) of the 36 employees reported that interruptions were highly likely or constant throughout their day at work, when they are expected to do planning tasks like cataloguing, purchasing and inventory. Interruptions could be due to a staff or student query or reprioritising to accommodate an urgent request. Dealing with these interruptions was considered by many interviewees to be a challenging but necessary component of school library work.

Post-compulsory qualifications: Out of the 36 employees interviewed, 26 (72 percent) said that they had a post-compulsory schooling qualification. Fourteen of these said they had a bachelor's degree or postgraduate diploma, eight stated they had completed a diploma or certificate and four did not specify the type of qualification they held. Twenty interviewees said they used their qualification in their library role, and of these the most common areas of study were teaching and education, and library and information studies.

Additional hours: When asked in the interviews, 30 (83 percent) of the 36 employees said they worked additional hours and of these nine said they were compensated by either extra pay or time off in lieu. Seventeen said they were not compensated for their additional hours and four did not mention compensation. Of those who worked additional hours, eight said it was voluntary, one said it was expected, and the rest did not mention whether it was voluntary or expected. The nature of additional hours varied from occasionally working extra during busy times of the year, like book week or stocktake, to regularly starting work early or finishing late due to heavy workloads. Some interviewees mentioned doing library-related activities in their own time such as reading books from the collection or visiting book shops and op shops. However, they did not consider these activities as additional hours.²¹

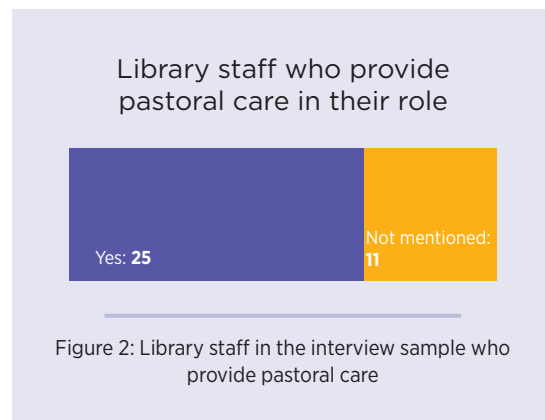


Figure 2: Library staff in the interview sample who provide pastoral care

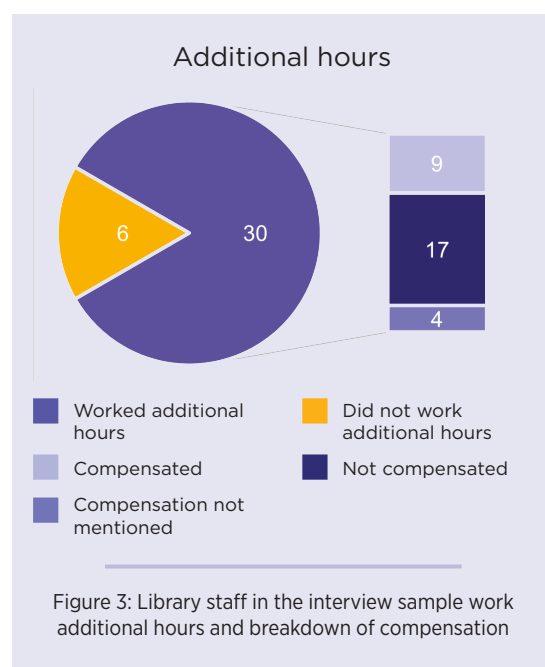


Figure 3: Library staff in the interview sample work additional hours and breakdown of compensation

²¹ Data from Ministry of Education Internal document: other tracking analysis, additional hours tab 27/4/22



Professional development: Thirty-one (86 percent) of the employees interviewed mentioned participating in professional development (PD) in the last 12 months. Popular PD included courses run by the School Library Association of New Zealand Aotearoa (SLANZA) and the National Library, and library management system training sessions.

Exposure to verbal abuse: Nineteen (53 percent) of 36 employees mentioned some exposure to verbal abuse in their library role. This ranged in frequency from once or twice a year to every week. A common form of verbal abuse was being sworn at or spoken to rudely by students.



Selection and investigation of potential comparator roles

Criteria for selection

To select an appropriate range of comparator roles, the Ministry and NZEI Te Riu Roa agreed on a set of criteria to apply. This was developed by reviewing the comparator selection criteria for the APEC and refreshing it to suit the LPEC and the concurrent Science Technicians' Pay Equity Claim (SPEC).

Section 13ZE of the Equal Pay Act specifies the factors for identifying appropriate comparators as:

- » work performed by male comparators that is the same as, or substantially similar to, the work to which the claim relates
- » work performed by male comparators that is different to the work to which the claim relates, if the *skills, experience, responsibilities, working conditions, and/or degrees of effort* are the same as, or substantially similar to, those of the claimant
- » work performed by any other comparators that the parties consider useful or relevant, including comparators that have been the subject of a pay equity settlement.

As well as consistency with the Act, NZEI Te Riu Roa and the Ministry agreed that the comparator occupations must be:

- » male dominated (or a settled female-dominated claimant occupation)
- » employed (not self-employed)
- » of a substantial workforce size (as a preference)
- » accessible (collective agreement preferable)
- » New Zealand based
- » not significantly impacted by COVID-19 (avoid workforces that are essential to New Zealand's COVID-19 response, or that are experiencing job losses due to redundancy or vaccine mandates)
- » not currently or recently involved in an industrial dispute.

A set of underlying principles to guide our processes for selecting and agreeing comparators was also agreed:

- » Wherever possible, we should aim to use data from existing claims processes, including but not limited to the TAPEC, APEC and KPEC, and other repository data. Consideration will be given to the burden on participating comparator organisations where additional data may be needed and to the age of data.
- » New comparators should be considered.



- » Parties should make best efforts towards achieving consensus.
- » Divergent views are acceptable and should be captured including documentation of pathway forward.

Method for selection

The initial selection process used the Australia and New Zealand Classification of Occupations (ANZSCO) occupational list which provided a full list of occupations found in New Zealand. Using a combination of census data and individual role research, the list was narrowed down, filtering for the criteria and principles outlined above.

The resulting shortlist included a range of occupations across the ANZSCO defined levels, whilst acknowledging that ANZSCO may not provide a precise indication of the level an occupation works at in terms of skills, responsibilities, demands and working conditions and, in particular, the less visible skills recognised through gender-neutral work assessment. Back-up options for each preferred comparator occupation were also chosen in case the preferred comparator did not agree to participate. The final list also included existing comparator data gathered during previous pay equity claims to be used if appropriate. This ensured that the full range of work found in the claimant investigation would be covered.

List of potential comparator roles

Potential comparator roles from the agreed shortlist were contacted and invited to participate in the claim. Due to a range of factors, including COVID-19, most of the comparators approached declined to participate. One new potential comparator occupation, cadastral surveyors, participated in interviews.

Table 1: Potential LPEC new comparator and rationale

Role	Organisation	Rationale
Cadastral surveyor	Government	91% male dominance. ²² Collective agreement in place

Re-use of settled claims data

The Ministry and NZEI Te Riu Roa agreed to re-use existing comparator data from the APEC, KPEC and TAPEC, as well as the claimant data from these settled pay equity claims.

As part of the investigation of these claims, the parties interviewed a range of male-dominated comparator roles as listed in Table 2. These interview transcripts went through the PEAM factor-scoring process. Both work and remuneration comparisons were drawn and agreed between the parties.

As a result of the settled TAPEC, APEC and KPEC, the claimant groups' remuneration was corrected and could be used as a comparator for future claims in accordance with the criteria stated in the Act.

Therefore, the following data from previous claims was agreed as potentially useful as comparators for library staff. The roles are either still male dominated or part of a settled pay

²² Census data 2018



equity claim and were seen as likely to contribute to providing good coverage of the range of work in the LPEC.

Table 2: Previous claim data for possible re-use

Role	Organisation	Rationale
Fishery and senior fishery officer	Ministry for Primary Industries (MPI)	78% male dominance. Also used for the settled APEC and KPEC
Parking compliance officer	Local government	79% male dominance. Also used for the settled APEC and KPEC
Corrections officer	Department of Corrections	74% male dominance. Also used for the settled TAPEC, APEC and KPEC
Customs officer	New Zealand Customs Service	52% male dominance. Also used for the settled TAPEC, APEC and KPEC
Teacher aide	Ministry of Education	Settled pay equity claim (TAPEC) with undervaluation corrected
Administration staff	Ministry of Education	Settled pay equity claim (APEC) with undervaluation corrected

Data collection process for comparator roles

In June 2022, interviews commenced with cadastral surveyors. The full interview process and outputs mirrored that of the claimant interviews (outlined in the previous section of this report). This was fundamental to ensuring fair and consistent comparisons during the factor-scoring assessment process.

An online comparator interviewer training session was completed in April 2022 by all interview team members, focussing on the same aspects of the process that were addressed prior to claimant interviews, including:

- a. the pay equity process, use of the PEAM tool, and interview best practice
- b. interviewer skills of enquiry, probing, avoiding leading questions and eliciting examples to reveal less visible skills often undervalued in female-dominated work
- c. creating an environment during the interviews where the interviewees could discuss their work comfortably, in a clear and detailed way
- d. mitigating the risk of personal bias affecting the data-gathering process through a dedicated workshop on unconscious bias and ways to maintain data objectivity
- e. the importance of preserving the wording of the respondent rather than summarising interview content was embedded through providing clear guidelines to interviewers and conducting scribing practice during the training day
- f. the confidential nature of interview content, importance of anonymising interview transcripts by removing names, locations and any identifying elements, and gaining informed consent by talking through the consent form with interviewees and explaining how their data will be used.



The training day included some lessons learned throughout the claimant interview process from experienced interviewers.

Eight comparator employees were interviewed in total, along with their supervisors:

Cadastral Surveyors: 8

Supervisors: 2



Factor scoring

Overview of the factor-scoring tool and preparation

The PEAM factor-scoring tool consists of 14 factors which describe the constituent elements that the work entails including the skills used, responsibilities undertaken, experience required, and the conditions and demands placed on someone who is carrying out the work, in line with the question guide used in the claimant and comparator interviews. The below list outlines the **14 factors the PEAM tool** addresses:

1. Knowledge Skills
2. Planning and Organising Skills
3. Problem Solving Skills
4. Interpersonal and Communication Skills
5. Bi- and Multi-Cultural Skills
6. Physical Skills
7. Responsibility for People Leadership
8. Responsibility for Resources
9. Responsibility for Organisational Outcomes
10. Responsibility for Services to People
11. Emotional Demands
12. Sensory Demands
13. Physical Demands
14. Working Conditions

To ensure the tool was fit for purpose, the parties updated the additional guidance which goes alongside the PEAM factors to provide support and clarification in the context of this specific claim.

In preparation for the factor scoring, attendees took part in an interest-based problem-solving workshop in which the professional interests of both parties were identified, and common goals highlighted. The session provided a model for constructive negotiation and consensus decision making which is crucial to the process. The assessment panel practiced factor scoring a job description unrelated to the claim to solidify the negotiation skills covered during the workshop.

Out of the 36 librarian and library assistant staff interviewed, the parties jointly selected eight benchmark roles that represented the range and variety of the work of librarians and library assistants. These transcripts went into the factor-scoring process alongside the eight transcripts from the new comparator group, cadastral surveyors.



