School libraries in Aotearoa New Zealand 2019

February 2020

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Scope and objectives

The National Library's Services to Schools, LIANZA and SLANZA surveyed all schools in New Zealand from 13 August 2019 to 1 September 2019. This survey builds on baseline information gathered in 2018[1] about the nature of school libraries and school library services, and provides greater detail about two key aspects of school library provision:

- school library staffing — including employment arrangements, support and continuing professional development, and remuneration
- school library collections — including information about collection development budgets, format types, and holdings.

Summary of findings

Staffing

Most primary and intermediate school library staff work part-time in their library. A significant number of primary school library staff also perform other part-time roles in their school. Most secondary and composite school library staff work full-time in their library position.

The majority of all school library staff are employed during term time only i.e. 40 weeks per year (plus annual leave entitlements).

Many respondents' comments provide context and insights into the impacts these employment arrangements have:

- on their capacity to provide the library services and support for student learning and wellbeing that they would like to, or are expected to
- on their ability to earn a wage commensurate with their qualifications and expertise, or the equivalent of a 'living wage'
- on their personal well-being, as commitments such as professional learning or keeping up with the workload encroach into non-work hours.

Support and continuing professional development

Respondents generally feel well supported in their library role by the school's leadership team.

Approximately half of all respondents do not access school-wide professional development.

Channels that provide free and open access to information and support online — such as website content, email listservs, and webinars — are popular with respondents in our sample.

Participation in eLearning offered by the National Library's Services to Schools and SLANZA is low. Respondents from rural schools reported the lowest participation rates, despite the potential of eLearning to remove barriers to access such as distance.

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[1] https://natlib.govt.nz/files/schools/school-libraries-and-school-library-services-in-nz-aotearoa.pdf

Collection holdings

School library collections are still comprised mainly of print materials. Holdings are predominantly fiction, supporting reading development and reading for pleasure.

The biggest decrease expected for any format is print nonfiction materials. Respondents commented on the growing reliance on online content for supporting research and inquiry across the curriculum, and the impact this has had on the use and development of the library's print nonfiction holdings.

Some respondents commented on issues that make a switch from print to digital formats unlikely for their school:

- equity of access – some learners do not have the devices necessary to access eBooks,
- affordability – eBook licencing arrangements for libraries can make electronic formats of some titles significantly more expensive than print, particularly paperback editions.

Format types where respondents expect to see growth are:

- Graphic novels, comics, and manga
    - Comments described the popularity of these formats, especially with boys and those generally less engaged with reading.
- Digital content that is freely available online
    - There are challenges for school libraries in making this content easily accessible – it requires technology and systems enabling discovery and access, coupled with promotion and education about finding and using these resources.
- Artefacts and objects
    - Digital devices for loan were the most frequently mentioned resources in this category. These items help ensure learners have access to enabling technology as information, teaching, and learning become increasingly digital.

Collection funding

65% of respondents said their collection development budget was unchanged from 2018 to 2019. 13% said their collection development budget had increased, and 22% said it was less than in 2018.

For most responding schools, the Ministry of Education's operational funding provides the bulk of their collection development funding. However, there is a significant number of schools where fundraising and grants are the main sources of collection development funding i.e. the school does not provide funding for collection development but relies instead on parents and whānau, or local community support for this.

Recommendations

As a result of this survey, we recommend that National Library Services to Schools, LIANZA, and SLANZA — both individually and collaboratively:

- share the findings with stakeholders in the education and library sectors, and more widely
- take the findings into account when developing our services, including resources and professional development and support
- promote opportunities for others to do further research based on the information in this report and the results of our 2018 survey
- explore issues raised here, and other key concerns about the provision of effective school libraries and library services, in future collaborative projects.

Introduction

Rationale

In 2018 we surveyed New Zealand schools to investigate the nature of school library provision in New Zealand. This year we have followed up that research with further investigation into these aspects of school libraries:

- school library staffing
    - employment
    - support and professional development
- school library collections
    - current holdings
    - future changes
    - funding.

This research is key to the work of the organisations involved in this project:

- National Library's Services to Schools (S2S)
- School Library Association of New Zealand Aotearoa (SLANZA)
- Library and Information Association of New Zealand Aotearoa (LIANZA)

The information gathered through this survey will enable our organisations to:

- prioritise, plan, and deliver services to school libraries
- work together to establish a common understanding with stakeholders about
    - the current make-up of the school library workforce
    - expected changes in the school library workforce
    - trends relating to school library collections and resources
    - school investment in library collection development
- further our individual and collective strategic goals.

Methodology

Survey design and implementation

The survey questionnaire was designed by NLNZ Services to Schools in collaboration with SLANZA and LIANZA, and deployed from 13 August 2019 to 1 September 2019. A link to the survey was emailed to 2535 schools in New Zealand. The survey was further disseminated via the New Zealand library and school library email listservs, the Services to Schools newsletter, and LIANZA and SLANZA communication directly with their members.

