

# Administration Staff Pay Equity Claim Report

Processes, evidence, and information for assessing pay inequity for administration staff in schools

December 2021



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# Executive summary

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In September 2018, the New Zealand Educational Institute Te Riu Roa (NZEI Te Riu Roa) raised a pay equity claim with Te Tumu Whakarae mō te Mātauranga | the Secretary for Education on behalf of administration staff in state and state integrated schools. The claim states that the work of administration staff is undervalued because they are currently and historically mostly women.

The administration staff claim was investigated in partnership by NZEI Te Riu Roa and the Ministry of Education. 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.

The majority of administration staff are covered under the Support Staff in Schools Collective Agreement. The remainder of the unionised workforce are covered by either the Special Residential Schools Collective Agreement or the Te Aho o Te Kura Pounamu Specialist and Support Staff Collective Agreement. Many administration support staff are also employed under individual employment agreements which often mirror the terms of the collective agreements. At the end of 2020, up to 11,000 employees were identified as administration staff in the Education Payroll Limited payroll system. These employees work in a range of settings including primary, intermediate, secondary and area schools, kura, Te Kura and specialist schools. According to 2018 payroll data, the administration staff cohort covered by the claim was 91 percent female.

As outlined in the terms of reference, the parties<sup>1</sup> agreed to progress the claim in good faith and within the parameters of the Reconvened Joint Working Group's (RJWG) Pay Equity Principles (the Principles). Whilst assessing this pay equity claim, amendments to the 1972 Equal Pay Act (the Act or EPAA) came into force which added stipulated requirements of employers and unions when processing claims and reinforced the steps that the parties were already taking to address any gender-based undervaluation.

In order 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 data

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<sup>1</sup> "Parties" in this document include NZEI Te Riu Roa, NZSTA and the Ministry unless otherwise stated

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 July and November 2020, 63 interviews were carried out with a randomly selected sample of administration staff that were representative of school demographics. The interview transcripts were then 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 to ensure that the full range of the work had been captured and nothing was missed from the study. From the 700 pieces of feedback we received through the consultation, a further 7 interviews were carried out to complete the study of the claimant work.

The parties then moved to identify potential male-dominated comparators and investigate their work. The comparators that agreed to participate were Fishery/Senior Fishery Officers, Civil Engineers and Parking Compliance Officers. In order to fully cover the broad range of the claimant work, Customs Officers, Corrections Officers and Teacher Aides investigated as part of the Teacher Aide Pay Equity Claim were also included as potential comparators. The parties would like to thank the organisations and employees involved for their participation and commitment to pay equity.

The next stage of factor scoring the claimant and comparator transcripts and subsequent comparison, detailed on pages 28 and 33, highlights the factor scoring process and its results (Principle 4 and 5). Factor Scoring was undertaken as a joint exercise by the Ministry and NZEI Te Riu Roa.

Through the factor scoring it was found that the claimants covered a broad range of levels that could be broken into seven distinct clusters or levels of work requirements. Variations of the comparators were found to be comparable at each of these distinct levels. Analysis of the remuneration and terms and conditions of the claimants and suitable comparators at each level, demonstrated that the claimant's work is undervalued across the range of roles. 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.

# Introduction

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## Background of the claim

In September 2018, NZEI Te Riu Roa raised a pay equity claim with Te Tumu Whakarae mō te Mātauranga | the Secretary for Education (the Secretary) on behalf of all support staff covered by the Support Staff in Schools Collective Agreement. This included administration support staff, and those performing same or similar work, regardless of job title, within the compulsory state and state integrated school sector in New Zealand.

The claim states that the work of administration support staff is undervalued because they are currently, and historically, female dominated. It is therefore possible that some aspects of the skills and knowledge required to carry out the work are less visible, and so not always recognised and equitably remunerated.

On 18 June 2020, NZEI Te Riu Roa, New Zealand School Trustees Association (NZSTA) and Te Tāhuhu o Te Mātauranga | The Ministry of Education (the Ministry) signed the terms of reference for the Administration Staff Pay Equity Claim (APEC). This formally started the investigation to find out if the predominantly female administration staff workforce in schools is undervalued and underpaid on the basis of their gender.

In the terms of reference, the three parties agreed to progress the claim in good faith and within the parameters of the Reconvened Joint Working Group's (RJWG) Pay Equity Principles (the Principles). The full list of the Principles can be found in Appendix 1.

In November 2020, while assessing this pay equity claim, the Equal Pay Amendment Act (the Act or EPA) came into effect. The Act outlined a more accessible process for raising, assessing and settling a pay equity claim. The amendments also strengthened requirements that parties need to fulfil when processing claims.

## Background of the claimant

In 2021, around 11,000 people in New Zealand were working under the umbrella of administration and clerical staff in state and state integrated primary, intermediate, area and secondary schools, kura, specialist schools and Te Kura (the distance education provider).

School administrators are crucial to the functioning of schools. They provide a wide range of support to keep everything running smoothly and ensure a safe and productive learning environment for students and colleagues. Administrators ensure teachers have the equipment and resources needed to deliver the curriculum effectively. These roles vary from financial administrators to sports co-ordinators to school receptionists.

In the mid-twentieth century the education sector faced several challenges that ultimately led to the introduction of the administration staff role.

- Student numbers across New Zealand were increasing due to a post-war baby boom, immigration, and the government's extension of compulsory school attendance.
- The sector was undergoing major reform as curriculum and teaching practices were shifted to be broader and more student focused.
- Teacher recruitment and retention was difficult and placed more pressures on teaching staff.

These combined factors led to considerable growth in the range and number of support staff in an attempt to lighten the load on the teaching and senior non-teaching staff.

In 1989, the reorganisation of school structures under the 'Tomorrow's Schools' programme further drove the need for administrative staff in schools. Some administrative work that previously had been organised centrally was given to School Boards (formally Boards of Trustees) as a range of duties and functions. This increased the requirement for administrative support from local communities.

Today in schools, the administration role has expanded due to increasingly complex technology and more requirements on schools for things such as reporting and office management<sup>2</sup>.

Ministry of Education internal payroll data from October 2020-October 2021 shows that of the 2536 schools<sup>3</sup> in New Zealand, 2394 (94 percent), employ one or more administrators.

<sup>2</sup> <https://www.education.govt.nz/school/people-and-employment/pay-equity/administration/>

<sup>3</sup> 2020 and 2021 total from <https://www.educationcounts.govt.nz/statistics/number-of-schools>

### Percentage of schools employing administrators

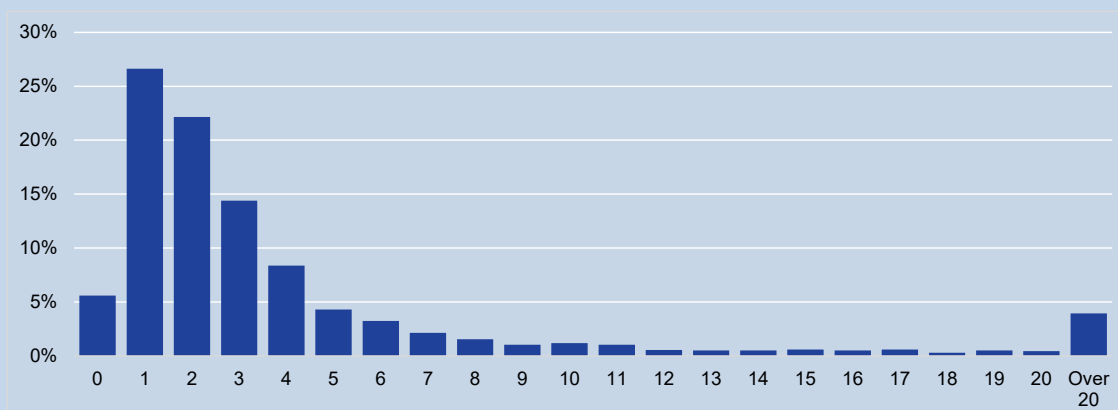


Figure 1: The percentage of schools employing each number of administration staff

### Purpose of this report

The report sets out the process used to assess the APEC, 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 final process of assessing the evidence through factor scoring and comparison.

To proceed to bargaining and settlement of the APEC, 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 to determine where pay inequities on the basis of gender 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 Pay Equity Principles (Figure 1). The parties agreed to use this process to determine any undervaluation of the claimant<sup>4</sup>, as outlined in the terms of reference.

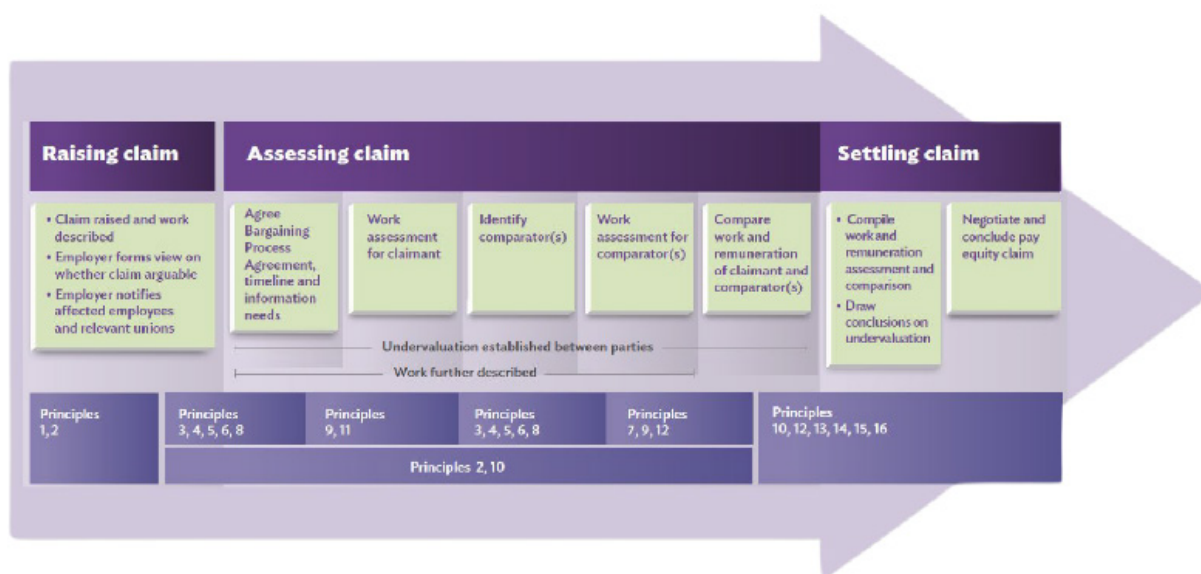


Figure 2: Process for addressing pay equity claims developed by Te Kawa Mataaho | Public Service Commission

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 and knowledge about the roles of administration staff in schools 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. Preliminary interviews were also carried out with a range of school principals to gain insight into the structure and functions of administration roles in their schools to help inform the interview sample and start the assessment phase.

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

<sup>4</sup> <https://www.publicservice.govt.nz/assets/SSC-Site-Assets/Workforce-and-Talent-Management/Pay-Equity-Work-Assessment-Process-Guide.pdf>

## 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<sup>5</sup>, to understand their responsibilities, tasks, skills, degrees of effort required and the demands of the role 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 were shared with all schools, 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 an additional 7 interviews were conducted.

**Work assessment for comparators:** Parties identified and selected potential comparator roles through agreed criteria, underpinned by the Equal Pay Amendment Act. Parties collected interview data of an appropriate range of potential comparator roles to understand the responsibilities, tasks, skills, degrees of effort required and the demands of the role and conditions of work.

**Compare work of claimant and comparators:** Comparison of the skills, responsibilities, efforts and working conditions of the claimant and comparators' work was undertaken using a gender-neutral work assessment tool.

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

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<sup>5</sup> Note: The sample was weighted towards schools that employed higher numbers of administration staff as this was where more diverse roles were found.

# Scope and arguability of the Administration Staff Pay Equity Claim

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## Scope

The claim covers union members and non-union members who are employed as administration staff, or those doing the same or substantially similar work in schools. The claim covered clerical and administration work including work across the following seven groups:

- Personal/Executive Assistants
- Financial Administration
- Inquiry Clerks and Receptionists
- Administrative Assistants
- Executive Management
- Office Management
- Project, Programme and Contract Administrators.

The majority of administration staff are covered under the Support Staff in Schools Collective Agreement. The remainder of the workforce are covered by either the Special Residential Schools Collective Agreement<sup>6</sup> or the Te Aho o Te Kura Pounamu Specialist and Support Staff Collective Agreement<sup>7</sup>. In 2021, approximately 2,500 (23 percent) of school administration staff were union members. Many administration support staff are employed under individual employment agreements which often mirror the terms of collective agreements.

At the end of 2020, over 11,000 employees were identified as administration staff in the Education Payroll Limited payroll system<sup>8</sup>. These employees work in a range of settings, including primary, intermediate, secondary and area schools, kura, Te Kura and specialist schools.

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6 Special Residential Schools' Collective Agreement 2019-2021 <https://assets.education.govt.nz/public/Documents/School/Collective-Employment-Agreements/SRSCA-2019-2021.pdf>

7 Te Aho o Te Kura Pounamu Specialist and Support Staff Collective Agreement 2019-2021 <https://assets.education.govt.nz/public/Documents/School/Collective-Employment-Agreements/Te-Kura-Specialist-Support-Collective-Agreement/Te-Kura-Specialist-and-Support-Staff-Collective-Agreement-2019-2021.pdf>

8 Internal data, "Support Staff Claims Affected Employees Master Database", Pay Equity Team, Ministry of Education, 2021

NZEI Te Riu Roa is the union that represents this workforce and The Ministry, on behalf of the Secretary, is recognised as the employer for the purpose of processing this pay equity claim.

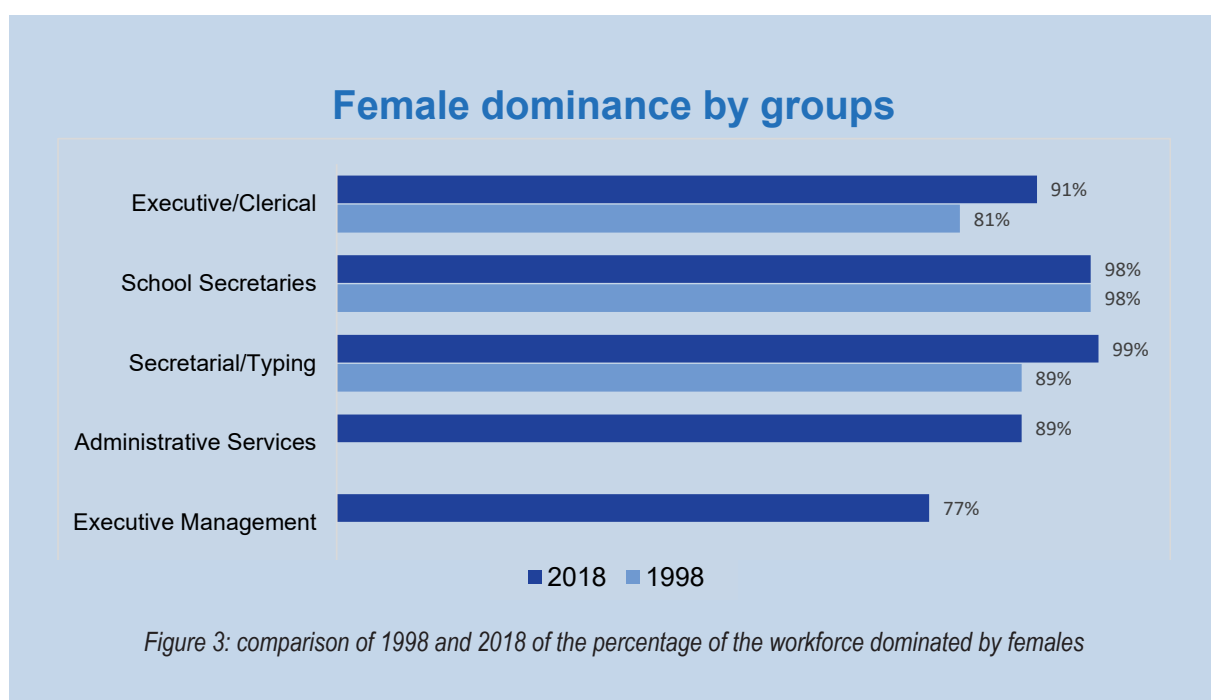
### Arguability of APEC

In December 2019, the arguability of APEC was formally confirmed by the Secretary with NZEI Te Riu Roa. Some of the aspects of administration staff and their work, that made this claim for pay equity arguable, are outlined below.