Overview of the factor-scoring panel process

Claimant and comparator interview transcripts were factor scored in a series of panel discussions conducted over three weeks in July 2022. Two NZEI Te Riu Roa representatives and two Ministry representatives (including one contracted job-sizing and remuneration expert) were involved in the scoring process as well as a note taker to keep accurate records of the discussions.

The transcripts were assessed against the 14 factors in PEAM. Within each factor, the roles were assigned to a level, which aligned with a score. These scores were then tallied up, collated and analysed. The panel arrived at a consensus on the scores for each role. The same process was undertaken for claimants and comparators and pre-scoring of the transcripts occurred before panel discussions to avoid group think and bias that might naturally creep in.

The same process was undertaken when factor scoring comparators during previous claims (TAPEC, APEC and KPEC). For this reason, it was agreed between parties to use factor scores already assigned to existing comparators, without the need for the panel to reassess these transcripts. There was some consistency between the factor-scoring panel members for previous claims and the LPEC.

Librarians and library assistants work assessment

Agreed PEAM scores for school library staff ranged from 348 to 572 points. Employees across the claimant sample scored similarly in the demands and working conditions PEAM factors, reflecting that, while there may be some superficial differences between the types of schools, there is a thread of commonality across most schooling contexts and environments. The demands and working conditions factors therefore have made little difference to the resulting scores. The skills and responsibility factors, however, spanned across a broader range. The work assessment analysis revealed the position elements table and associated clauses in the Support Staff in Schools' Collective Agreement were inadequate in capturing the full breadth of skills and responsibilities across library staff roles.

A new four-grade matrix for library staff has been proposed by the parties to reflect the skills and responsibilities of a range of roles and to ensure an accurate and transparent remuneration structure.

This is a draft matrix only, pending review and confirmation by both parties. One purpose of this draft matrix has been to provide the foundation for considering comparators and assessing the degree of undervaluation at each level in a more detailed way.

The table below sets out the most common skills and responsibilities that apply to library staff roles. To determine and assess which grade a librarian or library assistant role sits within, the employer will need to consider which general description fits the role. They then assess the regular and ongoing skills and responsibilities of the role, and ensure that the chosen grade recognises the highest level required for the role on a regular and ongoing basis, not things that are a one-off or isolated event. Librarian and library assistant roles do not have to do every activity in a grade in order to be placed in a particular grade.



Table 3: New draft four-grade librarian and library assistant matrix

Grade	General description	Supervision and management	Level of necessary skills and knowledge	Problem solving	Interpersonal and communication skills
1	<ul style="list-style-type: none"> » Hold responsibility for own work under general supervision 	<ul style="list-style-type: none"> » No formal supervision or mentoring of others required » Provide occasional advice or direction 	<ul style="list-style-type: none"> » Assist with cataloguing, issuing and receiving books, laptops and other resources » Undertake or assist with routine tasks including repairs, cleaning, weeding and processing books and stocktaking » Use relevant library management systems effectively » Undertake a range of general administration tasks, including setting up signage, displays and posters 	<ul style="list-style-type: none"> » Use clear patterns and procedures to deal with clearly defined problems 	<ul style="list-style-type: none"> » Exchange day-to-day information effectively, including questioning, providing information, and maintaining collaboration with colleagues, students and/or staff » Respond with tact, patience and calmness to enquiries or challenges. Active listening, empathy and observation of physical cues are expected » Includes respect for and basic knowledge of te reo Māori and tikanga or relevant other cultures » Create library signage and labels in other languages » Contribute to the library being viewed as a safe and welcoming space
2	<ul style="list-style-type: none"> » Manage own work and day-to-day priorities under limited supervision. Includes sole charge librarians and archivists 	<ul style="list-style-type: none"> » Oversee or train colleagues or student librarians » Assist with the supervision of students in the library during break times, study classes, meetings, and activities 	<ul style="list-style-type: none"> » Manage assigned collections and maintain relevant material and content. Includes administering relevant online research databases and digital learning resources, and creating and maintaining catalogue records » Work with teachers to develop activities, workshops, and events within the library and to support curriculum delivery 	<ul style="list-style-type: none"> » Work within existing policies and procedures and identify when issues need to be escalated » Organise and determine the layout of the library and its facilities in a systematic way to make resources easier to 	<ul style="list-style-type: none"> » Provide direct support to individual students and teachers requiring assistance with locating or researching material » Provide immediate support and response to students who are upset or distressed and escalate to other staff as required for further support » Foster a safe and welcoming environment in the library

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2		<ul style="list-style-type: none"> » Plan and provide games and creative activities in order to engage students 	<ul style="list-style-type: none"> » Purchase and order books, resources, capital assets and services for the library/archives within a financially delegated budget » Apply for external funding and/or grants » Manage, customise, and update the library management system to meet school needs » Design and host activities, workshops, and clubs within the library » Develop and deliver literacy-based presentations or sessions » Promote a reading culture within the school/kura among staff and students » Implement weeding and stock-taking procedures » Conserve archives or taonga collections 	<p>locate</p> <ul style="list-style-type: none"> » Work with students, parents and teachers to ensure books and resources are returned and overdue items are recovered 	<ul style="list-style-type: none"> » Understand that students have emotional requirements and monitor them for escalating behaviours. Persuasion, and negotiation skills are frequently required to assist de-escalation and encouragement of alternative behaviours » Use te reo Māori or other relevant language/s in day-to-day interactions with students, whānau and staff » Promote inclusivity around gender/faith/culture/disability/sexuality when engaging with students. This level works with diverse learners in terms of learning ability and cultural diversity » Arrange for guest speakers to come to the library to share knowledge and stories » Build and maintain relationships with parent groups, local communities, book, and resource suppliers » Conduct research on Te Tiriti o Waitangi principles, kaupapa Māori and local iwi, to enhance the library collection
3	<ul style="list-style-type: none"> » Hold full responsibility for the management of the library and library staff with direct 	<ul style="list-style-type: none"> » Manage the recruitment, development, and appraisal of other library staff 	<ul style="list-style-type: none"> » Work with internal and external staff to identify and support future curriculum planning and changes and undertake research to ensure currency and 	<ul style="list-style-type: none"> » Identifies and instigates system and policy changes to provide improved 	<ul style="list-style-type: none"> » Model appropriate support for student wellbeing and is the escalation point for behaviour management in the library

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3	<p>accountability for results</p> <ul style="list-style-type: none"> » Authorise staff expenditure for the library and its facilities » Develop and deliver a library budget for the school board/finance committee 	<ul style="list-style-type: none"> » Design and run structured programmes to aid student learning » Use knowledge of Aotearoa/ New Zealand schools and kura curricula to help students at all levels with research and literacy skills. This includes research for external exams such as NCEA and Cambridge, or specialist areas such as te reo Māori and in tikanga Māori » Uses the school's foundational knowledge of te ao Māori to inform the design and layout of the library » Responsible for annual planning and influencing medium-term strategic plans and decisions for the library through direct control or expert advice to senior leadership 	<p>efficiency and effectiveness of library services</p> <ul style="list-style-type: none"> » Initiate and create library resources to support students in times of crisis. At this grade, employee may play an active part in a group overseeing pastoral care at the school. » Responsible for leading the promotion of Māori literature and resources and ensuring accessibility
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CONTEXT: These roles in grade 4 may be timebound (project based) or ongoing and while they will have day-to-day library management responsibilities at grade 3, they require additional specialist knowledge to enable the provision of library services that meet the changing information and literacy needs of the school/kura.

4	<ul style="list-style-type: none"> » Positions at this grade are fully autonomous. Work requires subject-matter expertise based on extensive practical experience or a relevant tertiary level qualification, plus experience 	<ul style="list-style-type: none"> » Hold relevant professional knowledge, specialist skills or relevant qualifications/significant relevant experience to provide distinct expert services » Manage the environment/s with substantial independence, and report to the school board » Hold full accountability for major financial resources and responsibility for several significant physical/digital assets to provide services » Responsible for strategic long-term planning and business development for the library, and its role and objectives within the school's overall business plans and objectives » Strong, innovative and collaborative approaches required to troubleshoot complex problems involving multiple variables and a range of options. Investigative research and analysis necessary
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Rationale for the proposed matrix

Boundaries for the new four-grade matrix are based on the following rationale:

- » Grade 1: Boundaries of 300-360 and a grade average of 348. The library assistants in our sample fell into this bracket. They hold responsibility for their own work under general supervision. Work undertaken in these roles is of a routine nature where established procedures guide the work.
- » Grade 2: Boundaries of 420-470 and a grade average of 461. Librarians in this grade manage their own work and day-to-day priorities under limited supervision. This includes sole-charge librarians and archivists. The librarian role is reflected in this grade with a cluster of interviews falling within this boundary. The scores reflected the increased skills and responsibilities held by this role.
- » Grade 3: Boundaries of 471-500 and a grade average of 483. At this grade librarians hold full responsibility for the management of the library and library staff with direct accountability for results. This requires a further increase in skill and responsibilities. Work undertaken in this grade includes being responsible for the recruitment and supervision of other library staff, identifying and instigating systems and policy changes and being responsible for annual planning and influencing medium-term plans and decisions for the library.
- » Grade 4: Boundaries of 520-570 and a grade average of 565. Positions at this grade are fully autonomous. Work requires subject-matter expertise based on extensive practical experience or a relevant tertiary level qualification, plus experience. This grade was created to reflect specialist roles; for example, where librarians had significant managerial autonomy and scope and/or were managing specific projects such as setting up and installing new specialist systems across multiple libraries.

Overview of potential comparator roles

The Ministry and NZEI Te Riu Roa agreed on 'profile' PEAM scores for the comparator occupations. Profile scores give a more robust view of the role than averages as this uses the most common level awarded to each of the factors scored and so limits the impact of outliers on the scores. This is useful for roles where there is one job description and one employer for the role. For teacher aides, administration support staff and kaiārahi i te reo, grade averages have been used as there is more of a range of roles which is important to capture here.

Table 4: Overview of comparator roles

Cadastral surveyor/ senior survey advisor	Range of PEAM scores: 498-617 Profile PEAM score: 521
Role overview	Cadastral surveyors set the standards for cadastral surveying of land and ensure compliance with these standards. This includes assessing and validating datasets submitted by external surveyors, investigating errors, writing guidance material, and mentoring internal staff.



Skills	<p>Cadastral surveyors need to hold a Bachelor of Surveying degree and maintain a professional license.</p> <p>The role involves understanding and applying relevant legislation, regulations, and highly technical surveying knowledge. Surveyors are required to conduct research, make calculations, and interpret evidence when investigating technical issues.</p> <p>They maintain relationships with internal staff through training and mentoring, and with external surveyors by providing advice and guidance. They are required to deliver at times unwelcome and complex information when discussing errors with external surveyors.</p>
Responsibilities	<p>Cadastral surveyors are responsible for monitoring compliance in accordance with the Cadastral Survey Act 2002 and making decisions on behalf of the Surveyor-General.</p> <p>They train and assist internal staff in auditing submitted datasets and investigate ambiguities and anomalies.</p> <p>The role also involves writing technical guidance and providing expert surveying knowledge to external clients as needed.</p>
Demands	<p>The role involves prolonged concentration when working through a complex issue.</p> <p>Cadastral surveyors need to deal with frequent interruptions including phone calls, emails, and queries from internal staff.</p>
Working conditions	<p>The role is office based, with flexibility in working from home.</p> <p>Occasional travel may be required to attend conferences, meetings, or visit survey sites; however, the majority of the role is office based.</p>
Fishery officer/ senior fishery officer	<p>Range of PEAM scores: 506-586</p> <p>Profile PEAM score: 523</p>
Role overview	<p>Fishery officers ensure commercial, recreational, and customary groups are compliant with the Fisheries Act 1996.</p> <p>This includes education, inspections, land-based and at-sea patrols, monitoring, intelligence gathering, prosecutions, customary liaison, and data analysis.</p>
Skills	<p>Fishery officers require a range of soft, physical and knowledge skills, including:</p> <ul style="list-style-type: none"> • in-depth understanding of the relevant legislation and the organisation's policies • the ability to relate to people, use empathy, be able to communicate to a range of people and be flexible to change • de-escalation skills and the ability to judge when to leave a conflict situation.