The survey asked respondents about various aspects of their library including staffing, professional support and development, collection funding and holdings. Respondents could add comments in each section of the survey to clarify their responses.

Several questions were included in both 2018 and 2019 surveys, allowing us to see changes over time for each of these:
- library roles and hours
- library staff qualifications, professional memberships, and registrations
- collection development budgets and sources of funding
- expected change to format holdings – in 2019 the format categories were extended:
  - to further differentiate print formats (i.e. novels, picture books, and graphic novels)
  - to include items such as artefacts and objects, 'maker' equipment, tools, or devices.

New questions were introduced in the 2019 survey to gather information about:
- library staff current employment arrangements
- factors influencing library staff decisions about their current and future work
- the relationship between library staff skills and remuneration
- support and continuing professional development for those in school library roles
- collection holdings, including a detailed breakdown by format type.

Demographics – population and sample

429 responses were received. 3 responses not related to schools were excluded. 51 respondents did not provide their school name or Ministry of Education institution number, their responses are included in analysis where possible. Where our analysis requires a single record for each school, unidentifiable and duplicate responses were excluded leaving 362 uniquely identifiable schools.

This self-selected sample represents approximately 14% of New Zealand schools. The margin of error is 5% with 95% confidence.

Comparison of the survey responses against demographic information available from the Ministry of Education's directory of schools[2] – by region, school roll[3], decile band, school type and area type – shows that the rate of survey responses generally aligns closely to actual demographics, but there are also differences which are highlighted in Appendix A.

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[2] www.educationcounts.govt.nz/data-services/directories/list-of-nz-schools
[3] www.education.govt.nz/school/funding-and-financials/resourcing/principals-salary-grades

Respondent characteristics

The majority of responses were from school library staff — generally Library Assistants, Librarians, and Library Managers (n=286) and Teacher-Librarians (n=17).

Almost 40% of responding school library staff are employed in additional roles, commonly in Teacher Aide / Learning Support (n=36) or Administration / Office support (n=33) positions.

Table 1: Number of responses by respondent role

Employment arrangement	School library staff	Teacher Librarian	Other support staff	Teacher	Principal	Other
Main role	286	17	48	46	13	16
Employed in any additional role(s)	105	13	34	30	3	6

Analysis

Quantitative data analysis from the survey uses aggregated totals of the responses to each question to summarize data, generally by school type, decile, and roll size.

Analysis and coding of free-text responses and comments has been done in order to summarize the information.

Further analysis – for example comparison of data from schools who have responded to both 2018 and 2019 surveys – has not been done to date, although there is scope to do so as required.

Detailed findings

1. Library staffing

Insights

Library roles and hours

Respondents were asked to indicate roles employed in their school library (paid and volunteer), and the total hours worked in each role per week.

The average number of paid library staff hours per week tends to rise as school rolls rise. Schools with more than 500 students generally employ library staff for 30 or more hours per week. Schools with more than 675 students generally employ library staff for 40 or more hours per week.

Across all school types, respondents report that volunteers provide a significant proportion of the total hours of work in their library.

Library staff employment arrangements

In our sample, approximately half of primary and intermediate school library staff work part-time in just one school library. Primary school library staff are more likely to hold more than 1 part-time position within their school than staff in other school types. Secondary school library staff are most likely to work full-time in their position (61%).

The majority of responding school library staff in primary, intermediate and secondary schools are employed during school term times only i.e. 40 weeks per year (plus annual leave entitlements). By contrast, a significant percentage of composite school library staff are employed in their role for 52 weeks of the year (38%).

5% of intermediate and secondary school library staff respondents expect their hours of employment to be reduced in the next 12 months. 3% of primary school respondents expect a reduction in their hours of employment.

Library staff skills and remuneration

Over 93% of school library staff respondents said that the skills they personally have match or are higher than those required in their current school library role. Few school library staff indicated their skills are much lower than those required for their current library role – only 6% of composite school respondents selected this description.

Aggregated responses for all school types show that less than a quarter of school library staff respondents feel their remuneration is appropriate for their current role and responsibilities.

Library staff decisions affecting current employment

The most significant factor affecting library staff respondents' decisions around employment is that the hours align well with their needs and other commitments.

The majority of comments about factors affecting current employment decisions were positive. Respondents wrote about how much they enjoy working with students, and being able to share with others their own passion for literacy and reading.

Library staff future work plans

The majority of respondents expressed a desire to continue working in their current school library role (59% of intermediate school respondents, and more than 70% of staff in all other school types).

Almost one third (32%) of intermediate school library staff respondents plan to retire within the next 3 years, another 14% are currently looking for work outside libraries. Together these figures suggest the potential for significant turnover in intermediate school library staff within the short term.