#### **Administration staff are a female-dominated workforce**

Primarily, the workforce has been, and is currently mostly women. In 1998, Ministry of Education workforce gender data showed that all of the three administrative categories identified within the payroll system were over 80 percent female dominated.

At the end of 2018, each of the expanded administration categories were over 70 percent female dominated. Four out of the five categories were over 87 percent female dominated, as outlined in the below graph<sup>9</sup>.



9 Internal data "Internal education payroll data" Ministry of Education, 2021

Historically, clerical work has been regarded as women's work. During the First World War, women were hired to fill the male labour market void. Female clerical workers in the public sector rose from 5 percent in 1939 to 25 percent in 1947<sup>10</sup>.

Notably, the first wave of employment was sustained by lower salary rates. Female employment was attractive as the low wages helped to reduce operational costs during tough economic times. Employment was immediately classified as short term, assuming young females would swiftly marry and settle into motherhood. The high turnover meant that employers didn't need to consider long term employment development and salary increases, so they remained stagnant<sup>11</sup>.

The initial expansion of work tasks was distinct from what had previously been performed by men. Work was instead curated around typical 'female' capabilities such as dexterity and repetition, limited to mundane, simple tasks.

Workforce feminisation and labour market segmentation has impacted this workforce since its inception and has limited advancement of career and/or salary regardless of time or gained expertise<sup>12</sup>. Clerical and administration roles are more likely to lack progression into higher ranked roles (compared to male-dominated roles) and are often lower paid with narrower pay bands.

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

- a. The consistently female dominated workforce.
- b. The characterisation of clerical and administrative work as women's work.
- c. Labour market segmentation and the feminisation of clerical work.

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10 Stats NZ. 'Yearbook collection: 1893-2012'. from [http://archive.stats.govt.nz/browse\\_for\\_stats/snapshots-of-nz/digital-year-book-collection.aspx](http://archive.stats.govt.nz/browse_for_stats/snapshots-of-nz/digital-year-book-collection.aspx).

11 Nystrom, P. (2002). Public school secretaries: hearts of gold, voices of reason. Iowa State University.

12 Sayers, J (1991). Women, the Employment Contract's Act and Bargaining. New Zealand Journal of Industrial Relations, 159-166.

# Investigation of the administration staff roles

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## Data collection methodology

Factor-based analysis was used to provide a structured approach to the work investigation. This involves separating 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 and the conditions and demands placed on someone who is carrying out the work. This is key to uncovering aspects of the work 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 Te Kawa Mataaho Public Service Commission. It has also been used successfully in the settled Teacher Aide Pay Equity Claim.

The tool comprises a gender-neutral questionnaire which is used to guide an interview process and a factor plan which analyses the information gathered and helps compare the work of claimants and comparators. The same questionnaire is used throughout the interview process with both claimants and comparators.

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

## The claimant sample

Schools were sorted into groups according to demographics and total number of administration staff employed before being randomly sorted. The sample was weighted towards schools that employed higher numbers of administration staff as this is where more diverse roles would be found. Interviewees were then drawn from the random sample of schools, ensuring the breadth and depth of activities pertaining to the work were captured across the preliminary seven groupings outlined in section 3.A.

Parties agreed to an initial sample of 40 claimant interviews. Due to the broad scope of the claim and the knowledge that individuals in administrative and support roles

within schools can include a combination of work from across the disciplines and skill levels, an iterative approach to the evidence gathering was agreed.

Via regular checkpoints, the parties reviewed the data gathered and agreed that further interviews were required to provide a comprehensive understanding of the work. A further 23 targeted interviews were added where specific roles had not been covered, roles across certain school demographics were not sufficiently covered or more information was needed.

The initial interview process commenced in July 2020 and concluded in November 2020 with a total of 63 interviews with individual employees plus their direct supervisors. All claimant interviewees had to meet the criteria that they were employed for at least five hours a week and had worked at the school for at least three terms.

### Key Components of the Interview Process:

The interview process incorporated the following elements:

#### a) Interviewer training day

- i. Attended by all interview 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 7th July 2020.
- ii. Used discussion and role play of interview scenarios to develop interviewer skills of enquiry, probing, avoiding leading questions and eliciting examples to reveal 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 detailed way.
- iii. Mitigated the risk of personal bias affecting the data gathering process through a dedicated workshop on unconscious bias and ways to maintain data objectivity.
- iv. Emphasised 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.



- v. It 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.

**b) Interview protocol**

- i. Interviews were conducted in interviewer/scribe pairs consisting of one Ministry of Education analyst and one NZEI Te Riu Roa member. This helped to mitigate institutional bias and to continue the collaborative nature of the work.
- ii. Interviews were approximately an hour and a half in length with the employee and up to an hour with their direct supervisor which allowed time for full and detailed answers.
- iii. 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.
- iv. Interviews were conducted in either te reo Māori or English based on the preference of the interviewee.

**c) Interview outputs and data validation**

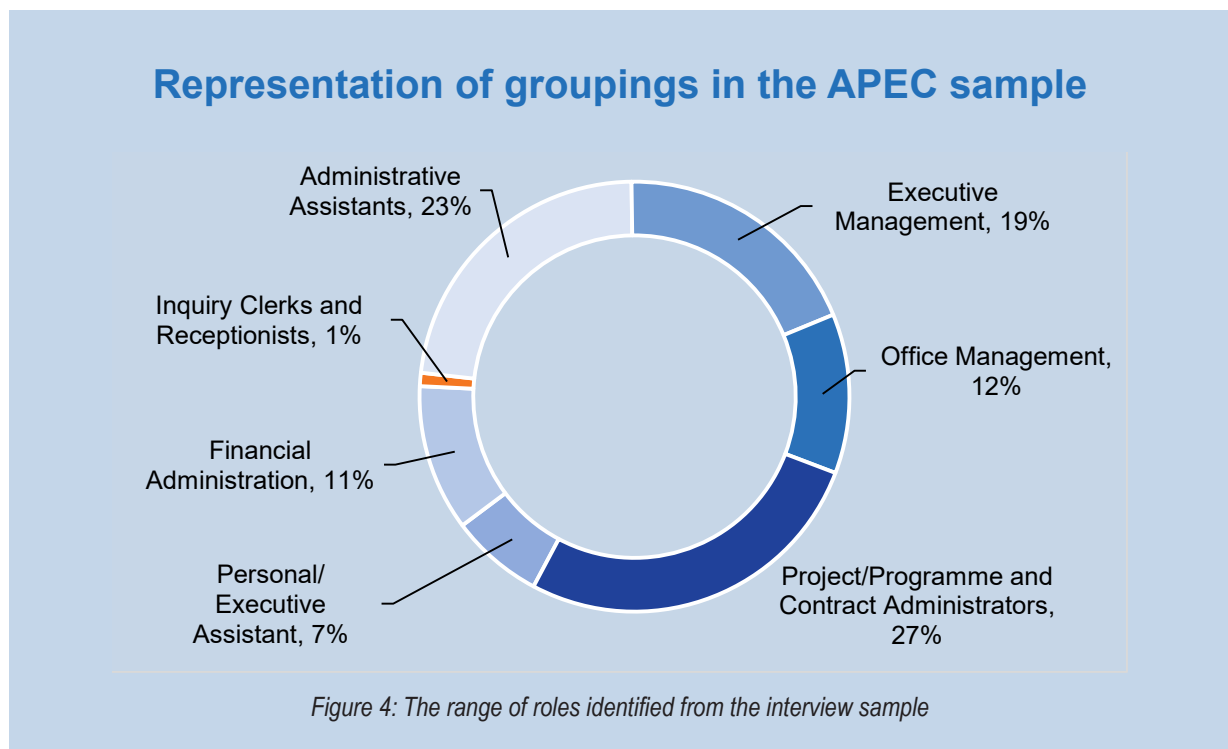
- i. The output of each interview was a transcript, the content of which was agreed by both interview partners.
- ii. A quality assurance (QA) process was used in which both a Ministry and NZEI Te Riu Roa representative who were not present in the interview reviewed each transcript to ensure all sections of the interview guide were covered, any points that needed to be clarified were identified and that there was consistency between the interviews.
- iii. 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 the Pay Equity Principles, the work of the claimant must be thoroughly understood. Therefore, in order to ensure that we have fully captured the work of administration staff, analysis of the 126 interview transcripts (63 employees and 63 supervisors) was carried out to summarise and reflect the work uncovered in the interviews. This analysis formed the general areas of responsibility (GAR).

The general areas of responsibility were agreed between the parties and shared with schools and kura via an online survey. The survey allowed school principals, direct supervisors and/or administration staff themselves to check that the work was fully covered or if there was something missed. This feedback helped ensure the interview sample was representative, and the range of work was fully captured and included in the claim. Nearly 700 schools provided feedback. The feedback was analysed and identified some gaps in the data. To address these gaps, 7 further interviews were completed. The below graph demonstrates the range of roles interviewed in this final sample of 70 roles.



The general areas of responsibility below reflect the range and variety of responsibilities and activities that administration staff do. No individual administration role is expected to carry out every activity identified, but administration 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 16 general areas of responsibility is as follows:

*This document contains confidential information. Any review, transmission, dissemination or other use of, or taking of any action in reliance upon, this information by persons or entities other than legitimate recipients is prohibited.*

1. **Providing general administration support for the effective day to day operation of the school:** Administration staff provide vital administration support to ensure the smooth running of the school. These tasks support all areas of the school's operation from teachers, the senior leadership team and the School Board to school programmes, enrolment, student attendance, finance, property, health and safety, and human resources. Support includes ensuring all members of the school community, including families, staff and external agencies, are kept up-to-date and informed. This involves the coordination of communication platforms and methods, such as the school's website, newsletter, Facebook groups, communication app, and emails.
2. **Managing and supporting staff and visitors:** Administration staff engage with school staff and school visitors in both a supportive and managerial capacity. Their roles span from overseeing employment matters, including appraisals and development opportunities to inducting new staff and coordinating school visitors.
3. **Managing school finances and providing financial support services:** School administration staff hold a wide range of financial responsibilities to support the functioning of the school. This ranges from assisting and supporting with school finances to providing total oversight and management of school finances. A variety of online accounting systems, such as Xero, are used to record the school's financial information. Administration staff work with a range of individuals and organisations to acquire funding for the school, including student families, local trusts, charity organisations, Work and Income New Zealand (WINZ), Secondary Tertiary Alignment Resource (STAR) funding and the Ministry of Education.
4. **Providing and maintaining school resources and equipment:** Administration staff have an important role in the production, distribution and management of resources and equipment. They ensure that the school is well resourced, enabling the school to run effectively and ensure staff have the means to provide the best learning experience for their students. This includes but is not limited to, schoolbooks, art supplies, office supplies, first aid supplies, cleaning products and sports equipment.
5. **Managing the development and maintenance of school grounds, buildings, and equipment:** Administration staff facilitate and assist with the use, development and maintenance of the school's grounds, buildings and equipment.

- 6. Overseeing the school's Information and Communications Technology infrastructure, systems and programmes:** Administration staff require knowledge of how to use a range of computer systems and programmes to accomplish their work. Systems and programmes include but are not limited to Xero, MYOB, Novopay, ApproveMax, Receiptbank, Navision Musac, Kamar, eTAP, Enrol, BoardPro, Education sector Logon, SchoolDocs, e-asTTle, N4L, Human Resource Information System (HRIS), Springboard, Document management software, Google Docs, Microsoft Office and cloud computing.
- 7. Coordinating the school's events, meetings, sports, trips and extracurricular activities:** Administration staff support a variety of events, meetings, and extracurricular activities. This section covers school events like prizegiving, pet day, school galas, award nights, parent-teacher interviews, School Board meetings, health and safety meetings, extra-curricular activities, school trips, religious and cultural activities, sport activities, holiday programmes and others. Please note that these tasks are undertaken as part of the Administration role, not in a voluntary or other capacity.
- 8. Establishing, maintaining, and implementing school policies and guidelines:** Administration staff are required to have knowledge of a range of school policies, guidelines, procedures, processes, and relevant legislation, such as the Vulnerable Children Act 2014. Often administration staff are experts in a variety of subject matters. Using their expertise, administration staff contribute to a range of policies including but not limited to health and safety, Information and Communications Technology, emergency procedures, property, finance, and school resources.
- 9. Building and sharing expertise:** Administration staff develop their skills and expertise to support the effective functioning of the school. This is done through external professional or academic or medical courses, school-based professional development and growing their knowledge independently. Administration staff may also assist colleagues to develop their skills, either formally or informally, using a variety of strategies.
- 10. Facilitating assessments and preparing students for future work:** Administration staff assist with ensuring that the school is prepared for students to sit their assessments and exams. This requires active engagement with exam providers such as Cambridge Assessment International Education (CAIE), International Competitions and Assessments for Schools (ICAS) and the New Zealand Qualification Authority (NZQA). Administration staff help prepare students for future employment through work placement programmes that provide access to vocational training and experience with employers across a range of industries.

- 11. Coordinating the international department and supporting international students and homestay families:** Administration staff assist in attracting international students to the school and supporting and overseeing the wellbeing of international students, their families, and their homestay families
- 12. Supporting students' learning:** Administration staff support students' learning by helping students access learning opportunities. As part of assisting students, administration staff may coordinate with a variety of specialists and external agencies. These include Resource Teacher: Learning and Behaviour (RTL), occupational therapists, counsellors, psychologists, Ministry of Education staff and social workers.
- 13. Building relationships with students, families, colleagues, agencies and the community:** Administration staff play a vital role in building relationships with the school's students and families and connecting the school to the wider community. Administration staff often represent the school and act as the primary contact when interfacing with community groups, government agencies and service providers. Building and maintaining strong relationships is therefore an important aspect to the role.
- 14. Caring for the physical, mental and emotional wellbeing of students:** Administration staff help to support students' overall wellbeing. This ranges from noticing and alerting others to a student's need to becoming the go-to person for students when they are having difficulties or need guidance.
- 15. Being aware of and supporting bi- and multi-cultural practices:** Administration staff have an important role in creating a school environment that supports and respects the varied cultures of students and their families. Examples of this include ensuring halal options are available to Muslim students and being conscious of any religious days that students will be observing. Administration staff work in a range of settings including Māori, Bilingual and English mediums.
- 16. Providing care and oversight of health-related matters:** Administration staff support the health of individuals at the school, in particular students. This can range from applying basic first aid to using specialised medical equipment. Administration staff provide particular support to high needs students. This support ranges from coordinating with specialists to administering and using medical equipment such as nasogastric tubes, MIC-key buttons for feeding and ceiling hoists. They ensure the school is fit for purpose and the necessary equipment is available.