Responsibilities	<p>Officers are responsible for the enforcement of the Fisheries Act and gaining compliance with it. They are responsible for ensuring that the natural resource is kept sustainable by enforcing compliance of this Act for commercial, recreational, and customary fishing.</p> <p>Officers are required to educate those with fishing interests on legislation relevant to them. They are responsible for training, assisting, and planning the work of a network of 'Honorary Fishery Officer' volunteers.</p>
Demands	<p>A high level of resilience is required for the role, as officers are often dealing with situations of stress and aggression.</p> <p>There is a need for officers to concentrate on work to avoid injury or offences.</p> <p>Moderate physical effort is required to complete the work, including lifting heavy objects and maintaining a suitable level of fitness.</p>
Working conditions	<p>Officers are required to work on the land, coastal areas and at sea.</p> <p>Generally, officers would be in the office for two days per week.</p> <p>Most of the work is conducted outdoors in coastal areas and at sea in vessels. They are exposed to extreme weather conditions, noxious odours, dust and dirt, injury and noise. Officers are regularly exposed to verbal abuse from the public.</p>
<p>Corrections officers Range of PEAM scores: 442-497 Profile PEAM score: 459</p>	
Role overview	<p>Corrections officers are responsible for ensuring the security and care of offenders and supporting their rehabilitation and pathways towards an offence-free lifestyle.</p> <p>The corrections officer achieves these accountabilities by having the right relationship with offenders, visitors, and other staff.</p>
Skills	<p>Officers must have good knowledge of policies, procedures, and legislation. They require a working knowledge of Māori culture and tikanga as well as sensitivity to the requirements of other cultures.</p> <p>They need to have conflict-resolution skills, be able to de-escalate situations, and identify when a situation might escalate before it happens. An officer needs to be able to relate to a range of people.</p>
Responsibilities	<p>While the officers do not have any people-leadership responsibilities, they do participate in a 'buddy' system for new officers.</p> <p>In their role they undertake substantial recording of important and confidential information. This includes prisoner behavior, learning and other sensitive information.</p> <p>This role actively gains a basic understanding of people's particular situations or needs to provide advice, instruction, care, or assistance to individuals.</p>
Demands	<p>The role can be mentally and emotionally demanding. Officers are in situations of aggravation and high stress daily and must regularly de-escalate aggressive situations.</p> <p>Fatigue and stress are an issue for officers in this role.</p>

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Working conditions	<p>Corrections officers work inside prisons which is naturally a challenging environment in which to operate.</p> <p>They are exposed to violence and subjected to abuse.</p> <p>The environment is lacking in natural light and can be noisy at times.</p>
Customs officers	<p>Range of PEAM scores: 361-480</p> <p>Profile PEAM score: 456</p>
Role overview	<p>Customs officers protect New Zealand's border and promote New Zealand by facilitating trade and welcoming visitors. They undertake a wide range of duties, in varying locations and work environments. Customs officers work across several work areas.</p>
Skills	<p>Officers require very good people-responsiveness skills, involving discretion and diplomacy in dealing with others in situations of stress, concern and in emotionally charged situations at times.</p> <p>The customs officer will have a well-developed ability to de-escalate emotionally charged situations. Knowledge of current relevant legislation and traveller's rights is a requirement of officers in this role.</p>
Responsibilities	<p>This role has limited authority and operates under the close supervision of a senior customs officer with clear procedural requirements dictating what and when issues need to be escalated.</p> <p>Officers undertake substantial recording of important and confidential personal information where care around disclosure is critical. This may relate to intelligence received or generated, as well as documenting evidence for subsequent action including prosecution.</p> <p>They work collaboratively with other team members to achieve consistent standards and adherence to organisational requirements. As most customs officer interactions are not relationship based, the level of services to people requires them to gain a basic understanding of people's particular situations or needs in order to provide advice, instruction, care or assistance to individuals.</p>
Demands	<p>Officers are required to have a high level of resilience, as they are working in situations where people are in states of high stress. This role requires officers to be alert and attentive to tasks which are often repetitive in nature.</p> <p>There are extended periods of standing required in this role, where officers are required to remain alert.</p>
Working conditions	<p>Officers are often required to work in the confinements of an airport which has a lack of natural light and may be required to work in confined spaces whilst carrying out inspections.</p> <p>They are exposed to drugs and dangerous contraband. There is risk of injury through physical abuse from agitated passengers, lifting of tools or the incorrect use of tools.</p> <p>Exposure to illness is common while working in an airport.</p>

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Parking compliance officers	Range of PEAM scores: 419-448 Profile PEAM scores: 427
Role overview	<p>Parking compliance officers work with the public to manage the flow of traffic. Specifically, to encourage compliance from the public towards parking bylaws and legislation.</p> <p>They will provide guidance on parking restrictions and encourage compliance from the public.</p> <p>If needed, officers conduct enforcement through issuing tickets for offences or towing vehicles</p>
Skills	<p>Officers are required to have a high level of conflict resolution skills.</p> <p>A sound understanding of the relevant traffic bylaws and legislation is required as well as being able to relay these to educate the public.</p> <p>They can make judgement calls of when to escalate an issue to a senior or leave a situation due to aggressions.</p>
Responsibilities	<p>Officers are responsible for encouraging compliance and educating the public on traffic bylaws and legislation.</p> <p>Enforcement is through issuing tickets and removing vehicles. Education is the preferred action.</p> <p>Officers are responsible for ensuring the correct action is taken.</p> <p>Officers are assigned an area to patrol each day and they plan their own day around this. They require the ability to work independently and make judgement calls including when to escalate an issue or seek advice from a senior.</p>
Demands	<p>A high level of resilience is required for the role, as they are often dealing with situations of stress and aggression.</p> <p>Concentration is required to ensure tickets are issued correctly.</p> <p>Moderate physical effort is required to complete the work, as officers are required to be walking for long periods of time.</p>
Working conditions	<p>Officers are required to work outdoors most of the time. They would only be required to be in the office for 15 minutes per day. In extreme weather conditions such as heavy rain, officers are paired up and areas are patrolled by vehicle.</p> <p>They are exposed to noise and dirt associated with traffic and the central business districts.</p> <p>Officers are regularly verbally abused by members of the public; for example, this can occur when they are patrolling an area by foot and passers-by yell abuse from cars.</p>



Teacher aides	<p>Range of PEAM scores across the four grades: 296-538</p> <p>PEAM score range and average score per grade:</p> <ul style="list-style-type: none"> » Grade A: 300-360 (315) » Grade B: 361-420 (386) » Grade C: 421-480 (439) » Grade D: 481-540 (529)
Role overview	<p>There are three types of teacher aide roles:</p> <p>The general support role delivers a structured programme, lesson plans and activities. The degree to which a teacher aide will be involved in planning these lessons varies, from applying a set plan or programme to creating plans and programmes themselves.</p> <p>The additional support role supports the learner's wellbeing, as well as health and safety. The support provided to students varies from assisting learners to providing highly specialised support to students with complex needs.</p> <p>The te ao Māori role supports and guides reo and tikanga within the school setting. There are varying levels of support provided by a teacher aide from developing to leading and advocating for te reo Māori in the kura and community.</p>
Skills	<p>Teacher aides bring a range of skills to the role, including monitoring and observing children to identify subtle clues in their behaviour.</p> <p>They need to have a high level of patience and empathy towards children, and be able to negotiate, persuade and influence children daily.</p> <p>The flexibility to change their response to a situation and accommodate different needs, resilience, and control of their emotions are required to achieve positive outcomes.</p> <p>They bring strong relationship-building skills, and the ability to build rapport with adults and children in a short time frame to build trust.</p>
Responsibilities	<p>This role is ultimately responsible for the needs of students with special educational requirements.</p> <p>In some cases, teacher aides are responsible for collecting information about a child's state of mind and wellbeing and liaising with parents and external specialists.</p> <p>Teacher aides bear the responsibility for the child's learning and general care.</p>
	<p>They would also be responsible for communicating with parents about any issues with children's learning.</p>
Demands	<p>This role requires a high level of resilience to provide emotional engagement, support, and encouragement.</p> <p>Often, they must work with children in a high state of distress and personal need.</p> <p>Teacher aides are required to focus on activities to ensure the safety of the child in their care as well as ensuring learning objectives are met.</p>



Working conditions	<p>Teacher aides are working within classrooms. They are exposed to frequent intimidation and verbal abuse throughout the working day.</p> <p>Verbal abuse includes personal remarks, swearing, and screaming.</p> <p>They are also exposed to body fluids and are regularly required to clean these up.</p>
Administration Staff	<p>Range of PEAM scores across the seven grades: 327 – 635</p> <p>PEAM score range and average score per grade:</p> <ul style="list-style-type: none">» Grade 1: No PEAM scores in this grade» Grade 2: 301-360 (331)» Grade 3: 361-420 (399)» Grade 4: 421-480 (451)» Grade 5: 481-540 (500)» Grade 6: 541-600 (570)» Grade 7: 601-660 (624)
Role overview	<p>There is a wide variety of roles ranging from financial administrators to sports co-ordinators to school receptionists.</p> <p>School administrators support the smooth operation of the school and ensure it is a safe and productive learning environment for students and colleagues.</p> <p>Their role involves coordination and communication across a range of platforms and with all members of the school community including families, staff, external agencies, and senior leadership.</p>
Skills	<p>Administration staff require knowledge of how to use a range of computer systems and programmes to accomplish their work.</p> <p>They utilise problem-solving skills to resolve a wide variety of issues that can be complex in nature.</p> <p>Administrators bring sound communication skills which they use to build and maintain relationships with diverse members of the school community.</p>
Responsibilities	<p>School administration staff hold a wide range of financial responsibilities, from assisting and supporting to total oversight of school finances.</p> <p>Their work can involve people-management responsibilities, including overseeing employment matters and inducting new staff.</p> <p>Administration staff ensure the school is fit for purpose and the necessary equipment is available. They support the health of students at the school by coordinating with specialists or administering first aid.</p>
Demands	<p>Administration staff are required to focus and concentrate for sustained periods of time.</p> <p>Some administration staff have public-facing roles. They are required at times to de-escalate and find solutions in highly charged emotional situations.</p>



Working conditions

Most administration staff work in an office environment. Some manage the school's sick bay and look after sick and injured students.

In some roles administration staff are on call and are required to work outside normal working hours. Some roles are required to work outside in adverse working conditions.

They can be exposed to verbal abuse.