The majority of comments about factors influencing respondents' future work plans mentioned changes to personal circumstances (such as their own children getting older and requiring less out-of-school care), and — subsequent to the previous point, for some — looking for opportunities to earn more income.

Library staff qualifications, professional memberships and registrations

Aggregated data across all school types shows that 47% of library support staff respondents hold a qualification in library and information studies, however, 24% have no qualifications.

Secondary school library staff respondents are most likely to hold membership in one or more professional organisation.

The number of library staff respondents who hold professional registration is low in primary and intermediate schools. However, almost a third of responding secondary and composite school library staff are registered teachers or have RLIANZA status.

Detailed findings

Part 1: Library roles and hours

Table 2: Library roles and the percentage of each school type utilising them

	Contributing (Y1-6)	Full primary (Y1-8)	Intermediate (Y7-8)	Secondary (Y7-15)	Composite (Y1-15)
Library assistants	19%	14%	7%	55%	32%
Librarian, Library manager, or Teacher-Librarian	65%	50%	85%	82%	86%
Teacher with Library Responsibility	29%	21%	15%	11%	5%
Other support staff with library duties	16%	26%	7%	11%	9%
Other teachers with library duties	11%	10%	7%	6%	5%
Student volunteers	62%	60%	52%	77%	45%
Adult volunteers	25%	26%	22%	9%	14%

Table 3: Library roles and average hours of work per week

	Contributing (Y1-6)	Full primary (Y1-8)	Intermediate (Y7-8)	Secondary (Y7-15)	Composite (Y1-15)
Library assistants	12	8	18	23	34
Librarian, Library manager, or Teacher-Librarian	19	18	28	40	24
Teacher with Library Responsibility	1	4	3	3	10
Other support staff with library duties	3	5	3	15	5
Other teachers with library duties	2	1	5	4	4
Student volunteers	6	7	13	13	12
Adult volunteers	4	3	4	8	8

> *"I would love some dedicated time for PD. I go on the occasional National Library course, which are fantastic :) but I almost never have the time or energy to implement new ideas or changes because once I get back to work, it's just 'head down, go, go, go' doing all my day-to-day tasks. I do some work in my own time — I think most librarians do, but I don't believe this should be 'expected' from my employer in order to do my job well!"*
> **Contributing school library support staff**

> *"Library hours have been reduced, but not the workload e.g. still doing library plus all teacher resources, all reading books, Scholastic, sports uniforms etc."*
> **Contributing school library support staff**

> *"It's so sad to me that there is no precedent set for New Zealand schools to have a qualified librarian with a minimum set of hours. With more time I could be making a real contribution to the students and staff in aiding with literacy and information literacy."*
> **Full primary school library support staff**

School employees fill a range of library roles with various job titles and descriptions. Library Assistant generally means a staff member with no responsibility for the library budget and/or managing other staff. A Teacher with Library Responsibility (TLR) may not manage day-to-day library operations but generally liaises between library staff and school management. Some TLRs may receive a salary unit[4] and/or release time to perform this role.

Figure 1: Proportion of paid library staff roles
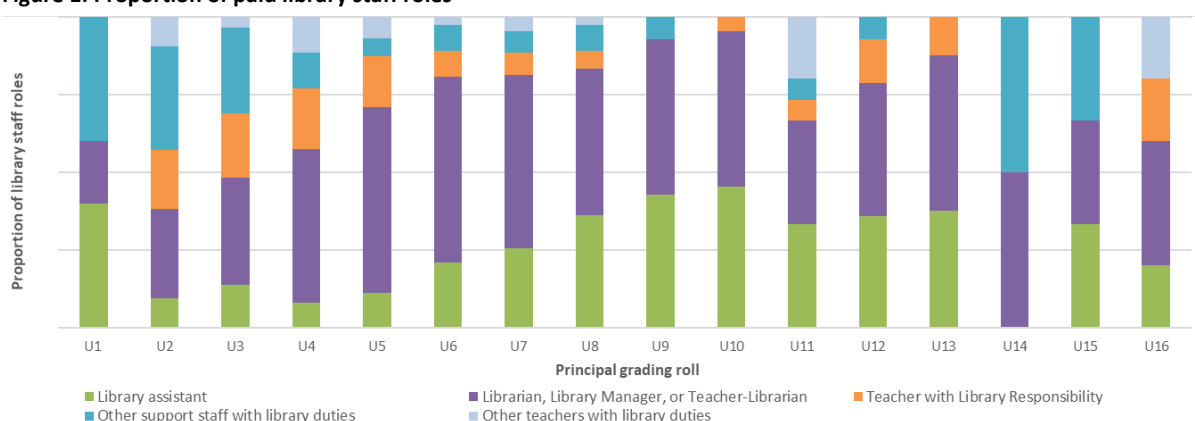
Large schools tend to have more than one paid member of library staff. In our sample, responding schools with more than 675 students (i.e. U7[5] or above) are more likely to employ staff in both Library Assistant and Librarian / Library Manager / Teacher-Librarian roles.