## Other relevant interview findings

In addition to the above general areas of responsibility, the interviews uncovered additional information related to working conditions, professional development, attainment of qualifications and high levels of responsibility. The full analysis of this can be found in Appendix 3.

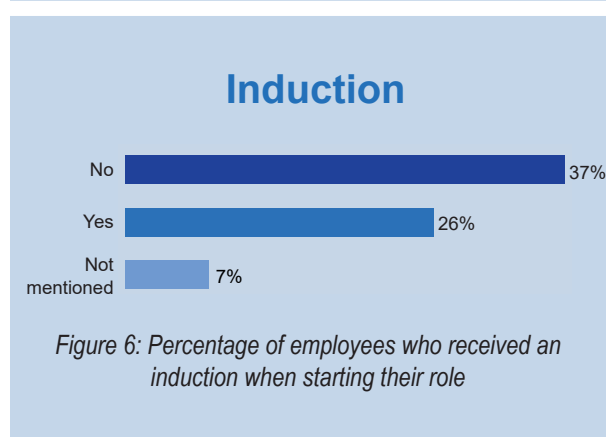
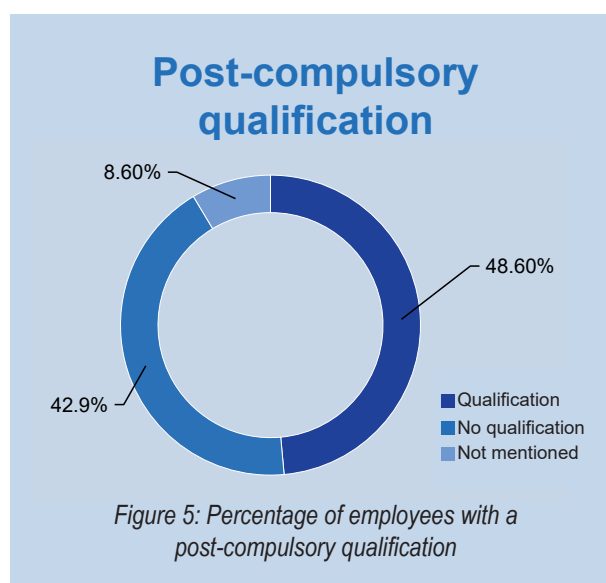
Below are some noteworthy findings from the interviewed sample of 70 administration staff.

**Post-compulsory qualification:** Within the sample, 49 percent mentioned that they held post-compulsory qualification(s), and 32 percent of those explicitly mentioned this qualification was 'relevant' or 'required' for their role. Qualifications were gained through various night courses, diplomas and tertiary education. Subjects included: business administration, law, Māori studies, human resources, accounting, computer science and teacher aide certification.

**Induction:** 37 percent of the sample explicitly mentioned receiving an induction, which ranged from 1-2 hours to a 4-week handover. For those that did not receive an induction, interviewees discussed having to 'learn on the job' and leverage from previous experience in similar roles instead.

**Professional development:** Within the sample, 81 percent had received some form of professional development, which varied in formality and structure.

For around half of those that received training, this was limited to their School Management System, Xero, Novopay and/or First Aid. 13 percent explicitly mentioned limited or no training opportunities within their roles.



**Unpaid work:** Within the sample, 71 percent said they worked on top of their normal hours. Of these, 28 percent mentioned the possibility of applying for compensation for their overtime (for example, through time off in lieu). Unpaid work included working on extra-curricular activities (e.g. coaching sports teams and school fundraisers) or generally 'taking work home'.

**First aid:** Within the sample, 56 percent administered first aid either occasionally (i.e., as 'back up' for the nurse), or as a designated first aider on a regular basis. Of these, 28 percent did not receive (or mention receiving) any First Aid certification or training. Tasks included administering medication, assisting diabetic and autistic students as well as supporting children prone to seizures.

**Exposure to verbal/physical abuse:** 48 percent of the administration support staff sample reported being exposed to verbal or physical abuse. This was mainly verbal abuse from either students or parents, and it occurred both in person and over the phone. The frequency ranged from daily to every few months. There was no mention of internal school support when such incidents occur.

### Unpaid work

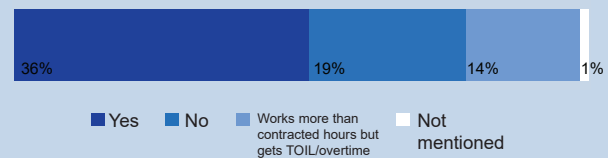


Figure 7: Percentage of administrators who receive compensation for overtime

### Administers of first aid

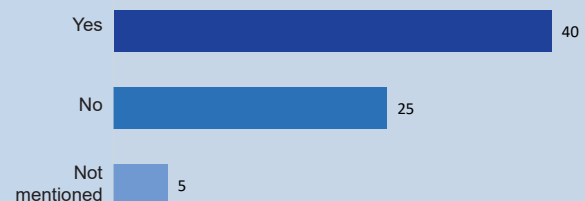


Figure 8: Percentage of administrators who have to administer first aid and received first aid training

### Exposure to abuse

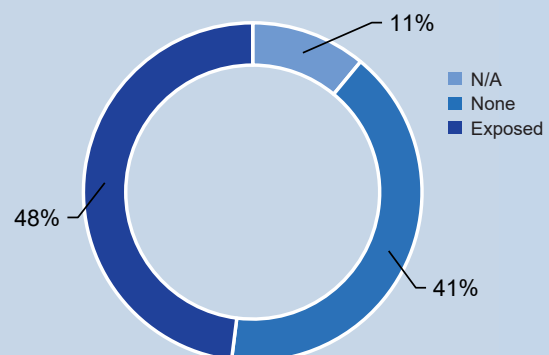


Figure 9: Percentage of administrators who have reported being exposed to verbal or physical abuse

# Selection and investigation of potential comparator roles

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Once an understanding of the claimant work was built, it was possible to conduct the comparator selection process.

## Criteria for election

To select an appropriate range of comparator roles, the Ministry and NZEI Te Riu Roa agreed on a set of criteria to apply. The criteria was developed after reviewing previously used rules to select comparator organisations for the Teacher Aide Pay Equity Claim and in accordance with criteria outlined in the Equal Pay Act.

### **Section 13ZE of the Act specifies the factors for identifying appropriate comparators as:**

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

### **The parties also agreed that the comparator occupations must be:**

- a. Male dominated (or a settled female-dominated claimant occupation)
- b. Employed (not self-employed)
- c. Of a substantial workforce size (preferential)
- d. Accessible (collective agreement preferred)
- e. New Zealand based



## Method for selection

To develop an appropriate and holistic list of potential comparator roles, the Ministry and NZEI Te Riu Roa focused on the second criteria listed in the Act. This focused on similar levels of skills, working conditions and experience as opposed to the same type of work (which is often still female dominated in other sectors). This approach looked at a wide range of comparators to ensure comparability of the range of work performed by the claimant group.

The selection process initially used the Australia and New Zealand Standard Classification of Occupations (ANZSCO) list and associated levels as a proxy for same or similar work, before being narrowed down based on the agreed criteria.

## List of potential comparator roles

Potential comparator occupations selected were contacted and invited to participate in the claim. The below table identifies the comparators that agreed to participate. At this stage, the comparators chosen were still defined as being 'potential' comparators, as only subsequent investigation into the work and factor scoring would reveal whether their work was comparable to the claimants' work.

Table 1: Potential APEC comparators and rationale

#	Role	Organisation	Rationale
1	Fishery and Senior Fishery Officer	Ministry for Primary Industries (MPI)	78 percent male dominance. Collective agreement in place. Good accessibility. Within the range of levels
2	Civil Engineer	Local government	88 percent male dominance. Good accessibility through local councils and collective agreements in place. Within the range of levels
3	Parking Compliance Officer	Local government	79 percent male dominance. Collective agreement in place. Good accessibility. Within the range of levels



## Re-use of TAPEC data

On 27 May 2020, the Teacher Aide Pay Equity Claim (TAPEC) was settled. As part of the investigation of this claim, the parties interviewed customs officers and corrections officers as male-dominated comparator roles. 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, the claimant group's remuneration was corrected and could be used as comparator for future claims in accordance with the criteria stated in the Act.

Therefore, the following data from the teacher aide pay equity claim was agreed as potentially useful as comparators for administration staff, as the roles are either still male dominated, or part of a settled pay equity claim) and were seen as likely to contribute to providing good coverage of the range of work in APEC.

Table 2: TAPEC data for possible re-use

#	Role	Organisation	Rationale
4	Corrections Officer	Department of Corrections	74 percent male dominance. Within the range of levels, also used for the settled TAPEC.
5	Customs Officer	New Zealand Customs Service	52 percent male dominance. Within the range of levels, also used for the settled TAPEC
6	Teacher Aide	Ministry of Education	Settled pay equity claim (TAPEC) with undervaluation corrected

## Data collection process for comparator roles

### Interviews with new comparator roles

In May 2021, interviews commenced with civil engineers, fishery officers and parking compliance officers. The full interview process and outputs, outlined in Section 4, mirrored that of the claimant interviews. Following the same processes and having the same outputs for comparators and claimants was fundamental in assuring fair and consistent comparisons during the factor scoring assessment process.

A comparator interviewer training day was completed in May 2021 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 further sessions on:

- Background information about the chosen potential comparator occupations
- Lessons learned throughout the claimant interview process from experienced interviewers

- Guidance surrounding tikanga protocols to be aware of, as visitors to a variety of workplaces

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

**Civil Engineers: 9**

**Fishery Officers: 11**

**Parking Compliance Officers: 9**

# Factor scoring

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## 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 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 all parties were identified, and common goals highlighted. The session provided a model for constructive negotiation which is crucial to the process. The training day also included a session on unconscious bias and a practice factor scoring session using a job description unrelated to the claim. This provided guidance for the scoring and negotiation process.

## Overview of the factor scoring panel process

School administrator and comparator interview transcripts were factor scored in a series of panel discussions conducted over 7 weeks in July and August 2021. Two NZEI representatives and two Ministry of Education representatives were involved in the scoring process along with an external job sizing and remuneration expert and a note taker to keep accurate records of the discussions.

From the 70 administration staff interviews, the parties jointly selected 35 benchmark roles that represented the range and variety of the work of administration staff. These transcripts went into the factor scoring process alongside all comparator transcripts.

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 sessions consisted of a mixture of roles to avoid group think and bias that might naturally creep in should there be a focus on one occupation at a time.

## Administration staff work assessment

Agreed PEAM scores for school administration staff ranged from 327 to 644 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 a broad range, across a variety of roles. The work assessment analysis revealed the position elements table and associated clauses in the Support Staff in Schools Collective Agreement, were inaccurate. The parties agreed that the breadth of skills and responsibilities across administrative roles is not accurately captured, and that some inadequacies in role representation were apparent.

A new 7-grade grading matrix for administration 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 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 administration roles. The employer will need to assess the regular and ongoing skills and responsibilities of each role, so the grade recognises the highest level required for the role. An employer will need to consider what makes up the majority of the role, and not things that are a one-off or isolated event. Administration roles do NOT have to do every activity in a grade in order to be placed in a particular grade.

Grade	General Description	Elements
1	Sufficient skills and knowledge to perform straight-forward work assignments which have substantial routine elements	<ul style="list-style-type: none"> <li>• Operate office equipment such as photocopier or scanner</li> <li>• Responsible for own work under general supervision</li> <li>• Problems to be solved will be clearly identified and solutions will fall into established patterns and procedures.</li> <li>• Problems outside the norm will be referred for guidance.</li> <li>• Communicating with others includes cooperation with colleagues, the ability to request and provide information.</li> </ul>
2	Skills and knowledge required to carry out general office work	<ul style="list-style-type: none"> <li>• Responsible for own work under limited supervision</li> <li>• They will develop the experience to consider the most appropriate process or procedure to follow to take account of changing work circumstances.</li> <li>• They apply interpretation and judgement to address situations that arise by using established school policies and procedures</li> <li>• These roles have frequent interactions with others inside and outside the school</li> <li>• Active listening, patience, discretion and tact will be required and persuasion may be necessary from time to time</li> <li>• Difficult situations are generally referred up</li> <li>• May provide occasional mentoring or short-term supervision.</li> </ul>

3	Specialised skills and in depth knowledge of more complex methods and processes. Provides an array of services which can include that of a confidential nature	<ul style="list-style-type: none"> <li>• These roles have substantial independence on a day-to-day basis</li> <li>• They will use their initiative to identify and resolve problems that may be irregular, complex or unusual.</li> <li>• Roles may be required to receive and deal with confidential or sensitive information.</li> <li>• They may have to utilise a range of different approaches to ensure individuals they interact with have an understanding of complex information.</li> <li>• Roles may be required to diffuse difficult situations by utilising persuasion, influencing and negotiation skills.</li> <li>• Mentoring or training of colleagues or supervision of junior staff may be required</li> </ul>
4	Provides advanced specialised technical services which are complex in nature within their area of expertise.	<ul style="list-style-type: none"> <li>• They will analyse a wide range of problems before selecting the most appropriate solution/s and have the freedom to resolve these within established policy frameworks.</li> <li>• Involves supervision of staff which may include contractors</li> <li>• They may provide confidential executive secretarial services.i.e., secretary for the board of trustees</li> <li>• This level may involve translation from one language to another</li> <li>• Sound communication skills are a critical element in determining success.</li> <li>• They may achieve outcomes through logical and reasoned arguments, negotiations or building on-going empathetic relationships.</li> </ul>

The positions in the next three levels require specialist and/or broad knowledge of school and/or kura practices and settings.