Comparison of work and factor scores

The PEAM scores of the claimants and potential comparator occupations were considered against each other at each new proposed grade and confirmed that the level of work of the claimants was the same or substantially similar to that of certain comparators, depending on the grade.

The table below shows, the comparators that the parties agree to be comparable to the claimants at each grade (highlighted green). It should be noted that discussion during bargaining may determine that additional potential comparators are considered comparable.

	LPEC Grade 1	LPEC Grade 2	LPEC Grade 3	LPEC Grade 4
Fishery Officers				
Corrections Officers				
Customs Officers				
Parking Compliance Officers				
Cadastral Surveyors				
TAs (A)				
TAs (B)				
TAs (C)				
TAs (D)				
Admin (2)				
Admin (3)				
Admin (4)				
Admin (5)				
Admin (6)				
Admin (7)				

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Assessment of employment terms, remuneration and funding settings

Funding settings

As support staff, school librarians and library assistants are funded through schools' operations grants. The operations grant covers a school's running costs, including the wages of all non-teaching staff, property maintenance, classroom materials, purchase and depreciation of capital items, leases and rentals and staff professional development. The operations grant is calculated using school rolls and other factors such as deciles (replaced by the Equity Index from January 2023), and it is responsive to roll fluctuations.

Librarians and library assistants' remuneration settings

Librarians and library assistants are covered by the Support Staff in Schools' Collective Agreement (SSSCA) between NZEI Te Riu Roa and E Tū, and the Secretary. In 2021, 49 percent of school library staff were employed under this collective agreement, with the rest employed on individual employment agreements promulgated by the Secretary. Individual agreements often mirror the terms of the collective agreement.

There are a number of allowances available to school library staff. The adjacent table presents the most common allowances that the workforce receives according to Ministry internal payroll data (Jan – Dec 2021).²³

Note that employees may receive more than one allowance.

Because the SSSCA is a 'minimum rates' document, schools can, and do, pay above the printed rates in individual cases. A salary loading allowance may be used for this purpose.²⁴

Table 5: Claimant workforce data (Jan – Dec 2021) on allowances received

Allowance type	Percentage of school library staff who receive allowance
Qualification	27%
Salary loading	19%
First aid	4%
Transport	<1%
Higher duties	<1%

Salary grades and progression

The SSSCA sets out the minimum rates in a grade and step matrix that is summarised below. Employees are paid on either an hourly basis or an annual salary, depending on their hours of work.

²³ Ministry of Education. 2022. *Workforce data 1 Science Technicians and Librarians Jan – Dec 2021*. Allowances tab.

²⁴ There are a range of other reasons salary loading may be applied including recognition of additional duties or as an administrative solution to comply with a school instruction to payroll.



Every position is placed in one of four grades (A, B, C, D) except for positions in the Executive Management Group.²⁵ The employer will determine the grade for each position after consideration of the job description and any other requirements of the position.

According to the SSSCA, there are eight steps spread across the four grades. When an employee is appointed, they are placed on a step within their position grade based on:

- » previous relevant paid or unpaid work experience
- » the level at which the employer has assessed each of the five position elements
- » the level of te reo Māori and understanding of ngā tikanga Māori required for the position
- » the ease or difficulty in recruiting and/or retaining the specific skills and/or experience required for the position.²⁶

Table 6: Claimant current pay scale from the latest SSSCA

Pay scale (Current rates – effective 2 June 2022)			
Grade range	Step	Hourly (\$)	Annual
A-B	1	22.75	47,320
B-C	2	22.92	47,674
C	3	23.69	49,275
C	4	24.56	51,085
C	5	25.43	52,894
C	6	26.30	54,704
C-D	7	27.17	56,514
D	8	36.69	76,315

From October 2022, the pay for support staff increases by one step per year unless they are on the top step for their grade, or the employer considers they fail to meet performance standards assessed against the job description.

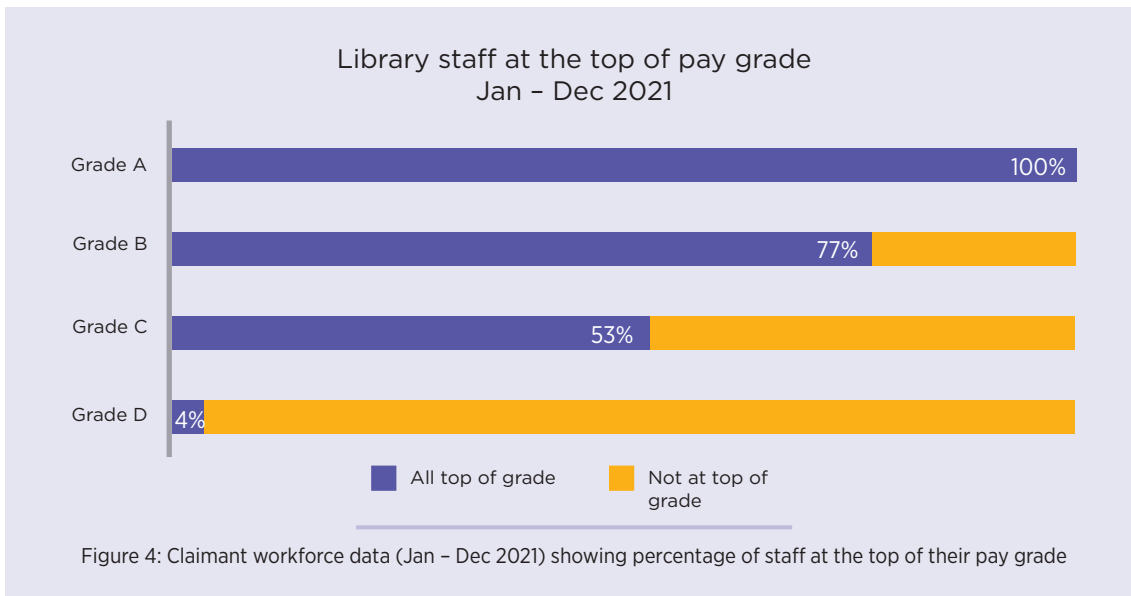
Movement between grades occurs by appointment to an established position, or by regrading of a position where the requirements of the position have altered substantially. Where movement between grades occurs, an employee's salary will not decrease.

Analysis of Ministry internal payroll data (Jan – Dec 2021) shows that 61 percent of all school library staff had reached the top step of their respective pay grade.²⁷ Figure 4 presents the percentage of staff on the top step of their grade, broken down by pay grade. It should be noted that, because there is only one step in Grade A, all employees in this grade are automatically at the top of their grade. There is some overlap between steps at the other grades. Grade B has two possible steps, there are six steps in Grade C, and a range of rates in grade D (i.e., no set steps).

25 According to payroll data, there were no library staff listed in the Executive Management Group for the period of Jan – Dec 2021.

26 NZEI Te Riu Roa, E tū and the Secretary for Education, *Support Staff in Schools' Collective Agreement, 20 June 2022 to 19 February 2024*, 2022, Part 3.71. [Support Staff in Schools' Collective Agreement – Education in New Zealand](#)

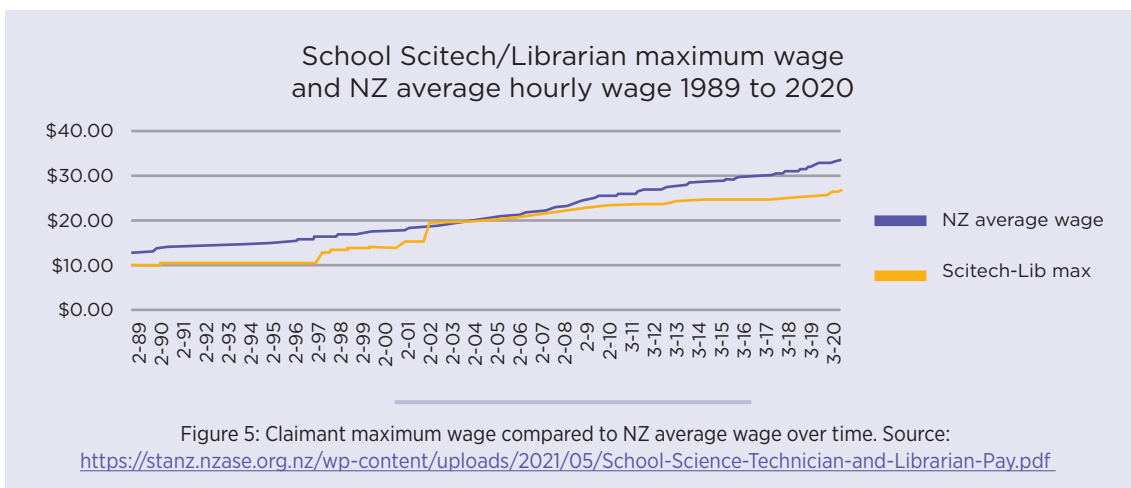
27 Ministry of Education. 2022. *Workforce data 1 Science Technicians and Librarians Jan – Dec 2021*. Grade and top of grade tab.



Remuneration changes over time

In 1989, the maximum rate of pay for school library staff was 79 percent of the average New Zealand hourly rate. In 2020, the maximum pay rate for library staff remains relatively similar, with the top rate being approximately 79 percent of the average hourly rate within New Zealand.²⁸

On average since 1991, the lowest pay rate for support staff in schools has increased at an average annual rate of 5.13 percent, while the highest pay rate has increased by 3.75 percent.²⁹



In December 2019, support staff in schools voted to accept a collective agreement that made the living wage of \$21.15 at the time, the new minimum pay rate (raised from \$17.70 per hour). In the current pay scale structure, support staff on step 1 now earn \$22.75 per hour (effective from 2 June 2022), while the minimum wage as of 1 April 2022 is \$21.20 per hour.³⁰

28 De Stigter, Ian. 2021. *School Science Technician and Librarian Pay Relativity to the average hourly wage, 1989-2020*. Science Technician Association New Zealand. Accessed 10 October 2022. <https://stanz.nzase.org.nz/our-people/advocacy-articles/>

29 Ministry of Education Internal Document. 2021. *PwC Remuneration Assessment for Pay Equity Claims Report*.

30 NZEI Te Riu Roa, E tū and the Secretary for Education, *Support Staff in Schools' Collective Agreement, 20 June 2022 to 19 February 2024*, 2022, Part 3.2.2.



Grade description	Median hourly rate ³¹	Percentage of library staff in grade
Grade A	\$21.78	7%
Grade B	\$21.95	36%
Grade C	\$26.20	49%
Grade D	\$28.87	8%

The adjacent table illustrates the median pay rate per grade (not including allowances) and the percentage of school library staff in each grade, based on Ministry internal payroll data (Jan - Dec 2021).

Librarians and library assistants' employment agreements

Ministry internal payroll data (Jan - Dec 2021) demonstrates that 87 percent of library staff work less than 36 hours per week.³² 80 percent of school library staff are on a permanent employment agreement, and 20 percent are on fixed-term agreements.

The SSSCA states that the employer sets the number of weeks an employee works per year in accordance with the requirements of the school. This means the majority of school library staff are employed during term time only, which equates to between 40 and 44 weeks a year.