Figure 2: Proportion of single versus multiple paid library staff roles

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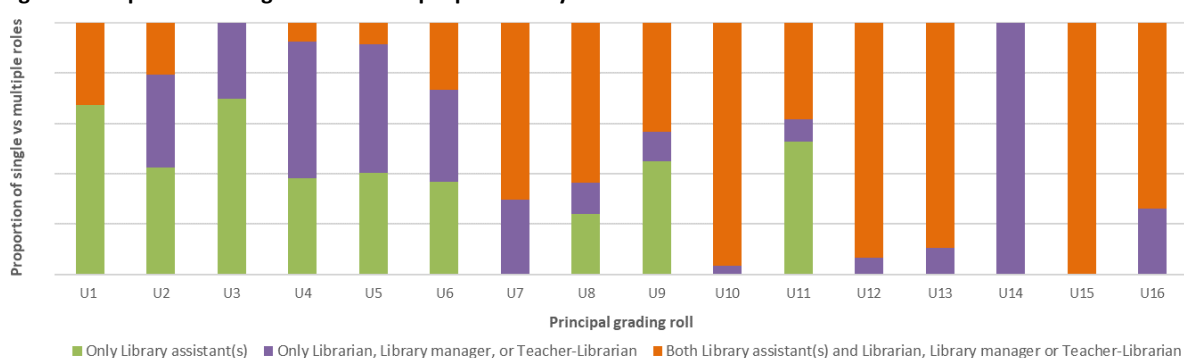
[4] www.education.govt.nz/school/funding-and-financials/resourcing/school-staffing/entitlement-staffing/salary-units-and-senior-and-middle-management-allowances

[5] www.education.govt.nz/school/funding-and-financials/resourcing/principals-salary-grades#Principal

Similarly, in our sample, aggregated responses for all school types show that schools at U6 or above (>500 students) employ paid library staff for as many hours as the school week (30 hours), and that schools graded at U7 or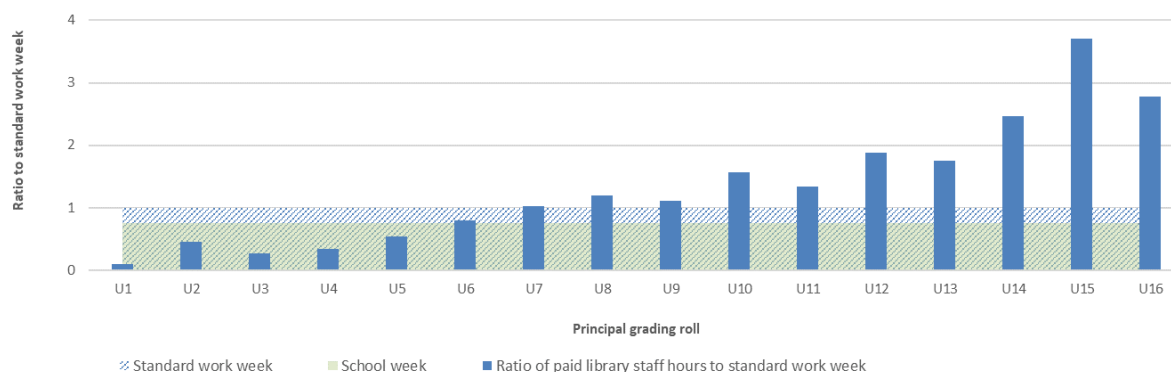 above (>675 students) employ paid library staff for as many hours as the standard 40-hour work week. All secondary schools in our sample who provided information about paid library staff hours (n=104) employ staff for at least 30 hours per week, regardless of school size.

Figure 3: Ratio of paid library staff average weekly hours to the standard work week

Volunteers contribute significant amounts of labour towards school library operations.

Figure 4: Proportion of paid and volunteer roles
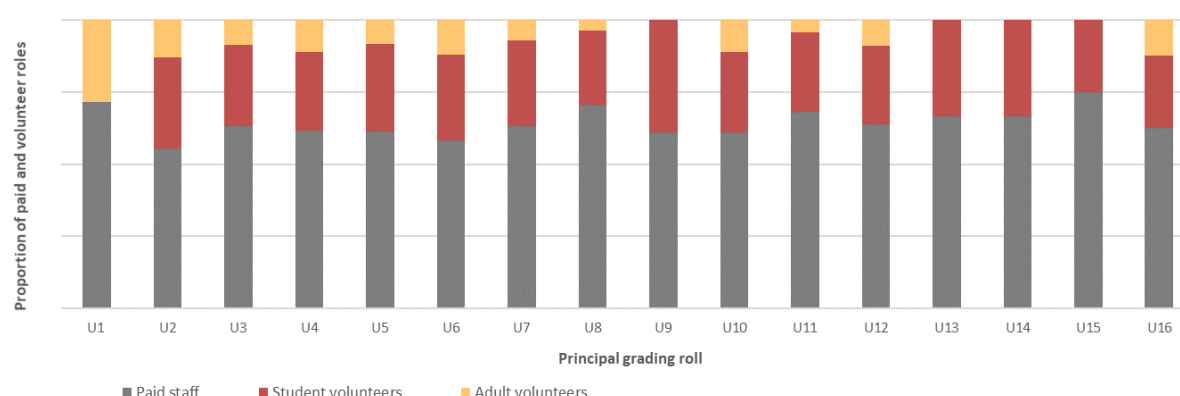
Part 2: Library staff employment arrangements