5	<p>Positions at this level tend to fall into two categories:</p> <ol style="list-style-type: none"> <li>1. Subject matter experts within a particular field. They operate independently and apply established principles in their area. These roles require either extensive practical experience or a tertiary level qualification plus experience.</li> <li>2. The first level of “management” where planning, controlling, implementing plans and/or projects are required. <ul style="list-style-type: none"> <li>• Staff supervision including the ability to develop, motivate and appraise performance is usually required.</li> <li>• Clear accountability for results rest with these roles.</li> <li>• In both categories either through direct control or through expert advice they influence medium term decisions.</li> </ul> </li> </ol>
6	<p>Positions at this level manage functions within the school.</p> <ul style="list-style-type: none"> <li>• They have responsibility for short- and long-term planning and the resulting outcomes for their function as well as a contribution to wider results.</li> <li>• They have responsibility for policy and business development for their function within the school’s overall business plans and objectives.</li> <li>• Strong collaboration with other areas is essential in order to align priorities and achieve successful results.</li> </ul>
7	<p>Positions at this level are senior management roles with multifunctional responsibilities.</p> <ul style="list-style-type: none"> <li>• They will integrate several business functions and resolve internal conflicts.</li> <li>• They will assign resources to optimise results rather than focusing on a single function and their outlook is typically on the medium to long term.</li> </ul>



### Rationale for the proposed 7 step matrix

Boundaries for the new 7 step matrix above are based on the following PEAM score rationale:

- Preliminary APEC research conducted in schools showed that there are employees doing routine work such as scanning, photocopying and filing. Generally, this reflects ongoing administrative work that for a minimal number of hours per week, or large discrete projects. To recognise this, proposed Grade 1, has been included. It should be noted that no sample transcripts were scored in this proposed grade, due to this work being added to other roles in an ad hoc manner and interview criteria requiring people to work for over 5 hours per week and to have been in the role for at least three terms.
- A cluster of interviews showed work that required similar knowledge and skills, with some roles that demonstrated higher levels of responsibilities, scoring higher in the responsibility factors. It is proposed that the boundary between these Grade 2 and 3 will be permeable, allowing employees to progress from 2 to 3 with tenure/experience, recognising that with this comes increased knowledge and skills that should be remunerated.
- The work encompassed in proposed Grade 4 requires more specialised skills and training, which consequently leads to greater responsibility, this was reflected in the higher PEAM scores for a cluster of interviews.
- Proposed Grade 5 encompasses the first level of managerial responsibilities or specialist skills and knowledge, often relating to generating funding or income, the coordination of projects for the school or responsibility for specific assets.
- Grade 6 and 7 describes work not currently outlined in detail in the SSSCA but may encompass the language in clause 3.1, to recognise work that is highly skilled with high degrees of responsibility. Employees at these grades are often involved in long term planning, financial aspects or lead in areas such as cultural competency. Grade 7 recognises senior management roles that have a breadth of knowledge as well as a depth. This often includes property, finance, human resources and being members of executive management teams.

## Overview of comparator roles

During factor scoring, the panel 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. It should be noted that for the teacher aides, averages have been used as there is more if a range of roles which is important to capture here.

A summary of the findings for each of the comparators can be found below along with the range of PEAM scores and agreed profile score<sup>13</sup>.

<b>Fishery Officer/ Senior Fishery Officer</b>	Range of PEAM scores: 506 - 586  Profile PEAM score: 523
<b>Role overview</b>	Fishery Officers ensure commercial, recreational, and customary groups are compliant with the Fisheries Act 1996. This includes education, inspections; land-based and at-sea patrols; monitoring; intelligence gathering; prosecutions; customary liaison; and data analysis.
<b>Skills</b>	Fishery Officers require a range of soft, physical and knowledge skills, including: <ul style="list-style-type: none"> <li>• In-depth understanding of the relevant legislation and the organisation's policies</li> <li>• The ability to relate to people, use empathy, be able to communicate to a range of people and be flexible to change</li> <li>• De-escalation skills and the ability to judge when to leave a conflict situation</li> </ul>
<b>Responsibilities</b>	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.

<sup>13</sup> It should be noted that comparator information taken from the TAPEC investigation has been retained here with no further factor scoring occurring for the Corrections Officers, Customs Officers and Teacher Aides. There was some consistency between the factor scoring panel members for TAPEC and the panel members for KPEC.

	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.
<b>Demands</b>	<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>A moderate physical effort is required in order to complete the work is required including lifting heavy objects and maintaining a suitable level of fitness.</p>
<b>Working conditions</b>	<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>
<b>Civil Engineers</b>	<p>Range of PEAM scores: 464 - 572</p> <p>Profile PEAM score: 509</p>
<b>Role overview</b>	<p>Civil engineers ensure that council assets are developed and maintained.</p> <p>They make decisions that are in keeping with the council vision, team members, contractors and the public are kept safe from harm and that the reputation of the council is upheld through clear and diplomatic communication, and technical competency.</p>

<b>Skills</b>	<p>Council engineers require an engineering qualification and technical competency.</p> <p>The role involves a high level of health and safety awareness to identify and mitigate potential construction site hazards.</p> <p>Civil engineers use problem solving skills to agree solutions to Council asset issues, and plan resources, schedules and budgets required for the solution.</p> <p>They are required to communicate with a variety of people both internally and externally, to convey at times unwelcome and complex information. They must also maintain current knowledge of national engineering standards and legislation as well as Council strategy and policies.</p>
<b>Responsibilities</b>	<p>Civil engineers monitor the condition of Council assets such as roads, bridges, retaining walls etc.</p> <p>They plan and project manage the construction of new assets and maintenance of existing assets.</p> <p>Some of our sample had people leadership, budget allocation and forward planning responsibilities.</p>
<b>Demands</b>	<p>Civil Engineers were required to focus for sustained periods.</p> <p>They often needed to regulate their own emotions in confrontation with members of the public.</p> <p>In some roles, requirements included standing for long periods of time, carrying heavy tools, and spending time driving.</p>
<b>Working conditions</b>	<p>Many of the roles are based partly in an office environment and partly on work sites.</p> <p>Some can be rostered on-call after normal working hours.</p> <p>There is a requirement in some roles to work outside in adverse weather conditions and work close to noxious substances such as bitumen.</p>

<b>Corrections Officers</b>	<p>Range of PEAM scores: 442 - 497</p> <p>Profile PEAM score: 459</p>
<b>Role overview</b>	<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>
<b>Skills</b>	<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>
<b>Responsibilities</b>	<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 behaviour, 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>
<b>Demands</b>	<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>

<b>Working conditions</b>	<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>
<b>Customs Officers</b>	<p>Range of PEAM scores: 361 - 480</p> <p>Profile PEAM score: 456</p>
<b>Role overview</b>	<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>
<b>Skills</b>	<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. The Customs Officer will have a well-developed ability to de-escalate emotionally charged situations. Knowledge of current relevant legislation and traveler's rights is a requirement of Officers in this role.</p>
<b>Responsibilities</b>	<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. 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. 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>

<b>Demands</b>	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. There is extended periods of standing required in this role, where Officers are required to remain alert.
<b>Working conditions</b>	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. 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. Exposure to illness is common while working in an airport.
<b>Parking Compliance Officers</b>	Range of PEAM scores: 419 - 448 Profile PEAM scores: 427
<b>Role overview</b>	<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>
<b>Skills</b>	<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 a judgement call of when to escalate an issue to a senior or leave a situation due to aggressions.</p>

<b>Responsibilities</b>	<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 to 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>
<b>Demands</b>	<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>
<b>Working conditions</b>	<p>Officers are required to work outdoors for the majority 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 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>



<b>Teacher Aides</b>	<p>Range of PEAM scores across the four grades: 296 - 538</p> <p>Average PEAM scores per grade:</p> <ul style="list-style-type: none"> <li>• Grade A: 315</li> <li>• Grade B: 386</li> <li>• Grade C: 439</li> <li>• Grade D: 529</li> </ul>
<b>Role overview</b>	<p>There are three types of Teacher Aide roles:</p> <ol style="list-style-type: none"> <li>1. The General Support role delivers a structured program, 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 program to creating plans and programs themselves.</li> <li>2. The Additional Support role supports the learner's well-being, 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.</li> <li>3. 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.</li> </ol>
<b>Skills</b>	<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 your response to a situation and accomodate different needs, resilience, and control of their emotions are required to achieve position outcomes.</p> <p>They bring strong relationship building skills, and the ability to build rapport with adults and children in a short time frame in order to build trust.</p>

<b>Responsibilities</b>	<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>
<b>Demands</b>	<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>
<b>Working conditions</b>	<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>

### Comparison of work and factor scores

The ranges of PEAM scores for the APEC claimants and potential comparators were plotted against each other to allow for comparison. The outcomes of this showed that, due to the large range in claimant scores, different comparators were comparable at different levels.

Table 3: Comparison of comparator PEAM scores at each proposed grade for administration staff

Comparators	Range of PEAM scores	Comparability to average score for proposed Grade 2 admin (331 points)	Comparability to average scores for proposed Grade 3 admin staff (399)	Comparability to average scores for proposed Grade 4 admin staff (451)	Comparability to average scores for proposed Grade 5 admin staff (500)	Comparability to average scores for proposed Grade 6 admin staff (570)	Comparability to average scores for proposed Grade 7 admin staff (624)
<b>Teacher Aides</b>	296-538						
<b>Parking Officers</b>	419-448						
<b>Customs Officers</b>	361-480						
<b>Corrections Officers</b>	442-497						
<b>Civil Engineers</b>	411-572						
<b>Fishery Officers</b>	506-586						
<b>KEY:</b>	Low comparability = comparator is <70% or 131>%			Medium comparability = 71-90% or 111-130%		High comparability = 91-110%	

# Assessment of contract terms, remuneration and funding settings

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Assessment of the actual and historical remuneration, terms and conditions of claimants and comparators was conducted through review of current and previously active collective employment agreements attached to the roles, along with remuneration data supplied by employers.

The completed analysis allowed comparison of the salaries, allowances and any other aspects that make up employees' total remuneration, as well as other terms and conditions. This data was enhanced by information on pay and terms and conditions gleaned through the work assessment interviews.

## Administrator funding settings

School administrators are funded through schools' operations grant which 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. It is calculated using school rolls and other factors such as decile and is responsive to roll fluctuations.

## Administrator remuneration settings

Administrators covered by the APEC claim are employed by school Boards of Trustees (Boards). The employment of school administrators by Boards is covered by the Education and Training Act 2020 and the Public Service Act 2020, as well as employment legislation.

Administrative support staff in schools are covered by the Support Staff in Schools' Collective Agreement between NZEI Te Riu Roa and E Tū and the Secretary. Around 23 percent of school administrators are employed under this collective agreement. Some administration workers covered by the claim are also members of the Te Aho o Te Kura Pounamu Specialist and Support Staff Collective Agreement and the Special Residential Schools' Collective. These agreements have also been reviewed.

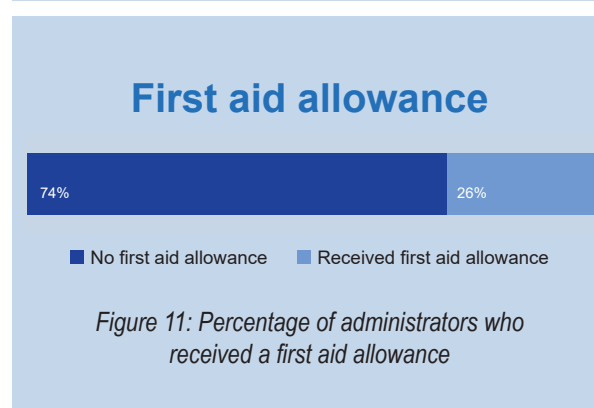
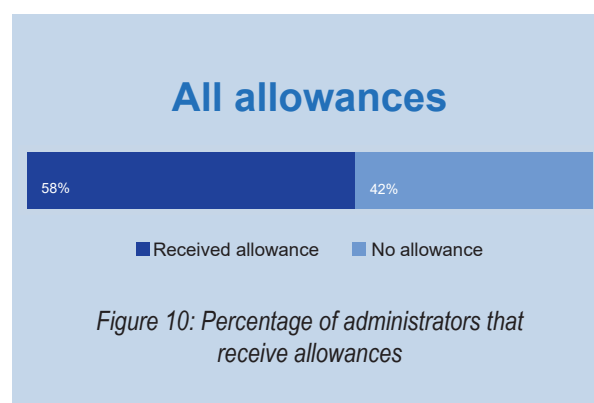
Most school administrators are employed on individual employment agreements promulgated by the Secretary. These often mirror the terms of the collective agreements.

In practice, because the Support Staff in Schools' Collective Agreement is a 'minimum rates' document, schools can, and do, pay above the printed rates in individual cases. Initial grading is set by reference to the position elements table, school administrators, like other support staff, are entitled to overtime if they work over 40 hours in a week<sup>14</sup>.

Support staff in schools are paid on either an hourly basis or an annual salary, depending on their hours of work.

There are a number of allowances available to administration support staff. Ministry of Education internal payroll data (Oct 2020-Oct 2021) shows that 58 percent of administrators received one or more allowances. These included:

- First Aid Allowance (received by 26 percent of administrators)
- Benefit Allowance
- Camp Allowance
- Overnight Camp Allowance
- Concurrent Payment
- Degree
- Dirty Work
- Tiaki Allowance
- Higher Duties 5 percent
- In lieu of Overtime
- Meal Money
- Car Transport Allowance
- National Certificate
- National Diploma
- Reimbursement
- Salary Loading
- Settlement Decision



<sup>14</sup> Support Staff in Schools' Collective Agreement between NZEI Te Riu Roa and E tū and The Secretary for Education. Effective: 13 December 2019 to 6 February 2022. <https://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Support-Staff-Collective-Agreement/Support-Staff-in-Schools-Collective-Agreement-2019-2022.pdf>

### Administrator contracts

Analysis of Ministry of Education internal payroll data (Oct 2020-Oct 2021) shows that 23 percent of administrators worked full time (based on individuals who worked more than 35 hours per week on average, over the total number of weeks that they worked that year).

81 percent of administrators were on a permanent contract, whereas 19 percent worked on a fixed term or casual basis.

There were 12,622 administrative roles on record in schools in this period compared to 11,669 individual administrators recorded on the Ministry of Education payroll data, suggesting that approximately 953 administrators (8 percent) were performing more than one administrative role. There were also 136 administrators (1 percent) who were paid concurrently at more than one school in this period.

**Annualising of salary:** Employees can opt to have their salary annualised (across 26 pay runs) where typically they only do work hours during term time, but their wages are spread over the full course of the year. Up to 30% of employees annualise their salary.

64% of employees work term time only and their full annual salary is also only paid over term time. 14% of administration staff work throughout the year (including term breaks) and receive pay across the full 26 payruns.

The collective agreement sets out the hourly or annual rates, summarised below.

#### Full/part time hours



Figure 12: Percentage of employees who are on either full or part time hours

#### Contract type



Figure 13: Percentage of administrators who are on either a permanent contract or a fixed term/casual basis

## Salary at appointment

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

When an employee is appointed, their starting rate and step is based on:

1. The grade of the role that they are being appointed to
2. Previous relevant paid or unpaid work experience
3. The level at which the employer has assessed each of the five position elements (Appendix 1)
4. The level of te reo Māori and understanding of ngā tikanga Māori required for the position
5. The ease or difficulty in recruiting and/or retaining the specific skills and/or experience required for the position.

The Executive Management Group minimum salary entry point is \$77,250 per annum from 29 Nov 2019 and \$79,567 from 27 Nov 2020.

Step	Hourly (\$)	Annual (\$)	Grade range
1	21.78	45,421	A, B
2	21.95	45,776	B, C
3	22.72	47,405	C
4	23.59	49,215	C
5	24.46	51,024	C
6	25.33	52,834	C
7	26.20	54,665	C, D
8	35.72	74,494	D

## Remuneration structure changes over time

The current collective agreement reflects the appointment of many roles under on to a 15-step scale across Grades A to D, which were reduced to an 8 step scale as of 29 November 2019.

**Progression:** Support staff will increase by one step per year if they meet or exceed the standards of performance unless they are on the top step for their grade.