Internal payroll data (Jan - Dec 2021) shows that 26 percent of the claimant workforce received pay on every payrun of the year.³³ It should be noted that this figure includes term-time only employees who choose to annualise their pay, meaning that although they only work part of the year, their pay is spread evenly so they receive pay throughout the whole year. Therefore it is likely that the actual number of library staff who work a 52-week year is less than 26 percent of the workforce.

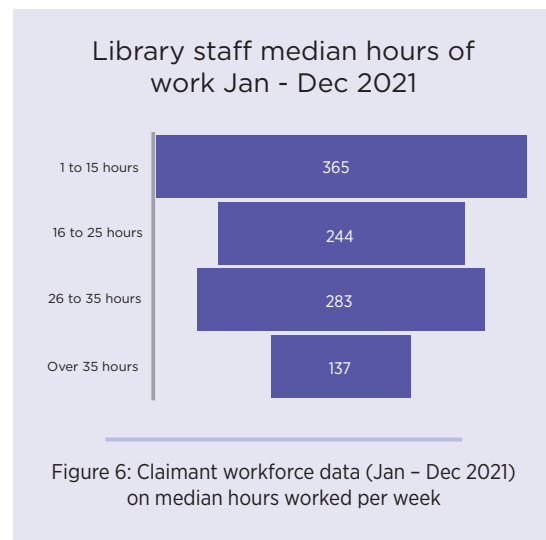


Figure 6: Claimant workforce data (Jan - Dec 2021) on median hours worked per week

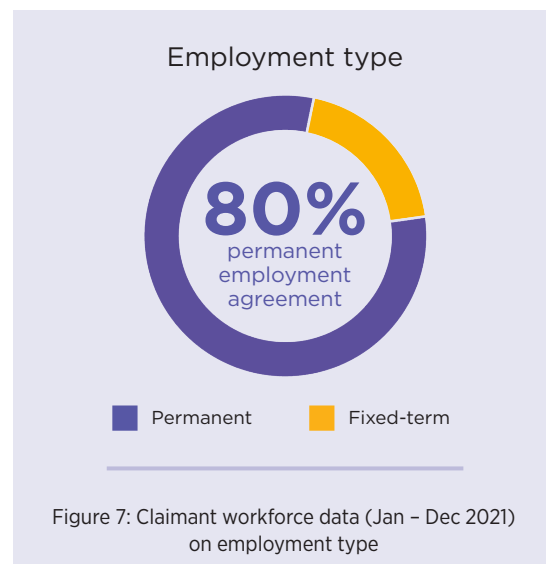


Figure 7: Claimant workforce data (Jan - Dec 2021) on employment type

³¹ Median hourly rate data may be lower than the minimum printed rates in the SSSCA due to the majority of the workforce having individual employment agreements.

³² Based on median hours per week over the pay periods that they worked. *Ministry of Education. 2022. Workforce data 2 Science Technicians and Librarians Jan - Dec 2021. Hours tab.*

³³ Ministry of Education. 2022. *Number of Payruns Science Technicians and Librarians Workforce Jan - Dec 2021.*



Comparator remuneration settings

Printed rates detailed in the most recent collective agreements for the comparators along with other remuneration terms and conditions were investigated and considered alongside the PEAM score comparison work. It should be noted that this part of the analysis only provides a starting point to begin looking at the undervaluation. To fully understand the extent of the undervaluation, an application of the total remuneration and terms and conditions assessment, as well as a consideration of the school context, needs to be overlaid.

The table below details the entry and top rates³⁴ printed in collective agreements for claimants and comparators. Claimants' and settled-claim comparators' pay details are further broken down by grades where grade boundaries are not permeable (i.e., no step-based progression through to the next grade). The table also shows the approximate number of years needed in the role to progress from the entry rate to the top rate. This information is either stated in the collective agreement or calculated based on automatic annual step progression through a pay grade matrix.

Table 7: Claimant and comparator entry and top rates, and approximate number of years to progress between these two rates

Claimant and comparator collective agreement pay grades	Entry rate (\$)	Top rate (\$)	Approximate number of years to progress from entry rate to top rate (years)
Claimant A	22.75	22.75	Not applicable
Claimant B	22.75	22.92	1
Claimant C	22.92	27.17	5
Claimant D	27.17	36.69	Unknown
Teacher aide A	22.75	23.67	2
Teacher aide B/C	24.62	31.72	9
Teacher aide D	31.25	36.63	5
Admin 1	22.75	22.75	Not applicable
Admin 2/3/4	23.57	32.88	12
Admin 5	34.13	41.64	6
Admin 6	42.61	45.51	3
Admin 7	47.19	55.62	5
Parking Compliance	24.50	28.82	2
Corrections officer	28.61	30.86	1
Fishery officer	32.06	45.85	10
Customs officer	25.99	31.45	4
Cadastral surveyors	45.95	54.06	7

³⁴ Top rates are based on available information from collective agreements and remuneration data on the 100 percent or fully competent rate. It should be noted that some comparator pay scales have steps above the top rates used in this report, to allow employees to progress beyond the 100 percent or fully competent salary.



Conclusion

The parties considered the range of claimant PEAM scores (348-572) and remuneration against the PEAM scores, and remuneration of the potential comparators listed above, and determined that the claimants' work is undervalued, and remuneration is inequitable.

This evidence provides a good starting point for understanding the scale of the undervaluation and for a basis to consider how solutions may be developed.



Appendices

Appendix 1: LPEC Terms of Reference

Librarian and Library Assistants' Pay Equity Claim **Terms of Reference**

SEPTEMBER 2021



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Parties

1. The parties to the School Librarian and Library Assistants' Pay Equity Claim (the Claim) process are:
 - » The Ministry of Education (the Ministry) on behalf of the Secretary for Education acting under delegation from the Public Service Commissioner
 - » New Zealand Educational Institute Te Riu Roa (NZEI Te Riu Roa) on behalf of its members who perform the work set out in the Claim.
2. New Zealand Educational Institute Te Riu Roa (NZEI Te Riu Roa) on behalf of its members who perform the work set out in the Claim.

Background

3. On the 6 November 2020, NZEI Te Riu Roa formally notified the Ministry of a pay equity claim for School Librarians and Library Assistants.
4. The parties note that this process is being undertaken pursuant to the Equal Pay Act 1972 (the Act). The parties acknowledge the long history of the Equal Pay Act, and in particular, the recent work done by the tripartite group to form the Reconvened Joint Working Group (RJWG) Principles.
5. The Secretary for Education has agreed that it is arguable that the Claim relates to work that is or was predominately performed by female employees; and it is arguable that the work is currently undervalued or has historically been undervalued.
6. Every employee of state or state integrated schools who performs work that is the same as, or substantially similar to, the work to which the Claim relates, is covered by this Claim. An employee who is covered by the Claim and is not a member of NZEI Te Riu Roa may opt out in the manner prescribed by s13Y of the Equal Pay Act 1972 (the EPA).
7. These Terms of Reference (ToR) specify the pay equity bargaining process that the parties will use and that the parties agree is suitable and sufficient to settle the Claim.



Purpose

8. The purpose of these ToR is to establish the process by which the parties will address the Claim.
9. These ToR describe the pay equity bargaining process for the Claim, they specifically define:
 - » who will take part and how we will work together
 - » what must be achieved
 - » how it will be achieved and the commencement date.

Scope

10. The Claim covers School Librarians and Library Assistants and those doing the same or substantially similar work.
11. The parties agree that the scope of the Claim may be affected by the outcome of the pay equity investigations; that is the scope may shift to either include or exclude some roles.

Working together

12. As the pay equity claim process is a joint venture between the Ministry and NZEI Te Riu Roa, it is important that we find ways to work together, problem-solve efficiently and in good faith, communicate well and share information.
13. The principles and expectations underpinning our engagement are:
 - » committing to following the process set out in the EPA in an effective and efficient manner to resolve the Claim
 - » attending the necessary meetings and meeting as agreed to review progress
 - » recognising the role and authority of the person chosen by each party to be that party's representative or advocate
 - » respecting the independence of each organisation including recognition of each other's specific responsibilities and accountabilities
 - » committing to keeping our respective executive groups and other key stakeholders informed
 - » participating in timely and effective decision-making processes based on a relationship of honesty

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- » negotiating in good faith to settle the pay equity claim
 - » not undermining, or doing anything that is likely to undermine, the bargaining or the authority of another party in the bargaining.
14. A joint working group made up of people from the Ministry and NZEI Te Riu Roa will meet as necessary to discuss and manage:
- » progress of the claim, and oversight of timeframes and timelines
 - » problem solving issues and risks, and identifying opportunities for continuous improvement
 - » joint communications
 - » progress through the stages of the Pay Equity Claim process as outlined below
 - » any other business.
15. Actions and key points arising from these meetings will be recorded and circulated post-meetings to all parties, and joint agreement of these minutes will be recorded. This will make sure everyone is on the same page and any actions have clear ownership.

Resolving matters in dispute

16. Issues will be resolved, wherever possible, at the lowest possible level to where they arise
17. Any party is able to notify the other and bring in senior staff if it considers this will assist the group's progress
18. In the event of a disagreement, the parties acknowledge that dispute resolution processes are available, including mediation in the manner prescribed under s13ZO of the EPA
19. If mediation is unsuccessful, a party may progress to dispute resolution through the Employment Relations Authority in the manner prescribed under sections 13ZQ to 13ZZ of the EPA.

What must be achieved?

20. The parties to the Claim will determine whether the work of employees covered by the Claim is undervalued by following the process set out in the EPA.
21. If sex-based undervaluation is found, the Claim is **settled** when:
- » remuneration is determined that the parties agree does not differentiate between male and female employees in the manner set out in section 2AAC(b) of the EPA



- » a process is agreed to review the employee's remuneration to ensure that pay equity is maintained, including the agreed frequency of reviews
- » those matters are recorded in writing in accordance with s13ZH(3) of the EPA
- » other terms and conditions of employment are not reduced by the introduction of pay equity.

22. A settlement may also include terms and conditions of employment other than remuneration where the parties agree.

How will we achieve it?

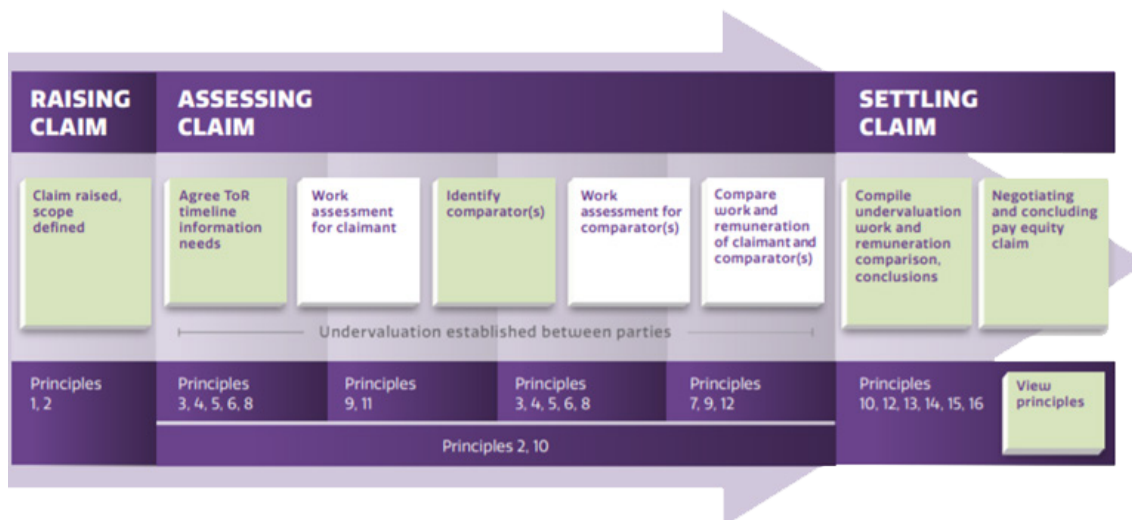
23. Once these ToR are signed by all parties, the parties will move through the stages of the pay equity process that work alongside the principles. The stages are:

- » Raising a claim
- » Assessing a claim
- » Settling a claim

24. Parties to this Claim acknowledge that the process for investigating this Claim needs to be undertaken with consideration of other pay equity claims currently being investigated in the education sector

25. Parties will endeavour to ensure that the methodology agreed for use to administer this Claim facilitates efficient sharing of data where possible

26. The diagram below outlines the three stages in more detail.



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27. Parties have agreed to ensure efficient and timely completion of all phases of the Claim process and have committed to achieving settlement as soon as reasonably practicable. This includes consideration of mechanisms to expedite the process by sharing, where possible, the process and data used to investigate and settle other pay equity claims where data is applicable to the Claim.
28. Parties have indicatively agreed to commence the formal assessment process during Term 3 of the 2021 schooling year.