In our sample, primary school library staff are more likely to work part-time, and in more than one part-time position, than staff in other school types.

Figure 5: Library staff employment arrangements
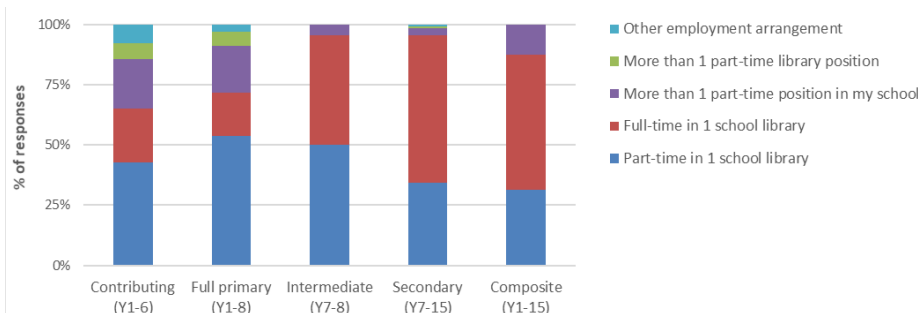
"My current employment arrangements work well with great support from my teaching staff and principal. They value the library and see the importance of every child having access to a well-resourced school library."
Intermediate school library support staff

> *"Because I work in two jobs at the school there is not enough time to move the library forward in ways I would like to. The library assistant is really only able to cover books and do overdues in the hours she has. We are very time poor."*
> **Secondary school library support staff**

> *"My employment arrangements are very informal. I am basically a volunteer but am paid for a certain number of hours (10) each week."*
> **Full primary school library support staff**

Figure 6: Library staff employment periods

> *"If hours aren't increased and I'm considered support staff (like admin), I would like to also be paid (like they are) for a week after term ends and a week before term starts."*
> **Full primary school library support staff**

> *"Not working the holiday breaks means there is no time in the library free of student supervision. Planning extra events and programmes is difficult to manage in the hours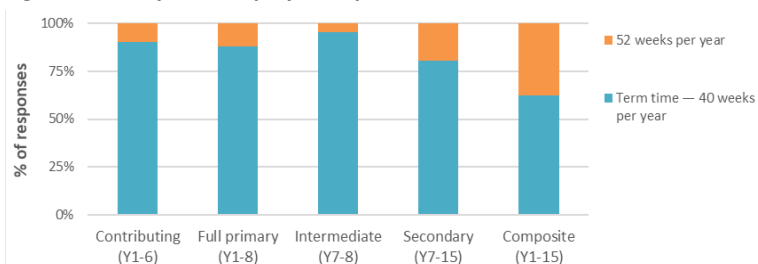 we have. It is difficult to reach beyond the day-to-day running of the library to provide something more creative and informed for the boys."*
> **Secondary school library support staff**

> *"Not being paid in the holidays makes life very difficult, despite having an acceptable hourly rate, not being paid in the holidays results in a low per annum salary which makes it hard for me to get a home loan. Therefore, if I would like to purchase a home within the next few years, I will need to find a new job."*
> **Secondary school library support staff**

Figure 7: Library staff expectations about the likelihood of reduced hours of work

How likely do you think it is that your library work hours will be reduced in the next 12 months?
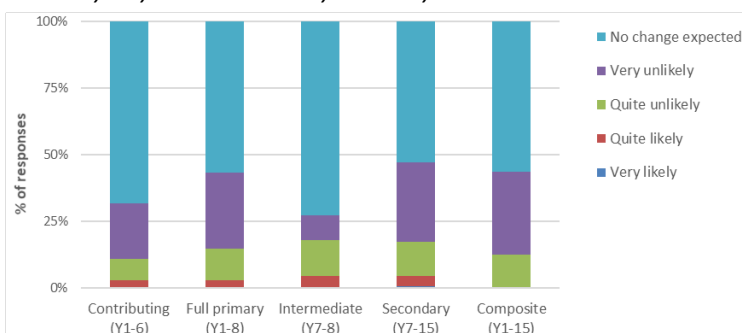
> *"I am only on a fixed term contract; a permanent position would make me feel more secure."*
> **Full primary school library support staff**

> *"My employment contract for the following year is often not confirmed until the day we finish school in December. This is anxiety producing and unfair. If my hours were to be reduced, I think I should be given more notice than that."*
> **Secondary school library support staff**

We asked respondents to describe any changes they'd like to make to their hours of work in the school library, if given the opportunity.