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

**Living wage:** In 2019, Support staff in schools voted to accept a collective agreement that made the living wage of \$21.15 the new minimum pay rate. Prior to 2019, support staff were paid below the living wage in New Zealand.

**Increases in rates:** 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.

### Support staff annual minimum and maximum salary over time

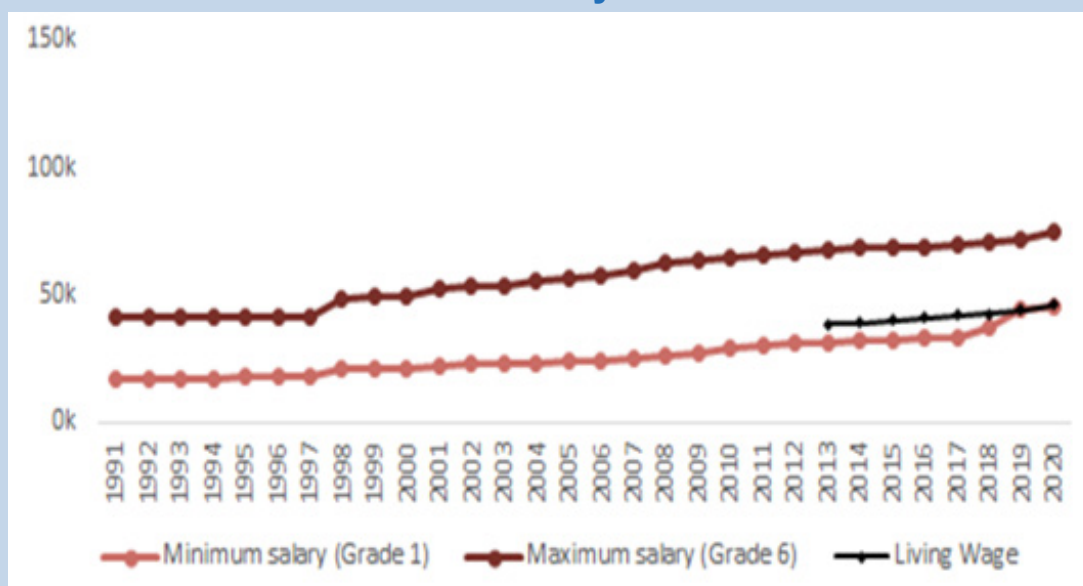


Figure 14: Comparison of the annual minimum and maximum salary for support staff between 1991 and 2020



In 2018, Support staff on Step 1 earned \$17.70 per hour. This became the minimum wage in 2019. In the new pay scale structure, support staff now earn \$21.78 per hour, while the minimum wage is currently \$20.00 per hour.

The below table illustrates the average pay rate per grade and the percentage of administrators on these grades

Grade	Average hourly rate <sup>15</sup> \$/hour	% of admin on this grade <sup>16</sup>
<b>A</b>	21.50	7.5%
<b>B</b>	22.00	22.6%
<b>C</b>	25.60	44.0%
<b>D</b>	32.30	23.9%
<b>Executive Management<sup>17</sup></b>	45.40	1.5%

<sup>15</sup> Hourly rate is inclusive of other salary costs such as extra time worked and leave. Therefore in some scenarios it can be seen that the average hourly rate is above the printed rate.

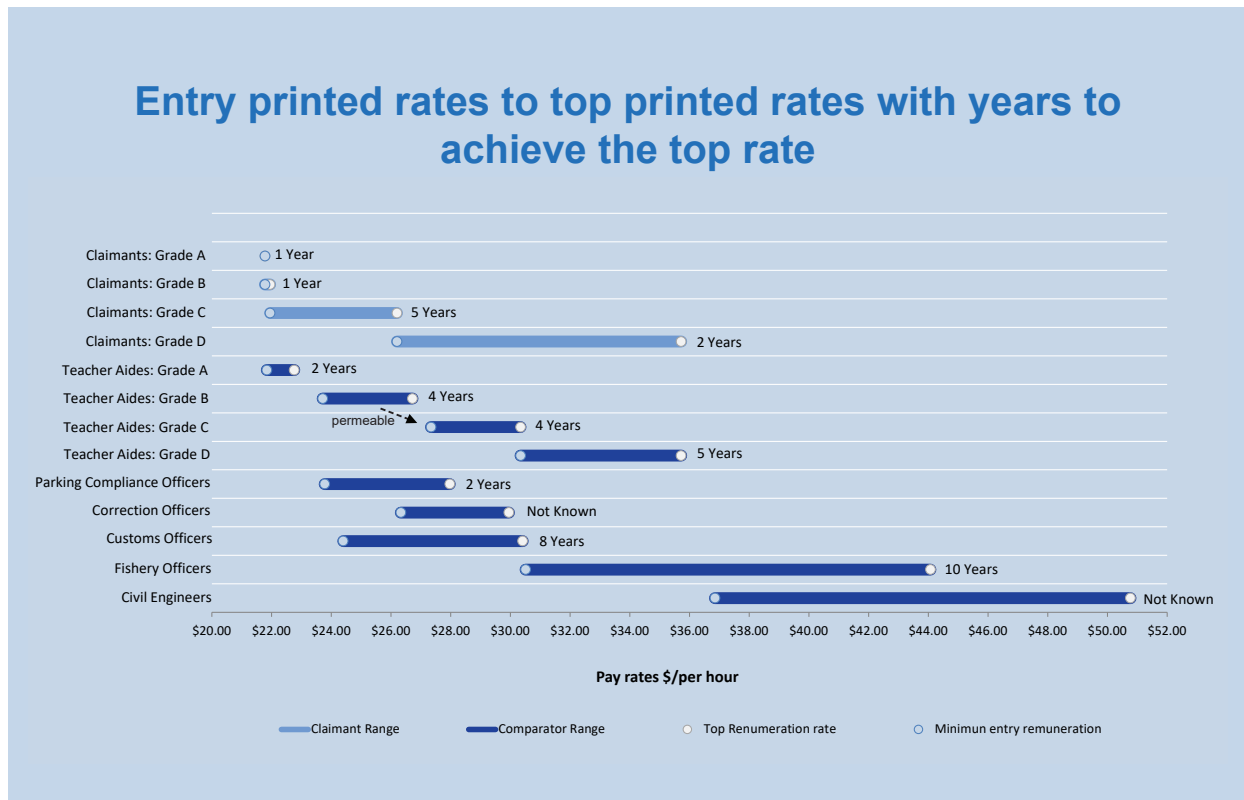
<sup>16</sup> Note that these average rates refer to 99.5% of administrators over the full October 2020-October 2021 payroll data range. The remaining 0.5% of administrators are attached to other grades from other collectives (including previous Support Staff in Schools collective grade descriptions).

<sup>17</sup> This category excludes the Te Kura Correspondence School executive administrators who make up 0.5% of the total administration staff in the October 2020-October 2021 payroll data and earn an average of \$63.5/hour.

## 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. In order 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 overlain.

Table 4: Comparator and claimant remuneration data considered as part of the investigation



# Conclusion

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Due to the wide range of claimant scores (327-644), the skills, responsibilities, demands and working conditions were explored and considered against the comparators using the proposed draft grading matrix as a more granular framework. This established the comparators that show good comparison with the administration staff across the seven levels and provided the basis for assessing the potential undervaluation.

The analysis of the remuneration and terms and conditions of the relevant cohort of roles, demonstrates that the claimant's work is undervalued. 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

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## Appendix 1: APEC Terms of Reference

# **Administration Support Staff Pay Equity Claim (APEC)**

## **Terms of Reference**

June 2020

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## Parties

1. The parties to the Administration Support Staff Pay Equity Claim (the Claim) process are:
  - The Ministry of Education (the Ministry) on behalf of the Secretary for Education and Seatoun School Board of Trustees, one of the Boards of Trustees that the Secretary has been acting for the benefit of
  - NZEI Te Riu Roa on behalf of its members who are administration support staff in schools and are undertaking work set out in the claim, including the following representative members:
    - Kahurangi Robson
    - Clare Forrest
    - Nicola Perry
    - Margie Robson
    - Julie-Anne Roberts
  - New Zealand School Trustees Association (NZSTA) who represent Boards of Trustees as the employers of administration staff in schools and kura across New Zealand. The parties agree the pay equity claim for administration support staff is arguable.
2. All non-union employees who are doing the same or similar work as that covered by this Terms of Reference (ToR) will be notified of the Claim by the employer as soon as reasonably practicable. In consultation with NZEI, non-union employees will be advised on mechanisms for joining the claim.
3. These ToR specify a pay equity bargaining process that the parties will use and that the parties agree is suitable and sufficient to settle the claim.

## Background

4. On the 28th September 2018 the New Zealand Educational Institute Te Riu Roa (NZEI Te Riu Roa) formally notified the Ministry of a pay equity claim for all support staff covered by the Support Staff in Schools Collective Agreement and Kaiaorahi i te Reo, Therapists', ATSSD and Special Education Assistants' Collective Agreement. This claim covers a number of occupational groups, including administration staff, who are the subject of these ToR.
5. The parties note that this process is being undertaken in the context of the Terms of Reference agreed in May 2017 by the State Services Commission Te Kawa Mataaho (SSC) and the New Zealand Council of Trade Unions Te Kauae Kaimahi (NZCTU) to guide agencies and unions in progressing identified pay equity claims in the State sector in advance of legislation to implement the Reconvened Joint Working Group's (RJWG) Pay Equity Principles (the Pay Equity Principles).

## Purpose

6. The purpose of these ToR is to establish the collaborative process by which the parties will address the Claim using the Pay Equity Principles.
7. These ToR have been informed by the Equal Pay Act (1972). These ToR describe how the Pay Equity Principles will be applied throughout the claim process. They specifically define:
  - who will take part and how we will work together.
  - what has to be achieved.
  - how it will be achieved and the commencement date.

## Scope

8. The parties agree the pay equity claim is arguable for administration support staff and those doing the same or substantially similar work.
9. The claim covers clerical and administration work including work across the following seven groups:
  - Personal/Executive Assistants
  - Financial Administration
  - Inquiry Clerks and Receptionists
  - Administrative Assistants
  - Executive Management
  - Office Management
  - Project, Programme and Contract Administrators
10. 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

11. As the pay equity claims process is a joint venture between the Ministry, NZEI Te Riu Roa and NZSTA, it is important that we find ways to work together, problem-solve efficiently and in good faith, communicate well and share information.
12. The principles and expectations underpinning our engagement are:
  - committing to an effective and efficient process
  - attending the necessary meetings and meeting as agreed to review progress
  - 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.
  - negotiating in good faith to settle the pay equity claim
13. As required under Pay Equity Principle 15, the parties are obligated to undertake a pay equity claim process that is orderly, efficient, kept within reasonable bounds and not needlessly prolonged.
14. A joint working group made up of people from the Ministry, NZEI Te Riu Roa and NZSTA 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-meeting 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.
16. Throughout the process the parties will ensure that the work undertaken upholds the Pay Equity Principles.

### **Resolving matters in dispute**

17. Issues will be resolved, wherever possible, at the lowest possible level to where they arise.
18. Either party is able to notify the other and bring in senior staff if it considers this will assist the group's progress.
19. In the event of a disagreement, the parties acknowledge that dispute resolution processes are available, including mediation through the Employment Mediation Services of the Ministry of Business, Innovation and Employment, or a mediator agreed by the parties. If mediation is unsuccessful, the parties may agree to progress dispute resolution through the Employment Relations Authority.

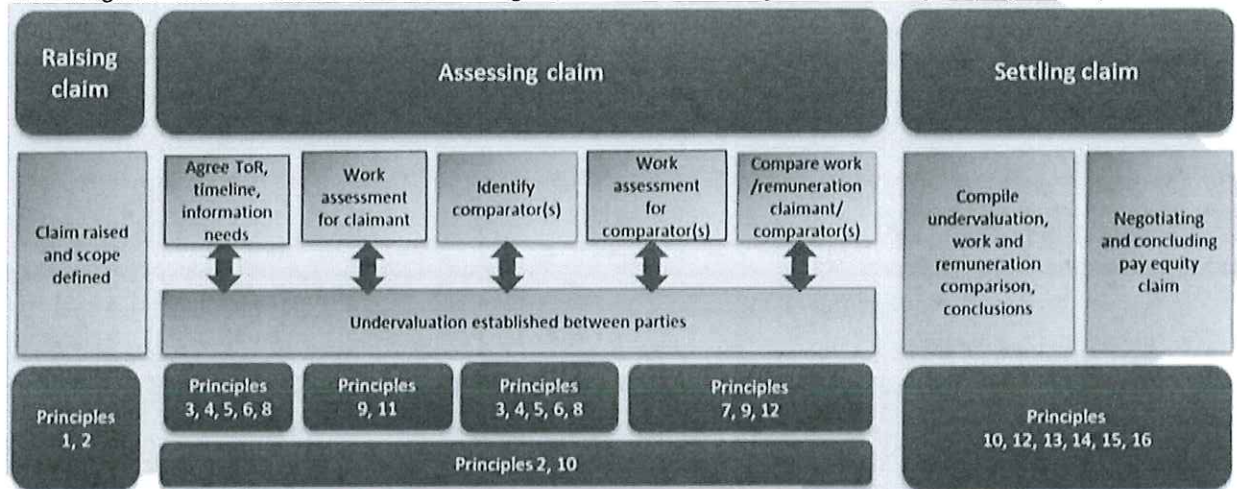
### **What has to be achieved?**

20. In order to determine whether administrative support staff in schools have been undervalued on the basis of their gender, we will follow a process built on the Pay Equity Principles.
21. If sex-based undervaluation is found, we will know we have been successful when:
  - there is an Administration pay equity settlement to address sex-based undervaluation
  - there is an agreed process to review any Administration pay equity settlement
  - other terms and conditions of employment are not reduced by the introduction of pay equity.

### **How will we achieve it?**

22. 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, including:
    - the work of administration support staff
    - identification and agreement of appropriate comparators
    - assessment of the comparators' work
    - comparison of the work and remuneration of both administration support staff and comparators.
  - Settling a claim.
23. Parties to this claim acknowledge that the process for investigating this claim needs to be undertaken with consideration of the Public Service Association's (PSA) pay equity claim for administration and clerical workers in District Health Boards that is currently being investigated.
24. Parties will endeavour to ensure that the methodology agreed for use to administer this claim facilitates efficient sharing of data where possible across the state sector.

25. The diagram below outlines the three stages in more detail against the Pay Equity Principles



26. 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 APEC.

27. Parties have agreed to commence the formal assessment process in the week beginning 6 July 2020, with interviewer training. Interviews with administration support staff will commence the week starting 27 July 2020.

#### Raising a claim

28. The parties agree the requirements for raising a claim have been met, and parties have confirmed the arguability of the claim.

#### Assessing the claim

29. The purpose of the assessment is to understand whether there is a sex-based undervaluation, and if so, the extent of that undervaluation.

30. The assessment of a pay equity claim is a methodical process that is thorough, collaborative, and quality assured. Taking an evidence-based approach will ensure that the outcome is robust, enduring, fair and equitable. Parts of this process work may happen concurrently.

31. The stages of assessment are:

- i. The collection of information about administration support 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 administration support staff.

Parties have agreed to an initial sample size of 40 interviews of administration support staff. Interviewees will be drawn from randomly selected schools and will be demographically representative of administration support workers. 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.