Raising a claim

29. The parties agree the requirements for raising a claim have been met, and parties have confirmed the Claim is arguable.

Assessing the claim

30. The parties will determine whether the employee's work is undervalued by assessing:
 - » the nature of the work to which the Claim relates, and the nature of comparators, including, in each case, the following:
 - the skills required, the responsibilities imposed, the conditions of work, the degree of effort required to perform the work, the level of experience required to perform the work and any other relevant work features.
 - terms and conditions of employment (other than remuneration) of the persons who perform the work to which the Claim relates; and of persons who perform comparable work.
 - the remuneration that is paid to the persons who perform the work to which the Claim relates and the remuneration that is paid to persons who perform comparable work.
 - any other matters prescribed by regulations for the purpose of section 13ZD of the EPA.
31. In making the assessments the parties must consider matters objectively and without assumptions based on sex (and prevailing views as to the value of work must not be assumed to be free of assumptions based on sex); and must recognise the importance of skills, responsibilities, effort, and conditions that are or have been commonly overlooked or undervalued in female-dominated work (for example, social and communication skills, taking responsibility for the well-being of others, cultural knowledge, and sensitivity); and must consider the list of factors in s13F(3) of the EPA.
32. The stages of assessment are:



- i. The collection of information about the claimant work from a variety of data sources including collective employment agreements, historical information and claimant and supervisor interviews.

The parties agree that this information gathering stage needs to be efficient, iterative, flexible, and will establish regular checkpoints to ensure that sufficient information has been collected to gain a comprehensive understanding of the work of School Librarians and Library Assistants.

Parties have agreed to an initial interview sample size of 30, that includes Librarians and Library Assistants. Interviewees will be drawn from randomly selected workplaces and will be demographically representative of School Librarians and Library Assistants. Regular checkpoints will be established to review parties' satisfaction with the quality and quantity of data as it is collected, and parties may agree to revise the total number of interviews accordingly as the research progresses.

- ii. Selection of appropriate comparators as prescribed by s13ZE of the EPA and according to any other criteria agreed by parties.
- iii. The collection of information – including through interviews and collective employment agreements – on comparators in order to understand the nature of comparator work, terms and conditions of employment, and remuneration. Where comparators have been chosen from other completed or current pay equity work, a decision will be made as to whether additional interviews for these comparators is necessary or not.
- iv. Examination of the work of both claimant and comparator roles using a gender-neutral work evaluation tool. The parties have agreed to use the Pay Equity Aromatawai Mahi (PEAM) tool as the assessment method.
- v. Comparison of the roles covered by the Claim and comparator roles, including the work being performed and the remuneration paid to those performing the work.

Evidence Report

33. As the claim progresses, the parties will work together to produce a report that sets out the process used to assess this claim, and the evidence and information gathered through that process.
34. The methods used for key processes and assumptions made will be described in the report, as well as any conclusions agreed.
35. The report will contain factually recorded evidence and data derived from the assessment of the claim. Should conclusions reached from the evidence gathered differ between the parties, and consensus is not able to be reached, then these areas of difference are to be documented and the rationale for the respective positions articulated.

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Settling the claim

36. Both parties expect to draw on this report, along with the body of evidence gathered, to determine whether pay and employment terms and conditions inequities exist on the basis of gender and how these should be addressed, to proceed to settling the claim.
37. This determination involves:
- i. Concluding whether the remuneration of employees covered by the Claim is affected by sex-based undervaluation.
 - ii. Negotiating and agreeing a new rate(s) of remuneration that does not differentiate based on sex and does not reduce other terms and conditions.
 - iii. Considering whether terms and conditions of employment other than remuneration may require correction.
 - iv. Negotiating and agreeing a process to review the terms and conditions of employment covered by the Claim to ensure that pay equity is maintained, including the frequency of reviews which must be aligned with any applicable collective agreement negotiations.
 - v. Recording any settlement in writing, including the agreed review process.
38. Prior to settling the Claim, NZEI Te Riu Roa must establish a process for employees covered by the Claim to vote on whether to approve or decline a proposed pay equity claim settlement in accordance with s13ZF of the EPA.
39. The parties agree to manage communications under the good faith principles of the Employment Relations Act 2000.

Acceptance of the Terms of Reference

Signed by:

Iona Holsted, Secretary for Education

Date 8/10/2021

Paul Goulter, National Secretary NZEI Te Riu Roa

Date 6/10/21

Lorraine Kerr, President NZ STA

Date 7 October 2021



Appendix 2: General Areas of Responsibility

Librarians and Library Assistants' Pay Equity Claim

General Areas of Responsibility

As part of the investigation stage of the pay equity process, 36 interviews were conducted with a sample of library staff working in schools and kura across Aotearoa between October 2021 and February 2022 and then again in May 2022 following sector consultation. The data has been analysed and used to create these general areas of responsibility, which reflect the range and variety of responsibilities and activities that library staff perform. It should be noted that while this report identifies the scope of activities library staff perform, the level of expertise, demand and effort may vary. These elements encapsulated within individual activities will be captured during the final assessment phase of the process. It is also important to note that no individual library role is expected to carry out every activity identified in this document but all library staff should see the responsibilities of their role reflected in the general areas of responsibilities identified.

** 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.*

1. Managing the library collection and resource room
2. Promoting literacy and use of the library
3. Overseeing and improving the library and its facilities
4. Purchasing resources and managing the library budget
5. Enhancing students' participation in engagement and learning
6. Assisting with school technology and devices
7. Managing and supporting library staff, volunteers and student librarians
8. Caring for the physical, mental and emotional wellbeing of students
9. Coordinating library events and assisting with school events and extracurricular activities
10. Building relationships with students, families, colleagues, agencies and the community
11. Building and sharing expertise
12. Being aware of and supporting bi- and multi-cultural practices
13. Supporting the effective functioning of the school

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1. Managing the library collection and resource room

Library staff are responsible for the overall management, organisation and oversight of the library collection and assist with learning resources for other departments. They have an in-depth knowledge of the content of the library collection. Library staff ensure the diverse collection of books, e-books, magazines, games, textbooks and class sets, journals, readers, and other resources are kept in good condition and continue to meet the needs of students and teachers. As well as physically maintaining the collection, library staff work extensively with digital systems such as the Library Management System (e.g., Accessit, SCIS and others), especially when cataloguing and stocktaking items.

Cataloguing and categorising library and learning resources

- » Preparing books and resources for use in the library by creating barcodes, labels and Radio Frequency Identifier (RFID) tags, covering, taping and stamping them
- » Cataloguing books, learning resources and digital resources manually or by using an automated cataloguing service and adding additional or missing publication information if necessary
- » Cataloguing school devices, sport equipment, and specialised resources such as science and music equipment, braille books, tactile objects and graphics
- » Organising the library and resource room in a systematic way to determine the layout or location of book titles and make finding resources and information easier
- » Shelving library books and learning resources.

Collection management

- » Issuing, renewing, and processing returned school library books, textbooks, and resources
- » Weeding books and resources out of the collection, removing them from the Library Management System, and donating them to families, communities or other schools
- » Identifying gaps in the library collection to ensure that it reflects a diverse range of cultures, languages, different gender identities and sexual orientations, and the wide range of different learning needs of students
- » Researching and evaluating resources to determine their reading level, quality or age appropriateness
- » Designing, reviewing or following a process for censoring any content or books if its suitability in the school library is challenged
- » Cleaning, maintaining and repairing books and learning resources

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- » Determining when damaged items need to be replaced
- » Picking up school library books returned to a different library.

Knowledge of the library collection

- » Reading a wide range of titles to understand the content of the library collection to be able to make reading suggestions to students and inform teachers of available content
- » Signing up to receive publisher and library emails, being a member of book clubs and reading online book reviews to find and stay up to date with new book titles and learning resources
- » Staying up to date with current popular culture trends and matching the library collection to students' interests and reading levels.

Digital systems and resources

- » Setting up student accounts and logins in the Library Management System and issuing library cards
- » Customising the Library Management System to suit the needs of the school by creating specific classifications and quick lists for different topics
- » Setting up the Library Management System web application
- » Linking up online databases, the Student Management System, articles, and websites to the Library Management System
- » Creating, updating and sharing video tutorials on library processes
- » Working with Library Management System support staff to resolve technical issues and providing feedback for improvements to the system
- » Implementing a new Library Management System and migrating data across to the new system
- » Creating a school library website
- » Updating the library website and information systems (e.g., E-Library, e-Book platform and Library Management System) by adding links, resources, content, uploading videos and podcasts and creating webpages on specific topics
- » Digitising print learning resources and providing access to digital versions
- » Administering the school's online accounts for research databases and digital learning resources such as JSTOR and EPIC
- » Assisting with the administration of the Library Management System by ensuring access and permissions are up to date.



Managing the process for lost, overdue or damaged books, resources and devices

- » Creating and distributing overdue notices to parents and students
- » Designing incentive schemes to encourage the return of books and resources in good condition
- » Working with students, parents, and teachers to ensure the return of overdue items and resolve issues of damaged or lost items
- » Deciding when to waive library charges and arranging for payment when charges need to be paid
- » Arranging consequences for students who vandalise or damage books, or who regularly have overdue books, such as helping in the library at lunch time or not allowing them to be issued expensive books.

Stocktake

- » Leading or assisting in the library or school stocktake by scanning resources and equipment into the Library Management system, documenting, and locating missing items
- » Preparing and collating a stocktake information report for the school auditors and/or school financial department
- » Designing and implementing the stocktake system and processes
- » Creating and maintaining an asset register.



2. Promoting literacy and use of the library

Library staff play a vital role in sparking an interest and passion for reading in students. They do this by organising a wide variety of programmes, activities and competitions to engage students outside of classroom time. Library staff also work hard to make the library a community hub in the school, which is visually engaging, welcoming, and reflects the interests of those who use it.