Table 4: Comments describing changes to work hours library staff would make if given the opportunity

| Comments describing changes to work hours library staff would make if given the opportunity	Count
Longer hours or extra weeks, with stated reasons including: • lack of time currently to get work done • reducing current levels of unpaid work • non-contact time for library administration and management, or development projects • greater benefits for students.	83
Fewer hours, with stated reasons including health reasons, and nearing retirement age.	5

Part 3: Library staff skills and remuneration

Library staff indicated how they feel the skills they personally have compare to the required skills for their role, and the extent to which they agree that their remuneration is appropriate considering their role and responsibilities.

Figure 8: Library staff perception of their current skills and required skills

How well do the current skills you personally have match the skills needed in your current school library role?
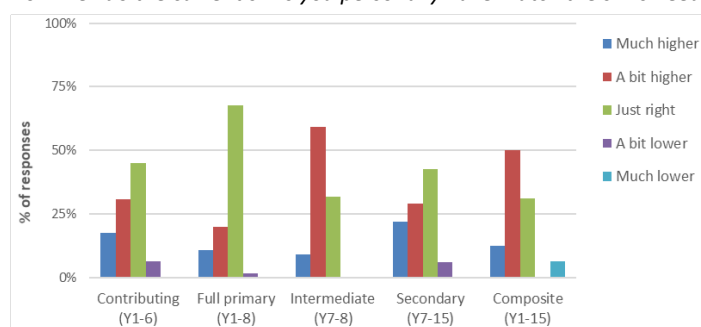
School library support staff are generally employed under the terms of the Support Staff in Schools' Collective Agreement[6] (the SSSCA) between the Ministry of Education, NZEI Te Riu Roa and E tū.

School library support staff positions are assessed by the employer (i.e. each school) to determine the appropriate pay grade for the role. As a general indication:

- Library Assistant roles are most often assessed as Grade B. At the time the survey was open, those staff on the lowest step of Grade B earned $17.70 per hour, i.e. the adult minimum wage. Under the terms of the SSSCA ratified in December 2019, the first five steps of Grade B are set to rise to $21.15 per hour i.e. the 2019 Living Wage.
- Many Librarian or Library Manager roles are assessed as Grade C. The minimum hourly rate for staff employed on this grade is set to rise to $21.31.
- Few library support staff positions are assessed as Grade D. The minimum hourly rate for staff employed on this grade is set to rise to $25.44.
- Section 3.10.1 of the SSSCA sets out additional allowances for qualifications relevant to the staff member's position. These range from $0.29 per hour for NZQA level 3-5 qualifications, $0.44 per hour for level 6, and $0.58 per hour for level 7 qualifications.

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[6] www.nzei.org.nz/AgreementDoc/SUPP.pdf

Figure 9: Library staff perception of their remuneration

To what extent do you agree that you are paid appropriately considering your school library role and responsibilities?
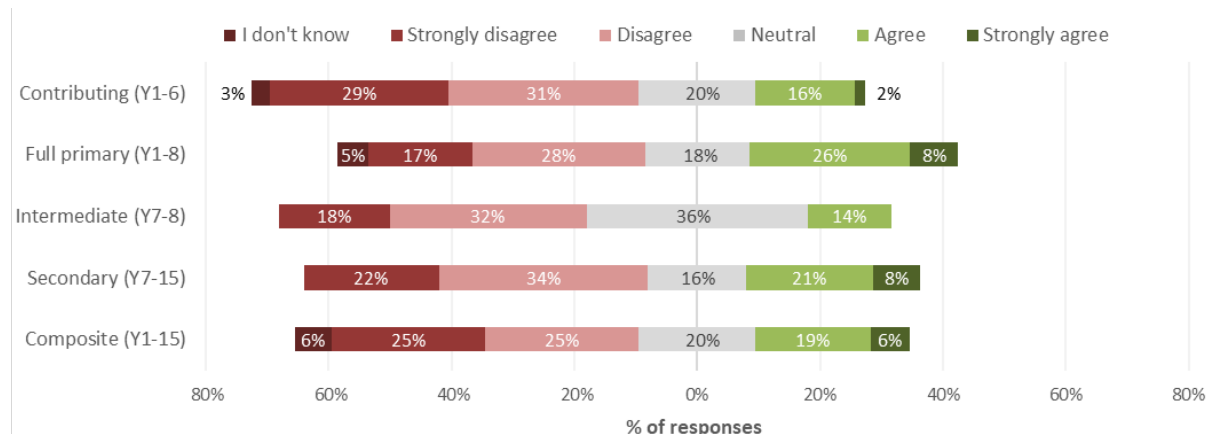
Despite remuneration increases in the SSSCA 2019 Terms of Settlement[7], many library support staff employed during term time only and whose pay is annualised, will still earn less than the Living Wage, and the gap will widen again if the Living Wage is increased in 2020.