A similar review process will be undertaken as supervisor interviews progress to check parties' satisfaction with the quality and quantity of data being collected.



- ii. An objective assessment of administration support work that is free of assumptions about gender (Principles 4 and 5), which considers:
  - a. tasks and responsibilities of administration support staff, the skills and degree of effort required by those tasks and responsibilities, and the conditions of work (Principle 3)
  - b. Identifies any of the 'less visible skills' typically found in female-dominated occupations (Principle 6)
- iii. Selection of comparators with which to compare the administration support staff roles (Principles 9 and 11). Comparators may be chosen from other completed or current pay equity processes, such as those used for the Teacher Aide Pay Equity Claim process and those used in the DHB administration and clerical claim.
- iv. The collection of information - including through interviews and collective employment agreements - on comparators in order to understand the comparator work responsibilities and tasks, and the skills and degree of effort required by those responsibilities and tasks (Principles 8). 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.
- v. Examination of the work of the comparator roles using the same method as with the assessment of administration support staff roles.
- vi. 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 (Principle 7).

#### **APEC Report**

- 32. As the claim progresses, the Ministry, NZEI Te Riu Roa and NZSTA 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.
- 33. The methods used for key processes and assumptions made will be described in the report, as well as any conclusions agreed.
- 34. The report will not contain positional content, only 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.

#### **Settling the claim**

- 35. Both parties expect to draw on this report, along with the body of evidence gathered, to determine whether pay inequities exist on the basis of gender and how these should be addressed, to proceed to settling the claim. Any settlement will be recorded in writing and will need to be ratified (agreed to) by union members prior to being signed by an NZEI Te Riu Roa representative. There may also be a need to vary the Support Staff in Schools Collective Agreement

#### **Communication**

- 36. The parties recognise the importance of preserving the integrity of the RJWG Pay Equity Principles and agree to manage communications under the good faith principles of the Employment Relations Act 2000.

Acceptance of the APEC Terms of Reference

Signed by:

Iona Holsted, Secretary for Education



Date 16 June 2020

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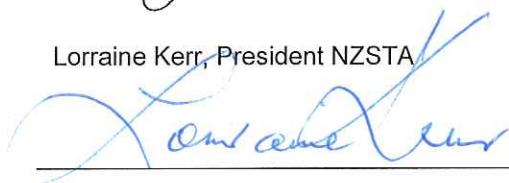
Paul Goulter, National Secretary NZEI Te Riu Roa



Date 18 June 2020

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Lorraine Kerr, President NZSTA



Date 18/06/20.

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## Appendix 1: Pay Equity Principles

Raising a Claim	
<b>Principle 1</b>	Any employee or group of employees can make a claim
<b>Principle 2</b>	The process to raise a claim as a pay equity claim should be simple and accessible to all parties.
	A. To determine whether to proceed with the claim as a pay equity claim the work must be predominantly performed by women.
	In addition it should be arguable that: B. The work is currently or has been historically undervalued due to, for example: <ul style="list-style-type: none"> <li>i. Any relevant origins and history of the work and the wage setting for it;</li> <li>ii. Any social, cultural or historical factors which may have led to undervaluing or devaluing of the work and the remuneration paid for it;</li> <li>iii. There is or has been some characterisation of the work as “women’s work”;</li> <li>iv. Any social, cultural or historical phenomena whereby women are considered to have “natural” or “inherent” qualities not required to be accounted for in wages paid;</li> </ul>
	C. Consideration may also be given to whether gender-based systemic undervaluation has affected the remuneration for the work due to: <ul style="list-style-type: none"> <li>i. Features of the market, industry or sector or occupation which may have resulted in continued undervaluation of the work, including but not limited to: <ul style="list-style-type: none"> <li>a. a dominant source of funding across the market, industry or sector;</li> <li>b. the lack of effective bargaining;</li> </ul> </li> <li>ii. The failure by the parties to properly assess or consider the remuneration that should be paid to properly account for the nature of the work, the levels or responsibility associated with the work, the conditions under which the work is performed, and the degree of effort required to perform the work.</li> <li>iii. Areas where remuneration for this work may have been affected by any occupational segregation and/or any occupational segmentation.</li> <li>iv. Any other relevant features.</li> </ul>
	D. Agreeing to proceed with a pay equity claim does not in and of itself predetermine a pay equity outcome.
Assessing the Claim	
<b>Principle 3</b>	A thorough assessment of the skills, responsibilities, conditions of work and degrees of effort of the work done by the women must be undertaken.
<b>Principle 4</b>	The assessment must be objective and free of assumptions based on gender
<b>Principle 5</b>	Current views, conclusions or assessments are not to be assumed to be free of assumptions based on gender.
<b>Principle 6</b>	Any assessment must fully recognise the importance of skills, responsibilities, effort and conditions that are commonly overlooked or undervalued in female dominated work such as social and communication skills, responsibility for the wellbeing of others, emotional effort, cultural knowledge and sensitivity.
<b>Principle 7</b>	To establish equal pay, there should be an examination of <ul style="list-style-type: none"> <li>i. the work being performed and the remuneration paid to those performing the work; and</li> <li>ii. the work performed by, and remuneration paid to, appropriate comparators</li> </ul>



<b>Principle 8</b>	An examination of the work being performed and that of appropriate comparators requires the identification and examination of <ul style="list-style-type: none"> <li>i. The skills required</li> <li>ii. The responsibilities imposed by the work</li> <li>iii. The conditions of work</li> <li>iv. The degree of effort in performing the work</li> <li>v. The experience of employees</li> <li>vi. Any other relevant work features</li> </ul>
<b>Principle 9</b>	An examination of the work and remuneration of appropriate comparators may include: <ul style="list-style-type: none"> <li>i. male comparators performing work which is the same as or similar to the work at issue in circumstances in which the male comparators' work is not predominantly performed by females; and/or</li> <li>ii. male comparators who perform different work all of which, or aspects of which, involve skills and/or responsibilities and/or conditions and/or degrees of effort which are the same or substantially similar to the work being examined; and</li> <li>iii. any other useful and relevant comparators</li> </ul>
<b>Principle 10</b>	The work may have been historically undervalued because of: <ul style="list-style-type: none"> <li>i. any relevant origins and history of the work and the wage setting for it;</li> <li>ii. any social, cultural or historical factors which may have led to undervaluing or devaluing of the work and the remuneration paid for it;</li> <li>iii. there is or has been some characterisation or labelling of the work as "women's work";</li> <li>iv. any social, cultural or historical phenomena whereby women are considered to have "natural" or "inherent" qualities not required to be accounted for in wages paid</li> </ul>
<b>Principle 11</b>	A male whose remuneration is itself distorted by systemic undervaluation of "women's work" is not an appropriate comparator
<b>Settling a Claim</b>	
<b>Principle 12</b>	Equal pay is remuneration (including but not limited to time wages, overtime payments and allowances) which has no element of gender-based differentiation
<b>Principle 13</b>	Equal pay must be free from any systemic undervaluation, that is, undervaluation derived from the effects of current, historical or structural gender-based differentiation
<b>Principle 14</b>	In establishing equal pay, other conditions of employment cannot be reduced
<b>Principle 15</b>	The process of establishing equal pay should be orderly, efficient, kept within reasonable bounds and not needlessly prolonged
<b>Principle 16</b>	Any equal pay established must be reviewed and kept current

Appendix 2: Pay Equity Principles

The principles set out below were developed by the (Reconvened) Joint Working Group (RJWG) and cover the pay equity process from raising a claim to concluding pay equity negotiations.

RAISING A CLAIM

Principle 1	Any employee or group of employees can make a claim.
Principle 2	<p>In determining the merit of the claim as an equal pay claim, the following factors must be considered:</p> <p>A. The work must be shown to be predominantly performed by women and may also include areas where remuneration for this work may have been affected by:</p> <ul style="list-style-type: none"><li>i. any occupational segregation;</li><li>ii. any occupational segmentation;</li></ul> <p>B. The work may have been historically undervalued because of:</p> <ul style="list-style-type: none"><li>i. any relevant origins and history of the work and the wage setting for it;</li><li>ii. any social, cultural or historical factors which may have led to undervaluing or devaluing of the work and the remuneration paid for it;</li><li>iii. there is or has been some characterisation or labelling of the work as “women’s work”;</li><li>iv. any social, cultural or historical phenomena whereby women are considered to have “natural” or “inherent” qualities not required to be accounted for in wages paid;</li></ul>

- C. Whether gender-based systemic undervaluation has affected the remuneration for the work due to:
- i. Features of the market, industry or sector or occupation which may have resulted in continued undervaluation of the work, including but not limited to:
    - Principle 2.i.1. a dominant source of funding across the market, industry or sector;
    - Principle 2.i.2. the lack of effective bargaining;
  - ii. The failure by the parties to properly assess or consider the remuneration that should be paid to properly account for the nature of the work, the levels or responsibility associated with the work, the conditions under which the work is performed, and the degree of effort required to perform the work.
  - iii. Any other relevant work features.

## ASSESSING A CLAIM

Principle 3 A thorough assessment of the skills, responsibilities, conditions of work and degrees of effort of the work done by the women must be undertaken.

Principle 4 The assessment must be objective and free of assumptions based on gender.

Principle 5 Current views, conclusions or assessments of work value are not to be assumed to be free of assumptions based on gender.

Principle 6 Any assessment must fully recognise the importance of skills, responsibilities, effort and conditions that are commonly overlooked or undervalued in female dominated work such as social and communication skills, responsibility for the wellbeing of others, emotional effort, cultural knowledge and sensitivity.

Principle 7 To establish equal pay, there should be an examination of

- i. the work being performed, and the remuneration paid to those performing the work; and
- ii. the work performed by, and remuneration paid to, appropriate comparators.



## SETTLING A CLAIM

Principle 12      Equal pay is remuneration (including but not limited to time wages, overtime payments and allowances) which has no element of gender-based differentiation.

Principle 13      Equal pay must be free from any systemic undervaluation, that is, undervaluation derived from the effects of current, historical or structural gender-based differentiation.

Principle 14      In establishing equal pay, other conditions of employment cannot be reduced.

Principle 15      The process of establishing equal pay should be orderly, efficient, kept within reasonable bounds and not needlessly prolonged.

Principle 16      Any equal pay established must be reviewed and kept current.

### Appendix 3: General Areas of Responsibility

# Administration Support Staff Pay Equity Claim

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## General Areas of Responsibility

As part of the investigation stage of the pay equity process, interviews were conducted with a sample of administration staff working in schools and kura across Aotearoa between July and December 2020 and then again in June 2021 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 administration staff do. It should be noted that while this report identifies the scope of activities administration staff perform, levels 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 administration role is expected to carry out every activity identified but administration staff should see the responsibilities of their role reflected in the general areas of responsibilities identified.

1. Providing general administration support for the effective day to day operation of the school
2. Managing and supporting staff and visitors
3. Managing school finances and providing financial support services
4. Providing and maintaining school resources and equipment
5. Managing the development and maintenance of school grounds, buildings and equipment
6. Overseeing the school's Information and Communications Technology infrastructure, systems and programmes
7. Coordinating the school's events, meetings, sports, trips and extracurricular activities
8. Establishing, maintaining, and implementing school policies and guidelines
9. Building and sharing expertise
10. Facilitating assessments and preparing students for future work
11. Coordinating the international department and supporting international students and homestay families
12. Supporting students' learning

13. Building relationships with students, families, colleagues, agencies and the community
14. Caring for the physical, mental and emotional wellbeing of students
15. Being aware of and supporting bi- and multi-cultural practices
16. Providing care and oversight of health-related matters

## 1. Providing general administration support for the effective day to day operation of the school

*Administration staff provide vital administration support to ensure the smooth running of the school. These tasks support all areas of the school's operation from teachers, the senior leadership team and the Board of Trustees to school programmes, enrolment, student attendance, finance, property, health and safety, and human resources. Support includes the coordination of communication platforms and methods, such as the school's website, newsletter, Facebook groups, communication app and emails, to ensure that all members of the school community, including families, staff and external agencies are kept up-to-date and informed.*

### **Business and secretarial support**

- Typing, photocopying, printing, drafting correspondence and collating information and documents
- Answering phone calls, emails and face to face enquiries and dealing with the related queries or passing it to the relevant contact
- Ensuring information and emails are sent onto the relevant people
- Maintaining lists or registers of information and contacts associated with the school
- Preparing or assisting with reports/papers/school paperwork and their publication
- Reporting school information/data to the Principal, Board of Trustees, Ministry of Education and other organisations
- Assisting with application processes for various support services, enrolment, scholarships, work placements, school activities and reviewing required documentation
- Following up on additional information required for application forms, school records and permission slips
- Organising documents or information about the school to be translated into another language
- Screening emails, phone calls and meetings for the principal and the leadership team

- Arranging gifts and flowers on behalf of the principal or the school
- Drafting speeches for the principal
- Advising who is the appropriate contact for specific issues and escalating issues as required
- Setting up the school bell times and ringing the school bell
- Managing the principal's workload by assisting with ad-hoc personal tasks

<b>Managing and coordinating communication platforms and methods</b>	<ul style="list-style-type: none"> <li>• Updating and maintaining the school's website, social media channels and other communication platforms</li> <li>• Gathering content for and/or designing the school's newsletter, magazine, prospective or yearbook</li> <li>• Disseminating school information by physical print outs, emails, surveys, the student management system and updating the website and communications app</li> <li>• Editing and proofing content for school communications</li> <li>• Maintaining the school's email distribution and contact list including emergency contacts</li> <li>• Marketing, promoting and advertising the school or school events</li> <li>• Building and developing the school's website</li> <li>• Reviewing and redesigning the school's website</li> <li>• Filming, livestreaming and taking photos for the school's communication platforms</li> </ul>
<b>Facilitating internal school communications</b>	<ul style="list-style-type: none"> <li>• Organising student messengers and relaying messages to students and teachers during class</li> <li>• Operating the intercom to communicate schoolwide messages</li> <li>• Speaking at school assemblies</li> </ul>
<b>Enrolment</b>	<ul style="list-style-type: none"> <li>• Managing the enrolment process by answering enrolment queries, showing families around school facilities, and processing enrolment applications</li> <li>• Preparing or assisting with the school roll return for the Ministry of Education</li> <li>• Checking students' visas where required for their eligibility to attend school in New Zealand</li> <li>• Contacting students and parents about the outcome of their enrolment applications and informing teachers of new enrolments</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitoring available enrolment capacity by liaising with feeder schools, maintaining a spreadsheet of student's siblings to help forecast future school enrolments and maintaining non-preference enrolments</li> <li>• Processing out-of-zone applications, explaining the zones and processes to families and investigating previous family ties to the school</li> <li>• Placing students in classes and school houses and maintaining the class lists</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Monitoring students' attendance by receiving phone calls, emails, notifications from school communication platforms and checking voicemails</li> <li>• Following up with families of absent students who haven't contacted the school</li> <li>• Ensuring the school roll has been completed and following up with school staff who haven't completed their roll</li> <li>• Contacting and engaging with students' families regarding attendance issues and providing support if required</li> <li>• Escalating consistent attendance issues to senior management and relevant organisations</li> </ul>

## 2. Managing and supporting school staff and visitors

*Administration staff engage with school staff and school visitors in both a supportive and managerial capacity. Their roles span from overseeing employment matters, including appraisals and development opportunities to inducting new staff and coordinating school visitors.*