Reading engagement

- » Encouraging reading among students by making age and level appropriate book recommendations, helping reluctant readers find books, and encouraging students to explore different types of books including e-books and audio books
- » Running, organising, and promoting the school's Scholastic book club by distributing book club booklets, promoting in the school notices, collecting the orders, and distributing the books to students
- » Reading with or to individual students
- » Organising authors to come into the school and speak to students or run a writer's workshop
- » Catering for staff reading by purchasing books for a fiction collection or staff library
- » Running or participating in a book club for students and/or staff
- » Organising, promoting, and running a summer reading programme
- » Organising and training reading teams for upcoming school competitions
- » Facilitating and encouraging students to present or read aloud to others, either within their own class or when visiting another local school
- » Writing book reviews to promote books in the library collection and encouraging students and staff to write reviews
- » Promoting the public library and its resources and helping students get a library card.

Running and hosting activities and school events in the library

- » Leading and hosting activities, workshops, or clubs in the library at lunchtime or after school such as craft sessions, flax weaving, drawing classes, writing workshops, colouring in, or games clubs
- » Designing and running competitions and activities which encourage library use, for example book giveaways, character dress-ups or book bingo

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- » Communicating information to students and staff about school clubs, competitions and activities
- » Arranging for visitors to come to the school as guest speakers, to share expert knowledge or read to students
- » Setting up the library to be used as a venue for events, meetings and assemblies by moving and rearranging furniture and shelves
- » Using online platforms to promote reading activities to students during periods where home-learning is required.

Developing a visually engaging library space

- » Creating and refreshing library book displays, including interactive displays, to increase student engagement
- » Creating displays that support school events and activities, learning concepts, cultural celebrations or language weeks, and drawing students' attention to these during library visits
- » Decorating the library to celebrate various occasions
- » Creating posters, signage and pamphlets for use in the library
- » Facilitating students to be creative and displaying their work in the library.

Promoting and reporting on use of the library

- » Providing information for the school newsletter or notices to raise the library's profile in the school
- » Writing a library blog, newsletter, or articles for the school magazine/yearbook to encourage students to engage with the library
- » Managing the library's social media accounts by posting updates and relevant information to support current learning topics
- » Providing games in the library for students to play
- » Designing a library reward system or implementing the school rewards system (e.g. house points) in the library
- » Creating and implementing long-term library plans in discussion with senior management
- » Providing the school boards or the senior leadership team with a report or presentation about the library
- » Reporting on usage statistics of books, learning and digital resources and extracting other reporting data from the Library Management System
- » Visiting classrooms at the beginning of the year to promote the library to students.



3. Overseeing and improving the library and its facilities

Library staff hold responsibility for scheduling what happens in the library and setting policies for how the library will operate. They manage the library spaces, which can include resource rooms, computer labs, meeting rooms, kitchens and offices. In addition to ensuring the day-to-day functioning of library systems, they maintain the building by cleaning and organising areas, and arranging for repairs. Library staff are often called on to provide advice and contribute to senior management decisions about the redesign, rebuild or relocation of the library.

Library scheduling, planning and policies

- » Organising library calendars and class visit timetables to fit around school key dates, and checking these with teaching staff and senior management
- » Facilitating meetings in the library by scheduling the date and time, booking and setting up rooms, informing others of when the library space is being used and resolving scheduling clashes
- » Reprioritising tasks and adjusting timetables as required to accommodate urgent requests and changes
- » Writing, reviewing and updating the library's strategy, policies, procedures or processes
- » Explaining and informing school staff, students, families, and visitors about library and school policies, procedures or processes
- » Interpreting legislation and international treaties to ensure the school follows correct copyright procedures.

Library functionality

- » Helping students and staff to find books and resources in the library, or finding the resource for them
- » Responding to general student, staff and family queries at the library counter or over phone and email
- » Creating a closed reserve section of the library for reference books
- » Developing and implementing a system for reserving books
- » Overseeing the library's stationery supply by ensuring there is enough paper, printer ink, laminator pouches, binding coils etc., and topping these up when necessary
- » Collecting and actioning feedback about the library and its resources
- » Researching, suggesting and implementing systems, equipment and technology to improve the day-to-day functioning of the library

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- » Implementing a click and collect system for library books and allocating resources to be used at home while the school is engaging in home learning.

Cleaning, maintenance and security

- » Cleaning and tidying library areas by stacking chairs, emptying rubbish bins, wiping down surfaces, and checking areas at the beginning and end of each day
- » Performing minor repairs or building jobs in the library
- » Logging requests with the school's property team for repairs and improvements to the library
- » Arranging for major repairs of the library building by liaising with school staff, external contractors and insurance companies
- » Cleaning the library and staff kitchen and doing dishes
- » Maintaining the garden area around the library
- » Keeping the library and school buildings and their contents secure.

Development

- » Participating in the planning of the library redesign by consulting with architects and contractors, and contributing to decisions about building updates
- » Advocating for a new or upgraded library space or required resources
- » Assisting in relocating the library or certain collections to another location
- » Setting up smaller libraries and collections in different areas of the school, or a mobile library.

Health, safety and emergency procedures

- » Creating emergency procedures for the library
- » Debriefing with colleagues after fire drills about how to improve procedures for next time
- » Updating emergency bags and information posters in the library as required
- » Identifying and mitigating hazards in the library and around the school in accordance with health and safety procedures
- » Letting the relevant people know about health and safety incidents and reporting to senior management as appropriate
- » Giving a health and safety and housekeeping briefing to those using the library to spread awareness of school health and safety procedures
- » Being a health and safety officer, fire warden and/or ensuring that everyone in the library evacuates during a fire alarm.

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4. Purchasing resources and managing the library budget

Library staff are responsible for purchasing and acquiring resources to add to the library collection as well as procuring other supplies and items needed for the library. They also manage their budget and keep track of spending, which can involve submitting an annual budget or budget requests and creating budget reports. Library staff are often involved in book fair events which require handling cash and processing EFTPOS payments.

Procurement and acquisition of resources

- » Purchasing and ordering books, resources, equipment, capital assets and services for the library within a financially delegated budget
- » Sourcing specific books and resources for the library by visiting local stores, bookshops, op-shops, book sales, and talking with the community and authors
- » Maintaining annual subscriptions to magazines and online resources
- » Using Scholastic's reward points to purchase books and resources for the library
- » Ordering books and learning resources from the National library and other libraries
- » Receiving donated books and adding them to the library's collection
- » Requesting and evaluating quotes for library supplies and services.

Accounts and budgets

- » Overseeing the library budget, reviewing spending and ensuring accounts are paid
- » Meeting with senior management or principal to discuss the library budget
- » Submitting an annual budget, budget reports and budget requests for additional budget or capital purchases
- » Filing library budgets and financial information
- » Managing students' printing budgets
- » Researching external sources of funding
- » Preparing or assisting with submitting grant and funding applications.

Invoices and payments

- » Having delegated authority to approve invoices to a specific limit and/or seeking approval for invoices from the appropriate authority
- » Processing transactions including EFTPOS, online and cash payments

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- » Reconciling payments, including EFTPOS, credit card transactions, online and cash payments
- » Following a specific financial procedure for Scholastic Book Club money
- » Sending invoices to the school's account teams to process and make payments
- » Creating new vendor accounts and purchase orders, categorising invoices and purchase orders and keeping the appropriate financial documentation
- » Following up on additional required information for invoices, payments and accounts
- » Collecting cash payments and storing cash safely in the school.

5. Enhancing students' participation in engagement and learning

Library staff support students' learning in the library by working with classes, teachers or individual students. This ranges from planning and leading class visit lessons to supervising or overseeing students studying in the library. They plan and deliver a range of content such as reading engagement programmes, research and digital literacy skills, reading comprehension, finding and using library resources, and lessons supporting specific relevant topics in the library like Matariki and sign language week. Library staff support students' learning with a range of curated learning resources including, but not limited to, book lists, vertical files, booklets and newspaper collections. They may supervise or work with students with the presence of teaching staff or by themselves.

Supervising students

- » Supervising students in the library during break times, meetings, activities, when sitting a test or in need of a quiet space
- » Supervising study classes in the library or classes sent there if their teacher is absent or classrooms are full
- » Reporting attendance of students timetabled in the library, checking students have permission to be in the library and notifying the appropriate staff member if they do not
- » Supporting students with high needs or neurodiversity in the library and finding activities that engage them
- » Assisting students with writing their resumes
- » Ensuring the library is a calm and quiet space by controlling noise levels and arranging consequences for students who are behaving inappropriately
- » Escalating student behaviour issues to senior management or teaching staff if required
- » Using a non-confrontational, negotiation-based disciplinary approach to de-escalate situations

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- » Accompanying and supervising students during out-of-school trips and activities.

Class visits

- » Leading lessons for classes visiting the library using learning activities, crafts, online and visual media to engage students
- » Reading to classes, and discussing new or selected book titles and story themes
- » Delivering lessons about digital and information literacy, research skills and how to use maps, dictionaries, reference books and library information systems
- » Leading and facilitating a study or tutor group
- » Helping students issue, return and find books using the Library Management System during class visits.

Developing and delivering programmes

- » Developing and delivering a structured programme on reading engagement and/or digital and information literacy
- » Testing students, setting their course work, working with students on their individual goals, providing feedback and marking students' work
- » Writing student progress reports
- » Developing and running a library orientation programme to help new students navigate the library.

Lesson plans

- » Creating resources for crafts, activities and class visit sessions in the library, such as quizzes, word finds, worksheets, colouring in and flashcards
- » Planning and adjusting lesson plans, games and creative activities in order to engage students depending on their level and interests.

Support teaching staff to deliver the curriculum

- » Supporting and collaborating with teaching staff on developing lesson plans or with their class in the library
- » Keeping teaching staff up to date on available resources or new acquisitions
- » Recommending learning resources to meet the individual learning needs of students or on specific interests
- » Working one on one with students to assist them in report writing, finding resources for research projects, or developing their computer skills
- » Developing, designing and producing learning resources

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- » Collating and grouping learning resources, both physical and digital, around specific topics
- » Preparing and distributing physical and digital resources to students and teachers
- » Consulting and advising teachers, learning support and head of departments about required book titles and learning resources to ensure the collection supports the delivery of the curriculum.

6. Assisting with school technology and devices

The library is home to a range of various equipment and technology such as printers, photocopiers, laminators, projectors, cameras, laptops, chrome books, digital display screens and computers on wheels (COWs). Library staff assist in ensuring students and staff have access to the equipment and technology needed to provide a positive learning experience.

Device management

- » Signing out school learning devices to students and teachers, and ensuring the devices are returned
- » Charging, cleaning and checking devices for damage
- » Investigating misused and damaged devices
- » Storing school devices and equipment securely
- » Leading or assisting with the development and management of school device loan contracts, processes and policies.

Technology and equipment

- » Ensuring the school's information systems and software are updated and working, troubleshooting issues, and contacting information technology (IT) technicians when required
- » Teaching oneself and learning from IT technician how to use new technology and equipment
- » Assisting students and teachers with using school devices, technology and equipment, and contacting IT technicians for assistance with technical issues
- » Arranging for the repair or replacement of broken devices and equipment, and documenting insurance claims
- » Maintaining, servicing and fixing issues with school equipment
- » Arranging for the safe disposal of obsolete or broken equipment

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- » Promoting cyber security by reporting suspicious emails to the IT department, backing up computer data, logging computers on and off
- » Managing appropriate use of websites by students on devices in the library.