> *"I have a degree, a library qualification, a teacher aide qualification and am professionally registered, yet receive only 50 cents an hour in recognition of this."*
> **Intermediate school library support staff**

> *"Considering the amount of responsibility in my sole charge role, the fact that I manage a budget, manage volunteers, make all the decisions regarding the purchasing plan, and do all the huge variety of everyday tasks every school librarian in NZ does daily, $20.69 per hour is a pittance."*
> **Secondary school library support staff**

> *"I have completed my Stage 5 Diploma in Library and Information Studies, but I've yet to ask for the additional allowance because I know the school is struggling for money and I don't want to price myself out of a job."*
> **Contributing primary school library support staff**

> *"I'm an education professional, just like a teacher — although in a different area of expertise, but I am certainly not remunerated to reflect that."*
> **Secondary school library support staff**

Part 4: Library staff decisions affecting employment

Respondents' comments about decisions affecting their current employment were predominantly positive reflections about their role, and their school environment.

Figure 10: Factors affecting library staff employment decisions

Which of these factors influenced your decision to accept or continue your current school library role?

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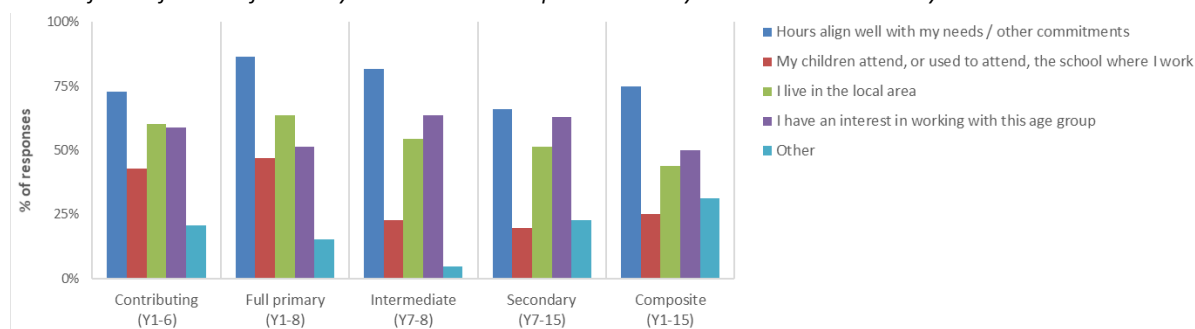
[7] www.nzei.org.nz/UploadedFiles/SSSCA_KRCA_ToS_29_11_2019.pdf

Table 5: Factors influencing library staff decisions about their current role

Comments describing factors influencing library staff decisions about their current role	Count
Enjoyment of the job, including • contact with students and staff • feeling valued • having autonomy and variety in the job • sharing their passion for reading and literacy.	54
Personal high regard for the school, including the school's special character	6
Lack of other employment opportunities locally	6
Hours of work	6

Part 5: Library staff future work plans

Library staff indicated what their future work plans are, and the factors influencing or motivating decisions about their future work plans.
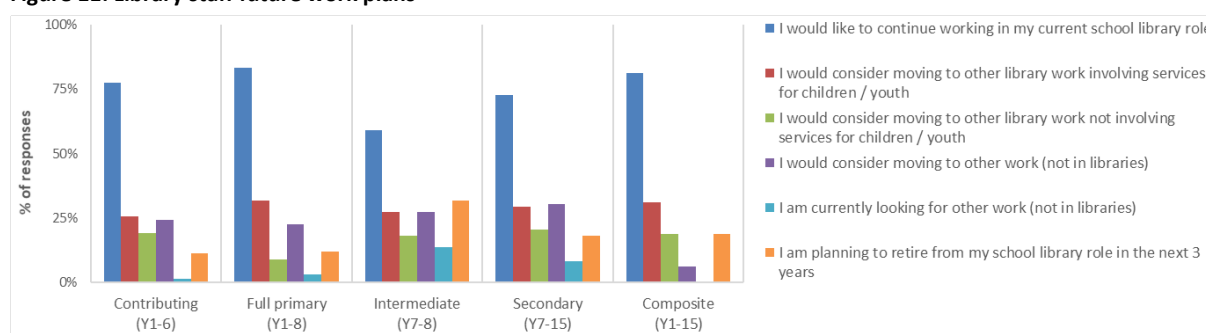
Figure 11: Library staff future work plans