<b>Managing school staff</b>	<ul style="list-style-type: none"> <li>• Overseeing and supporting staff by delegating tasks, providing advice and guidance and reviewing their work</li> <li>• Organising and supervising relief and temporary staff</li> <li>• Undertaking staff appraisals, discussing performance with direct reports and giving official warnings as required</li> <li>• Managing conflict between staff and/or contractors at the school</li> </ul>
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- Overseeing or assisting with the staff leave system by approving leave, adjusting rosters and ensuring leave information goes to payroll

<b>Human resources</b>	<ul style="list-style-type: none"> <li>• Providing advice to school staff and senior management relating to human resource issues</li> <li>• Writing and reviewing job descriptions, placing job advertisements, receiving job applications, short-listing candidates and contacting unsuccessful candidates</li> <li>• Preparing job interview questions and conducting job interviews</li> <li>• Writing employment agreements, checking references, reviewing all employee documentation and sending offers of employment</li> <li>• Maintaining and updating employment contracts and personnel files</li> <li>• Organising and renewing police vetting</li> <li>• Making salary recommendations to the principal in accordance with the appropriate collective agreement</li> <li>• Reviewing job positions and restructuring teams and positions as required</li> <li>• Answering staff queries and discussing pay grades and remuneration</li> <li>• Assisting with the staff appraisal process</li> <li>• Liaising with employment temping agencies and psychometric testing service providers</li> <li>• Informing colleagues about available employee wellbeing programmes</li> <li>• Liaising with union representatives and the New Zealand School Trustee Association (NZSTA) about employment and payroll matters</li> </ul>
<b>Supporting school staff</b>	<ul style="list-style-type: none"> <li>• Assisting and supporting colleagues with their workload and time management</li> <li>• Ensuring teachers have a current practicing certificate and reminding them when their certificates are due for renewal</li> <li>• Arranging or running professional development courses and opportunities for staff and recording completion of compulsory training courses</li> </ul>

**Coordinating and managing visitors to the school**

- Being the first point of contact for the school, welcoming visitors, ensuring they sign in and out and dealing with visitors who are upset or are involved in custodial issues
- Coordinating contractors and visitors to the school, ensuring they know where to go and who to see

**3. Managing school finances and providing financial support services**

*School administration staff hold a wide range of financial responsibilities to support the functioning of the school. This ranges from assisting and supporting with school finances to providing total oversight and management of school finances. A variety of online accounting systems, such as Xero, are used to record the school's financial information. Administration staff work with a range of individuals and organisations to acquire funding for the school, including student families, local trusts, charity organisations, Work and Income New Zealand (WINZ), Secondary Tertiary Alignment Resource (STAR) funding and the Ministry of Education.*

**Accounts**

- Overseeing school accounts by monitoring and recording financial movement in and out of accounts and assigning funds to the appropriate account
- Reconciling school accounts and processing transactions including Eftpos, online and cash payments and explaining any financial variations and exceptions
- Managing the school's online e-commerce/payments platforms
- Ensuring students and families have made required payments
- Following up on additional required information for invoices, payments and accounts
- Determining which term deposits to allocate school funds to
- Preparing or assisting with school tax returns

<b>Liaising with external financial specialists</b>	<ul style="list-style-type: none"> <li>• Preparing and collating school accounts and financial documentation for the school auditors</li> <li>• Liaising with auditors over audit requirements, answering their questions and demonstrating processes</li> <li>• Assisting with the school audit</li> <li>• Communicating with the school's accountants and answering their questions</li> </ul>
<b>Financial control</b>	<ul style="list-style-type: none"> <li>• Overseeing school, programme and department budgets by allocating resources and approving requests</li> <li>• Ensuring budgets are balanced, and adjusting budget allocation and reporting lines as required</li> <li>• Advising budget holders of the school's and/or department's current financial position to help ensure available financial resources are used effectively</li> <li>• Ensuring financial reports, accounts and budget requests are approved and preparing reports, budgets and cheques for approval</li> <li>• Monitoring, reviewing and forecasting banked staffing</li> </ul>
<b>Cash</b>	<ul style="list-style-type: none"> <li>• Storing cash safely in the school</li> <li>• Banking cash including arranging transportation of cash to the bank</li> <li>• Organising cash and floats for school events</li> <li>• Having access to petty cash to make nominal purchases or payments</li> </ul>
<b>Providing financial advice, analysis, and planning</b>	<ul style="list-style-type: none"> <li>• Analysing supplier contracts to reduce expenditure, and advising on cost saving measures</li> <li>• Answering finance related queries, demonstrating and explaining financial processes and translating complex financial information to a range of audiences</li> <li>• Providing financial advice to support the school's decision-making process</li> <li>• Drafting business cases and performing financial risk analysis on school financial decisions</li> <li>• Forecasting and monitoring the school's long term financial, investment and capital expenditure plan</li> <li>• Preparing or assisting with the school's financial and payroll reports, ensuring reports are available to meet reporting or other deadlines</li> </ul>



<b>Funding</b>	<ul style="list-style-type: none"> <li>• Preparing and/or assisting with submitting grant and funding applications</li> <li>• Receiving and reviewing community grant and fundraising requests and opportunities</li> <li>• Confirming student funding with the appropriate funding agency</li> </ul>
<b>Invoices and payments</b>	<ul style="list-style-type: none"> <li>• Creating and sending invoices and statements to parents, suppliers and agencies</li> <li>• Setting up vendor accounts, creating purchase orders and reconciling invoices to purchase orders</li> <li>• Making approved school payments</li> <li>• Having delegated authority to approve invoices to a specific limit and/or seeking approval for invoices from the appropriate authority</li> </ul>
<b>Payroll</b>	<ul style="list-style-type: none"> <li>• Ensuring the school's payroll is paid correctly and on time by inputting data into the payroll system, submitting forms for allowances and salary assessments, reviewing the Staff Usage and Expenditure (SUE) reports, arranging annualization of staff salaries as required, managing payments of staff on accident compensation (ACC) and ensuring payroll data is up to date, correct and complete</li> <li>• Undertaking start of year and end of year payroll processes</li> <li>• Organising payments outside the normal payroll cycle or an emergency payment</li> <li>• Liaising with payroll providers, Novopay or Edupay, to log payroll issue tickets and resolve payroll issues</li> <li>• Arranging debt recovery for payroll overpayment</li> </ul>

#### 4. Providing and maintaining school resources and equipment

*Administration staff have an important role in the production, distribution and management of resources and equipment. They ensure that the school is well resourced, enabling the school to run effectively and ensure staff have the means to provide the best learning experience for their students. This includes but is not limited to, schoolbooks, art supplies, office supplies, first aid supplies, cleaning products and sport's equipment.*

<b>Producing and distributing resources</b>	<ul style="list-style-type: none"> <li>• Developing, designing, and producing learning resources, documents, forms and templates for the school's use</li> <li>• Approving and actioning copying requests</li> <li>• Binding, laminating, printing, photocopying, scanning and cutting to create resources</li> <li>• Ensuring students have the required resources, equipment and clothing for school and activities</li> <li>• Preparing and distributing physical and digital resources to students, families and staff</li> <li>• Organising and running the scholastic book club</li> <li>• Distributing mail and parcels to staff members and organising mail and courier services</li> <li>• Lifting and moving resources around the school</li> </ul>
<b>Procurement and management of resources</b>	<ul style="list-style-type: none"> <li>• Forecasting, purchasing and ordering resources and services on the school's behalf within a financially delegated budget</li> <li>• Selling school stationery and resources</li> <li>• Physically and electronically filing, storing and having access to information, including confidential information</li> <li>• Setting up, managing, issuing, securely storing and repairing school equipment</li> <li>• Requesting and evaluating quotes for school supplies and services</li> <li>• Conducting cyclical stocktake and inventory updates of school resources and equipment, replenishing stock levels as needed and maintaining the school's fixed asset register</li> </ul>
<b>Uniforms</b>	<ul style="list-style-type: none"> <li>• Forecasting school uniform requests</li> <li>• Ordering, storing, and selling school uniforms</li> <li>• Managing and/or assisting in the running of the school uniform shop</li> <li>• Receiving, washing and distributing second-hand uniforms, sports uniforms and lost property</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>• Overseeing the school's library by signing books in and out of the library, displaying books on the shelves, coding new library books, creating new library cards and repairing library books</li> </ul>

<b>Service Contracts</b>	<ul style="list-style-type: none"> <li>• Reviewing the school's contracts and license agreements, ensuring service providers are meeting contractual obligations and overseeing the renewal of contracts</li> <li>• Managing the school's tender process and/or contracting new service providers by scanning the market for providers, requesting quotes, negotiating terms of agreement, ensuring contracts have been approved and drafting the contracts or using available templates</li> </ul>
<b>Insurance</b>	<ul style="list-style-type: none"> <li>• Managing or assisting with the school's insurance policies by assessing and submitting insurance claims, organising insurance for the school's property and vehicles and liaising with the school's insurer and the Ministry of Education</li> <li>• Engaging with police about stolen or damaged school property and documenting damage of school property</li> </ul>

## 5. Managing the development and maintenance of school grounds, buildings and equipment

*Administration staff facilitate and assist with the use, development and maintenance of the school's grounds, buildings and equipment.*

<b>Organisation</b>	<ul style="list-style-type: none"> <li>• Managing multiple school properties and sites</li> <li>• Managing the school's property by overseeing the school's building plans and 10-year cyclical maintenance plan</li> <li>• Ensuring the school has an up-to-date building Warrant of Fitness, including having the required maintenance completed and submitting documentation for renewal</li> <li>• Project managing school property projects</li> <li>• Liaising with project managers, architects and the Ministry of Education's property advisors</li> <li>• Maintaining property records, As-Built documentation, and records of capital purchases</li> <li>• Organising temporary classrooms as required</li> </ul>
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- Assisting with the planning and implementation of property projects and reporting on progress to senior management
- Managing the school's rental property by finding tenants, arranging rent reviews, inspecting the property and organising maintenance
- Coordinating the removal of asbestos from the school
- Hiring out school facilities to outside groups, including checking availability, preparing the space, ensuring security awareness and handling the hiring fees
- Managing the booking and use of school vehicles
- Selling keys to provide community access to the school swimming pool
- Managing and addressing complaints and issues regarding the school's facilities
- Organising, supervising and assisting external contractors when conducting jobs on school grounds
- Fitting out and refurbishing classrooms, the cafeteria and school buildings
- Informing students and staff of available school space for students to work in and setting up non-classroom spaces to be used as an additional learning area
- Cleaning, tidying and setting up school rooms and areas
- Cleaning the staffroom and washing the tea towels
- Assessing the school fields and determining if they should be open

<b>Security</b>	<ul style="list-style-type: none"> <li>• Ensuring the school is secured after hours by checking doors and gates are locked</li> <li>• Holding full access to the school's security system, issuing access keys, disarming the school's security system and granting after-hours access</li> <li>• Reviewing and providing access to the school's security camera footage</li> <li>• Being available after-hours to attend to school property issues</li> <li>• Organising the installation of the school security system</li> <li>• Organising and maintaining student identification cards and school gym access</li> </ul>
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**Maintenance**

- Performing minor repairs or building jobs around the school
- Painting both the interior and exterior of buildings, including small touch ups and large areas
- Emptying rubbish bins and arranging collections
- Completing a check on the school's water tank, pump and pool through collecting water samples
- Organising the maintenance and repairs for school vehicles

## 6. Overseeing the school's information and communications technology infrastructure, systems, and programmes

*Administration staff require knowledge of how to use a range of computer systems and programmes to accomplish their work. Systems and programmes include but are not limited to Xero, MYOB, Novopay, ApproveMax, Receiptbank, Navision, Musac, Kamar, eTAP, Enrol, BoardPro, Education sector Logon, SchoolDocs, e-asTTle, N4L, Human Resource Information System (HRIS), Springboard, Document management software, Google docs, Microsoft office and cloud computing.*

**General administration support**

- Providing digital technology support to colleagues, students and visitors
- Having delegated authority to access specific systems on behalf of the school
- Providing access to school ICT systems and issuing account logon details to students and staff
- Assisting with or creating student and staff accounts and groups and resolving user and email account issues
- Answering students and staff's ICT queries and managing ICT helpdesk requests
- Entering and uploading data into a school ICT system and keeping the information up to date
- Providing reports and information from ICT systems and analysing school data
- Managing an email inbox or workflow management programme
- Blocking inappropriate online content
- Maintaining databases of information and analysing data to forecast school needs

<b>Supporting the information and communications technology infrastructure</b>	<ul style="list-style-type: none"> <li>• Overseeing the school's ICT systems and equipment by ensuring they are operating correctly</li> <li>• Ensuring the school ICT infrastructure is functioning by installing and maintaining the school's Wi-Fi, investigating and resolving application and Wi-Fi connectivity issues, restarting the school's servers, and contacting internet service providers or external ICT suppliers to resolve issues when required</li> <li>• Liaising with the school's ICT systems helpdesk team to help identify, troubleshoot, and resolve issues</li> </ul>
<b>Device management</b>	<ul style="list-style-type: none"> <li>• Managing the school devices by installing applications, ensuring operating systems and software is updated and refreshing devices</li> <li>• Undertaking maintenance and repair work and sending broken devices back to the supplier when under warranty</li> <li>• Fixing broken computers and using spare parts of faulty computers to repair other hardware</li> <li>• Distributing school devices to students and staff</li> <li>• Overseeing a loan system for the school's ICT equipment</li> </ul>
<b>Upskilling, training and organising the use of ICT systems</b>	<ul style="list-style-type: none"> <li>• Coordinating and implementing new ICT systems and services by organising or performing system testing and liaising with external contractors and service providers</li> <li>• Receiving training to use ICT systems and programmes</li> <li>• Training colleagues to use a school ICT system and programme</li> <li>• Independently learning how to use school ICT systems</li> </ul>

## 7. Coordinating the school's events, meetings, sports trips, and extracurricular activities

*Administration staff support a variety of events, meetings, and extracurricular activities. This section covers school events like prizegiving, pet day, school photos, school galas, fundraisers, award nights, parent-teacher interviews, Board of Trustees meetings, health and safety meetings, extra-curricular activities, school trips, religious and cultural activities, sport activities, holiday programmes and others. Please note that these tasks are undertaken as part of the Administration role, not in a voluntary or other capacity.*

### **Organising events, school trips and extracurricular activities**

- Participating in and attending school events
- Encouraging students to be involved in school extracurricular activities and school programmes, including sport teams and performing arts
- Organising events by scheduling, making bookings, arranging transportation, accommodation and venue hire, liaising with external service providers, answering queries and setting up and packing down
- Coordinating and managing sports teams by signing students up to participate, registering teams, setting up and running training sessions and record keeping of events and achievements
- Recruiting and training coaches, ensuring coaches have the necessary accreditation and managing coach and player development
- Organising the cleaning and engraving of prizegiving trophies

### **Scheduling and assisting with meetings**

- Coordinating and assisting with the organisation of meetings and school visits between students, families and staff
- Organising school meetings by scheduling the date and time, booking and setting up rooms, preparing the agenda and organising a chairperson
- Attending, participating in and running school meetings
- Recording and circulating minutes of meetings
- Preparing tea and coffee for meetings and the staff room
- Organising catering and/or preparing food when required and ensuring all dietary requirements are accommodated for