7. Managing and supporting library staff, volunteers and student librarians

Library staff engage with and manage other library staff, volunteers, parent/caregiver helpers, and students who take on leadership responsibilities such as student librarians. This responsibility can range from having direct supervision over another staff member to training and mentoring student librarians or adult volunteers helping in the library.

Managing library staff

- » Overseeing and supporting library staff by delegating tasks, providing advice and guidance, and reviewing their work
- » Undertaking staff appraisals and discussing performance with direct reports
- » Running regular library staff team meetings
- » Discussing and organising personal development for library staff
- » Negotiating library staff salary grades and steps with senior management
- » Acting as the library manager when the library manager is absent.

Recruitment

- » Writing and updating job descriptions, receiving job applications and short-listing candidates
- » Preparing job interview questions, conducting job interviews and selecting the successful candidate.

Coordinating volunteers in the library

- » Finding and organising volunteers to assist with an activity or event in the library
- » Overseeing, training and delegating tasks to the volunteers helping in the library.



Student librarians

- » Advertising for student librarians and overseeing the application and selection process
- » Developing and running a training programme for student librarians to teach them library processes, how to use the Library Management System, and how to interact with students
- » Managing student librarians by setting their roster, holding meetings with them and assigning them tasks to suit their abilities
- » Developing a certification process for student librarians, reviewing their work and presenting them with achievement badges at assembly
- » Supporting students' professional development by writing employment references for student librarians and being a Duke of Edinburgh Award assessor
- » Facilitating student librarians or senior students to lead activities
- » Supporting gateway students to do work experience in the library, providing feedback to tutors and filling in necessary forms for New Zealand Qualifications Authority (NZQA) credits
- » Arranging gifts and prizes for student librarians in appreciation of their contribution.

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

The school library is often used as a refuge for students who are lonely, struggling or upset. Therefore, library staff play an important role in supporting students' overall wellbeing. This ranges from noticing and alerting others to a student's needs, to being a trusted adult students can go to if they are having difficulties.

Providing emotional support and pastoral care to students

- » Providing nurturing support to students who are lonely or upset by reading, chatting or listening to them, and advising them to see the school counsellor if required
- » Ensuring the library is a safe and welcoming space for all students, including those with high needs, challenging behaviours or anxiety
- » Keeping an eye out for students being bullied and intervening if needed
- » Supporting students struggling with mental health issues and escalating wellbeing or financial concerns to counsellors, teachers, the senior management team or external agencies when required
- » Being aware of inclusivity (gender/culture/faith/disability/sexuality) and using non-stereotyping, respectful language when speaking to students

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- » Creating connections with students to help understand their needs
- » Liaising with the school counsellor or health nurse about how to support students' wellbeing
- » Representing the school in meetings with child welfare organisations regarding a student
- » Assisting students to fix uniform issues.

Supporting students' physical wellbeing

- » Assisting in the sick bay and taking students to the sick bay when needed
- » Following the school's procedures for providing first aid to and caring for a sick child
- » Leading a school initiative to provide period products for students
- » Keeping a first aid kit in the library to be prepared
- » Being aware of students' medical conditions and knowing what to do in case of a medical event.

9. Coordinating library events and assisting with school events and extracurricular activities

Library staff coordinate and support a variety of events and extracurricular activities. They have a major role in the organisation of library-focused events such as book fairs, book week, reading competitions and students attending events like the Writers Festival. As a member of the school staff, library staff help out and use their personal talents to support school-wide events like prizegiving, fundraisers, school camp, sport days, school open day, school productions and others.

Organising library events, school trips and extracurricular activities

- » Organising or assisting with library and school events by promoting, scheduling, making bookings, arranging transportation, organising venue hire, liaising with external service providers, catering, answering queries, setting up and packing down
- » Liaising with other departments in the school to coordinate for events
- » Ensuring the required documentation and risk assessments are complete for students to participate in Education Outside the Classroom (EOTC) activities, including permission



slips, and ensuring the documentation has been signed off by the appropriate level of management

- » Organising cash and floats for school events
- » Managing or assisting with an extracurricular school group or sports team.

Supporting school activities and events

- » Participating in and attending school events
- » Driving students to out-of-school activities
- » Assisting in the set design of school productions, making costumes and managing the school's costume collection
- » Taking photographs of the students during library and school events and activities.

10. Building relationships with students, families, colleagues, agencies and the community

Library staff play a vital role in building relationships with and offering support to the school's staff, students and families and liaising with the wider community to source books and resources. Building and maintaining strong relationships is an important aspect to the role.

Building relationships with external agencies, other schools and community

- » Building and managing relationships with the National library, local public libraries, local community groups, other schools and education institutions, book and resource suppliers and other organisations
- » Liaising with suppliers and local businesses about providing discounts, funding or services to support library and school activities
- » Promoting the school's image and reading engagement with local feeder schools by organising students to read to their students
- » Organising and participating in networking events with other school librarians to share ideas, advice and knowledge
- » Involving the Parent Teachers' Association (PTA) in library events and activities
- » Notifying publishers and authors about the reproduction of their material into accessible formats.

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Building relationships with students and families

- » Modifying methods of communication for different age levels, personalities and English-speaking abilities to ensure they understand
- » Managing difficult interactions with family members of students
- » Learning students' names and correct pronunciation
- » Setting up a school alumni programme
- » Providing families with the opportunity to visit and use the school library
- » Supporting parents who may be upset and encouraging them to seek further support
- » Welcoming parents into the library to discuss a student's reading habits and make a plan to support their reading in the future.

Building relationships with colleagues

- » Attending or organising staff meetings, social events and clubs
- » Involving colleagues in library activities and events
- » Meeting with a supervisor or management staff to discuss issues, make plans, seek advice and escalate issues
- » Having difficult conversations with colleagues in which communication is modified depending on their emotional states and personalities
- » Listening to and supporting colleagues who maybe upset or going through difficult circumstances
- » Working with school staff other than teachers, such as the ground staff/caretaker, the Careers team, the school photographer, science technicians and the finance team or person in charge of accounts
- » Liaising with Learning Support and the English for Speakers of Other Languages (ESOL) team about reader-writers and tutors coming into the library
- » Supporting colleagues in their work by assisting with their duties and covering for staff at the school office when needed
- » Giving gifts to or performing acts of kindness for staff to form connections and show support.



11. Building and sharing expertise

Library staff develop their skills and expertise to support the effective functioning of the library and school. They achieve this through external professional, academic or first aid courses, conferences, school-based professional development, and by growing their knowledge independently. Library staff may also assist colleagues to develop their skills, either formally or informally, using a variety of strategies.

Building and sharing own expertise

- » Participating in on-the-job training, professional development and specialised training, which has either been organised for them or they need to identify and organise for themselves
- » Keeping knowledge and practice up to date with refresher training and individual research
- » Maintaining a professional librarian registration
- » Attending and presenting at conferences
- » Conducting research for students, staff and senior management on specialist topics.

Building colleagues' expertise

- » Formally or informally providing advice and guidance to colleagues by sharing own expertise
- » Inducting and mentoring new library and teaching staff members
- » Delivering specialised training sessions on the library operations, processes and systems
- » Organising and facilitating training for school staff by an external provider
- » Writing a job manual and documenting library processes to ensure staff members understand correct processes.



12. Being aware of and supporting bi- and multi-cultural practices

Library staff play a role in creating a library environment that supports and reflects the varied cultures of students and their families. Their contribution to bi-culturalism can range from creating bilingual signage for the library, to learning and speaking te reo Māori. Library staff make decisions on how to grow and organise the collection so students have access to a culturally and linguistically diverse selection of books and learning resources. They work in a range of settings including Māori, Bilingual and English mediums.

Te reo Māori and tikanga Māori

- » Providing a collection of Māori literature, including resources in te reo Māori, and reading them to students during library sessions
- » Organising the library collection and Library Management System in a way that increases accessibility to Māori books, such as organising books relating to iwi by waka, adding te reo Māori subject headings to the catalogue to improve searchability, or integrating Māori books into the rest of the collection
- » Adhering to tikanga Māori
- » Participating in te reo Māori courses
- » Using basic te reo Māori and ensuring the correct pronunciation of words
- » Encouraging students to use te reo Māori for greetings and when making requests
- » Speaking to staff and students in te reo Māori
- » Delivering whaikōrero, leading karakia and sharing pepeha on behalf of the school at a pōwhiri or other occasions
- » Seeking advice from others on te reo Māori vocabulary and researching translations, for example when creating bilingual signage or making library displays
- » Creating library signage, labels and displays in te reo Māori
- » Liaising with Māori specialists when organising library activities to ensure they are inclusive and/or inviting them to run sessions that draw on Māori knowledge
- » Researching Te Tiriti o Waitangi principles, kaupapa Māori, and local iwi to grow their knowledge in these areas, and using these learnings to inform decisions about the library collection
- » Beginning staff meetings with karakia.



Supporting cultural and linguistic diversity

- » Respecting and taking steps to understand and accommodate the language, culture and heritage needs of all students and their families
- » Using another language (including sign language) to communicate with students, teachers and families
- » Ensuring the library collection and displays reflect and celebrate cultural and linguistic diversity
- » Supporting and participating in cultural and language week events in the school
- » Modifying behaviour to be culturally appropriate
- » Seeking advice from others to translate school information into other languages
- » Teaching students basic, conversational language skills as part of a language club
- » Supporting international students to develop their English language skills by providing resources and reading with them
- » Assisting students unfamiliar with New Zealand culture and practices.

13. Supporting the effective functioning of the school

Library staff provide a range of support to schools beyond their core library-focused work, helping to keep the entire school running smoothly and successfully whilst adhering to school values and policies. These tasks support all areas of the school's operation, both internally and externally for students, the senior management team and teaching staff.

Managing school archives

- » Collecting, sorting, cataloguing and safely storing the school's archives, memorabilia and historical resources
- » Displaying memorabilia and historical school photographs
- » Categorising and safely storing donated taonga Māori
- » Speaking with former staff and students and collecting information and documents about the history of the school
- » Organising the legal deposits of school archive materials
- » Managing requests for information from the school archives.



General administration

- » Binding, laminating, printing, photocopying, scanning and cutting
- » Creating and distributing student ID or library cards by photographing students, uploading and resizing photos and printing them using specialised equipment
- » Creating documents, forms and templates for the school's use
- » Assisting in proofreading requests to support the school's distribution of content such as magazines and newsletters
- » Assisting in the production and distribution of students' school reports by providing content, checking details, collating and folding reports
- » Making available school notices in the library
- » Recording and circulating minutes of meetings
- » Picking up newspapers for staff and the library
- » Entering data into a school information system
- » Creating graphs and analysing student data for management and Ministry of Education reports
- » Collecting the mail and organising mail and courier services.

Assisting with general school support

- » Participating in road patrol duty
- » Managing the school's lost property by returning named items, and washing and donating unclaimed items
- » Managing and updating the school website including posting information online
- » Advising and participating in the selection of senior students for leadership opportunities in the school
- » Preparing tea, coffee and kai for meetings, the library and the staff room.

Adhering to school values and policies

- » Adhering to established school policies, procedures and processes as to role model school values and ensuring that others follow the school policies, procedures and processes
- » Keeping school information and sensitive information confidential
- » Being a member of a school committee.

We **shape** an **education** system that delivers
equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**