- Organising students' and staffs' timetables
- Managing the principal, manager or leadership team's calendar and the school's calendars and making relevant parties aware of obligations and deadlines
- Organising the principal or manager, staff and students' travel arrangements, including booking flights, rental cars and accommodation
- Being the Board of Trustees secretary or standing in for the Board of Trustees secretary as required
- Acting as the returning officer for the Board of Trustees

## 8. Establishing, maintaining, and implementing school policies and guidelines

*Administration staff are required to have knowledge of a range of school policies, guidelines, procedures, processes, and relevant legislation, such as the Vulnerable Children Act 2014. Often administration staff are experts in a variety of subject matters. Using their expertise, administration staff contribute to a range of policies including but not limited to health and safety, Information and Communications Technology*

### Assisting with school elections

- Assisting with the Board of Trustees and/or student election emergency procedures, property, finance and school resources

### Maintaining and providing information on the school's policies

- Adhering to established school policies/procedure/processes and ensuring others follow school policies/procedure/processes
- Drafting and writing school policies/procedure/processes
- Explaining and informing school staff, students, families, and visitors about school policies/procedures/processes
- Reviewing, updating and streamlining school policies/procedures/processes
- Keeping school information and sensitive information confidential
- Being the school privacy officer and/or member of a school committee



<b>Managing the school's health and safety and emergency policies and procedures</b>	<ul style="list-style-type: none"> <li>• Recording health and safety incidents on a designated register</li> <li>• Working with staff and contractors to manage, identify and remedy issues and potential hazards around the school, and ensuring the school's health and safety requirements are adhered to</li> <li>• Coordinating and assisting with the school's emergency procedures and drills, including setting off the alarms, meeting with the fire service and accounting for students' attendance</li> <li>• Managing and maintaining the school's risk register and assisting with or undertaking the hazard audit</li> <li>• Ensuring Risk Management and Management Strategy (RAMS) and required documentation is complete for students to participate in Education Outside the Classroom (EOTC) activities, including permission slips</li> <li>• Contacting the police when required</li> <li>• Calling animal control when required</li> </ul>
<b>Supporting the school's vision and culture</b>	<ul style="list-style-type: none"> <li>• Modelling the school's special character or values</li> <li>• Implementing the school's initiatives and assisting on selected projects as needed</li> <li>• Providing input into the strategic planning of the school or school programmes</li> <li>• Assisting in implementing the school's charter, strategic goals and operating plans</li> <li>• Providing and gathering feedback to improve the functioning of the school</li> </ul>

## 9. Building and sharing expertise

*Administration staff develop their skills and expertise to support the effective functioning of the school through external professional or academic or medical courses, school-based professional development and growing their knowledge independently. Administration staff may also assist colleagues to develop their skills, either formally or informally, using a variety of strategies.*

### **Building and sharing own expertise**

- Identifying own professional development needs
- Participating in professional development and specialised training
- Keeping knowledge and practice up-to-date with refresher training
- Providing advice relating to the operation of the school and relaying specialised knowledge as required

### **Building colleagues' expertise**

- Formally or informally providing advice and guidance to colleagues by sharing own expertise
- Demonstrating and training colleagues or students on how to perform specific tasks and duties
- Inducting and mentoring new staff members
- Delivering professional development workshops and/or training to others based on own training and expertise
- Writing a job manual and user guides to ensure staff members understand correct processes

## 10. Facilitating assessments and preparing students for future work

*Administration staff assist with ensuring that the school is prepared for students to sit their assessments and exams. This requires active engagement with exam providers such as Cambridge Assessment International Education (CAIE), International Competitions and Assessments for Schools (ICAS) and the New Zealand Qualification Authority (NZQA). Administration staff help prepare students for future employment through work placement programmes that provide access to vocational training and experience with employers across a range of industries.*

<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Organising school assessments and exams by ensuring students are registered for the correct assessments, storing exam papers in a secure location, providing students with admission slip/statement of entry to sit the exam, organising timetables, allocating rooms and posting exams to be marked</li> <li>• Arranging information sessions for exam invigilators and supervising assessments and exams</li> <li>• Answering students and parents' assessments and exam related queries and relaying relevant information</li> <li>• Marking multi-choice tests</li> <li>• Collating all results and entering assessment data into the student management system and/or the assessment organisation's website or data portal</li> <li>• Testing students for special assessment conditions using Lucid and Probe tests</li> <li>• Engaging with assessment providers regarding special assessment conditions</li> <li>• Organising readers/writers for students who meet special assessment conditions requirements</li> </ul>
<b>Work placement programme/ Gateway programme</b>	<ul style="list-style-type: none"> <li>• Researching and contacting prospective training institutions and employers, building up a diverse business network to make available to students seeking work placements</li> <li>• Identifying if a student is a suitable candidate for a work placement programme by speaking with the student, trade academies and school staff to understand a student's interests, work preferences and talents</li> <li>• Discussing work placements with students and parents, outlining the school's expectations of the students, monitoring students' progress and working with employers to resolve any issues</li> <li>• Building and maintaining strong professional relationships with work placement employers by being in frequent contact and offering small gifts of appreciation such as baking</li> <li>• Organising the logistical details of the work placement, ensuring work placement contracts, agreements and required paperwork is completed</li> <li>• Ensuring work placement students are achieving credits and reporting programme information to senior management and required organisations</li> </ul>

**Job preparation**

- Assisting students with their CV and preparing for interviews
- Providing career guidance and assisting with future pathways
- Taking students on visits to different industries
- Enabling students to obtain their learner driver's licence

## 11. Coordinating the international department and supporting international students and homestay families

*Administration staff assist in attracting international students to the school and supporting and overseeing the wellbeing of international students, their families, and their homestay families*

**Homestays**

- Marketing the school's international department by attending international student fairs
- Organising overseas marketing and recruitment trips
- Building and managing relationships with international students' agents by entering into agreements, ensuring agents comply with the code of practice, training agents, meeting with agents, answering enquires and resolving issues
- Managing the international students' enrolment process by making offers of placement and assisting with the necessary requirements and documentation for international students
- Communicating with agents and international students' families regarding wellbeing, academic performance and behavioural issues
- Organising and running international students' orientation
- Overseeing the wellbeing of international students by holding regular interviews, transporting and attending appointments with international students, monitoring academic performance, dealing with behavioural issues and assisting with any concerns

- Addressing serious misconduct of international students by engaging with the police if the law has been broken, seeking legal advice and implementing a behaviour contract or disciplinary procedures including recommending the termination of the student's enrolment
- Organising international students' flights, and taking and transporting students to and from the airport
- Conducting yearly code attestation, self-review and audit ensuring the school meets the 10 outcomes of the Code of Practice by sending surveys to international students about their experience, gathering data about the pastoral care of international students and reflecting on the data

## 12. Supporting students' learning

*Administration staff support students learning by helping students access learning opportunities. As part of assisting students, administration staff may coordinate with a variety of specialists and external agencies. These include Resource Teacher: Learning and Behaviour (RTLb), occupational therapists, counsellors, psychologists, Ministry of Education staff and social workers.*

### **Supporting the access and delivery of student learning**

- Supervising the classroom independently for short periods of time
- Teaching specialist subjects such as Art and Physical Education
- Assisting with the delivery of individual education plans (IEPs)
- Leading a form room class, supervising students and reading with students
- Liaising with school staff to support student learning or to provide access to learning opportunities
- Coordinating with transportation service providers to assist students to attend school and return home
- Facilitating access to offsite learning opportunities by coordinating transport or driving students
- Driving the school bus or van to and from school

<b>Liaising with specialists and external agencies</b>	<ul style="list-style-type: none"> <li>• Coordinating appointments for students to meet with specialists at school or offsite</li> <li>• Working with specialists and external agencies to receive advice, training and resources</li> <li>• Communicating students' wellbeing and progress and maintaining records as appropriate</li> </ul>
<b>Supervising students outside the classroom</b>	<ul style="list-style-type: none"> <li>• Assisting with children displaying negative and abusive behaviours</li> <li>• Conducting road patrol</li> <li>• Monitoring students on lunch time duty</li> <li>• Organising school detention and academic catch-up classes and notifying students' families when they have detention</li> </ul>

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

*Administration staff play a vital role in building relationships with the school's students and families and connecting the school to the wider community. Administration staff often represent the school and act as the primary contact when interfacing with community groups, government agencies and service providers. Building and maintaining strong relationships is therefore an important aspect to the role.*

<b>Building relationships with students and families</b>	<ul style="list-style-type: none"> <li>• Building a trusting, respectful and friendly relationship with students to make them feel happy and valued in the school environment</li> <li>• Building and maintaining relationships with school families by welcoming them to the school and listening to their concerns and issues</li> <li>• Having an awareness of different families' circumstances and offering support when needed</li> <li>• Recognising and acknowledging students' achievements</li> <li>• Coordinating parents to assist with school activities, Kapa Haka groups, trips and sport teams</li> <li>• Maintaining boundaries and a professional approach in relationships and interactions with students</li> </ul>
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- Acknowledging the support of parents who help at school by providing a morning tea
- Diffusing difficult situations with members of the public or school community
- Being a conduit of information between the parents and the school
- Keeping sensitive and private information about families' circumstances confidential
- Attending funerals and tangihanga of students

<b>Building relationships with colleagues</b>	<ul style="list-style-type: none"> <li>• Regularly meeting with direct supervisor to communicate updates, concerns, issues and progress</li> <li>• Building and maintaining relationships with colleagues by acknowledging their achievements, extra work, birthdays and offering support during difficult circumstances</li> <li>• Resolving issues between colleagues and management, helping to contribute to a positive work culture</li> </ul>
<b>Building relationships with external agencies, other schools, and community</b>	<ul style="list-style-type: none"> <li>• Building and managing relationships with school suppliers, contractors, service providers and organisations</li> <li>• Maintaining a positive relationship with cluster schools and other schools to share knowledge and participate in sport exchanges</li> <li>• Maintaining professional relationships with the Ministry of Education and education sector professionals</li> <li>• Liaising with government agencies and community support services</li> </ul>

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

*Administration staff help to support students' overall wellbeing. This ranges from noticing and alerting others to a student's need to becoming the go-to person for students when they are having difficulties or need guidance.*

### Supporting students' basic needs

- Assisting teachers and teacher aides in the care of students, including toileting and changing while maintaining the student's dignity
- Supervising and assisting children going to the toilet and washing children and soiled clothing as required
- Supplying students with basic needs including food and clothing
- Assisting with or organising a school food programme
- Ensuring students take the bus home, are picked up or personally driving them home
- Assisting to locate missing students

### Supporting students' mental, emotional, and spiritual wellbeing

- Understanding students' emotional state and identifying possible causes and taking appropriate action or escalating as required
- Assisting in creating an environment that supports physical, mental and emotional safety
- Providing nurturing support to students when they are upset
- Building a level of trust with students that enables them to feel safe talking about any difficulties they are having
- Participating in a mentor/support programme as a selected staff member for students to reach out to
- Recognising and providing additional support where a student's home environment may be impacting their wellbeing
- Listening to and supporting students with mental health issues
- Liaising with school support and external pastoral care networks to provide care for students
- Recognising when others need to be made aware of disclosures or wellbeing issues and raising them with the appropriate person or organisation



**Supporting physical health**

- Designing customised gym plans, training students, demonstrating exercises in the gym, monitoring students' strength and conditioning progress and discussing recovery strategies
- Developing nutrition plans and discussing sport supplements with students
- Taking action to support the physical health of students by advising students and families about headlice
- Assisting students in and out of wheelchairs and vehicles.

**15. Being aware of and supporting bi- and multi-cultural practices**

*Administration staff have an important role in creating a school environment that supports and respects the varied cultures of students and their families. Examples of this include ensuring halal options are available to Muslim students and being conscious of any religious days that students will be observing. Administration staff work in a range of settings including Māori, Bilingual and English mediums.*

**Te reo Māori and tikanga**

- Guiding students and colleagues in tikanga on the marae, at tangihanga and during pōwhiri
- Teaching te reo Māori kupu and pronunciation through activities, waiata, and games to students and colleagues
- Providing advice and guidance on te reo Māori, tikanga and how best to work with Māori students to colleagues who may ask for additional assistance
- Incorporating te reo Māori into the school's processes and procedures
- Organising and participating with the school's Kapa Haka group

**Cultural support**

- Respecting and taking steps to understand and accommodate the language, culture and heritage needs of all students and their families to foster a culturally inclusive environment
- Leading, assisting and participating in cultural activities and events

- Engaging with multi-cultural families to build relationships that support and encourage student success
- Liaising with colleagues for cultural advice or providing cultural advice to a colleague when required
- Communicating with students and colleagues in their first language
- Assisting and supporting students, particularly international students and colleagues to transition into Aotearoa's culture and the school community
- Providing translation support for students, parents and staff or organising translation services
- Using strategies such as translation apps to communicate with students and families where there is a language barrier

## 16. Providing care and oversight of health-related matters

Administration staff support the health of individuals at the school, in particular students. This can range from applying basic first aid to using specialised medical equipment. Administration staff provide particular support to high needs students. This support ranges from coordinating with specialists to administering and using medical equipment such as nasogastric tubes, MIC-key buttons for feeding and ceiling hoists. They ensure the school is fit for purpose and the necessary equipment is available.

### Providing first aid

- Being the primary first aider at the school
- Taking the appropriate action to respond to students' and colleagues' medical emergencies
- Administering first aid to physically injured and ill students and colleagues
- Monitoring and assisting students with health conditions to manage themselves and their medication
- Using a defibrillator, EpiPen and other specialised medical equipment

<b>Oversight of the sick bay</b>	<ul style="list-style-type: none"> <li>• Supervising and monitoring students in the sick bay</li> <li>• Contacting families regarding injured and sick children</li> <li>• Administering ad hoc medicine with parental consent</li> <li>• Labelling, securely storing and administering prescribed medication</li> <li>• Liaising with families to discuss students' medications and obtaining consent</li> <li>• Maintaining an up-to date database of students' medical information, health room stock and recording incidents</li> <li>• Maintaining the hygiene levels of the sick bay by cleaning the sick bay and resources</li> <li>• Providing information about contagious health conditions in the community</li> <li>• Calling the doctor or ambulance for injured or ill students and colleagues, or driving injured students or colleagues to the hospital/medical centre</li> <li>• Liaising with District Health Board (DHB)/medical centre and dental clinic for student immunisations, dental care and staff flu shots</li> </ul>
<b>Supporting high needs students</b>	<ul style="list-style-type: none"> <li>• Ensuring school staff are aware of students' conditions and needs</li> <li>• Assisting students with specialised medical techniques and procedures and at times being on call to assist</li> <li>• Coordinating with families, staff and medical professionals to develop management plans and design solutions for students with health issues</li> <li>• Acting as an advocate and translator for students during consultation with service providers and other staff</li> <li>• Investigating medical incidents to prevent re-occurrence, documenting any noteworthy insights</li> <li>• Managing multiple demanding situations through recognising and quantifying harm and prioritising accordingly</li> <li>• Maintaining and updating students' safety plans, intensive wraparound service (IWS) plans and individual education plans (IEPs)</li> </ul>