Table 6: Factors influencing or motivating decisions about future work plans

Comments describing factors influencing or motivating decisions about future work plans	Count
Changes to personal or family circumstances, including children getting older	22
Opportunity to earn more income	16
Changes within the school, including leadership, library staffing, school culture, and the physical library environment	13
Age, or retirement	11
Lack of recognition of the library role generally, and/or library staff expertise in particular	10
Lack of opportunities for career advancement	6

"The pay isn't great, but the work is rewarding, and I am passionate about encouraging children to read and to love reading. Sometimes I feel that as a librarian I am not seen as an information and book specialist but as merely 'support staff' doing an administrative job. My knowledge and expertise in this area is not valued and I would look to another librarian job working with children/youth where it is valued."
Full primary school library support staff

"Working term time only was an attractive option to returning to work when I had very young primary school children, it's not so attractive now. There seems to be very few options to make a long-term career in school librarianship that offers an attractive salary."
Secondary school library support staff member

Part 6: Library staff qualifications, professional memberships and registrations

Figure 12 shows data for respondents employed as library support staff (Library Assistants, Librarians, Library Managers) or Teacher Librarians.

Across all school types, 47% of these respondents hold a library and information studies qualification. However, 24% of respondents have no qualifications.
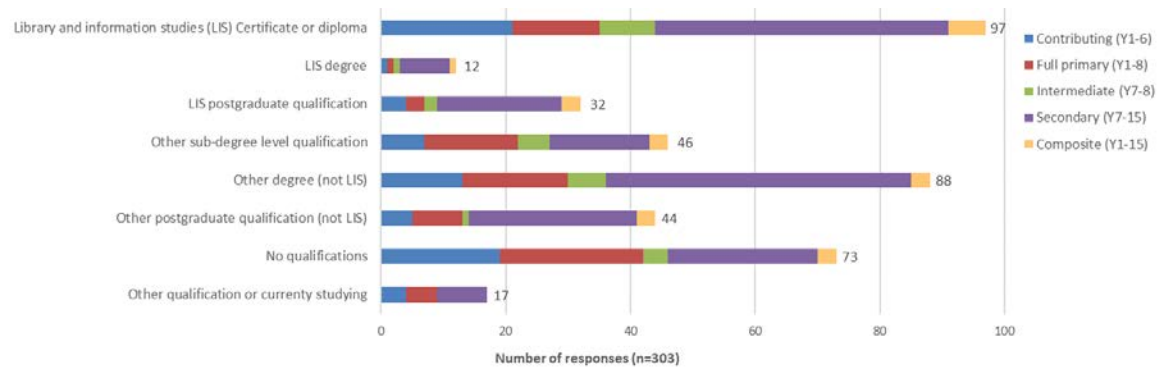
Figure 12: Library staff qualifications

Figure 13 shows library support staff and Teacher-Librarian membership of professional organisations. "Other" responses include Book Council, unions, teaching and writers associations.

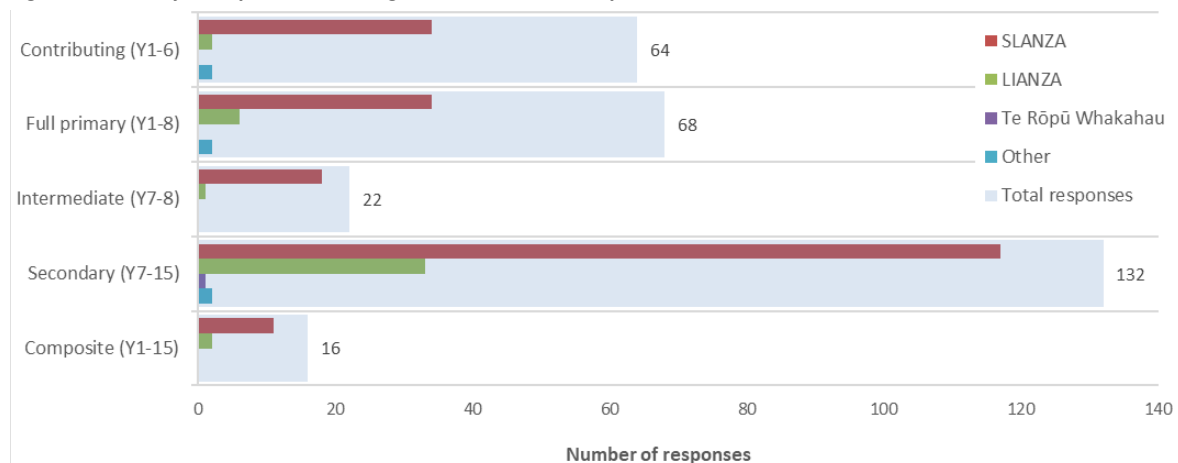**Figure 13: Library staff professional organisation memberships**

Figure 14 shows the percentage of library support staff or Teacher-Librarian respondents who hold professional registration. "Other" responses included Registered Nurses.

Figure 14: Percentage of library staff professional registrations held

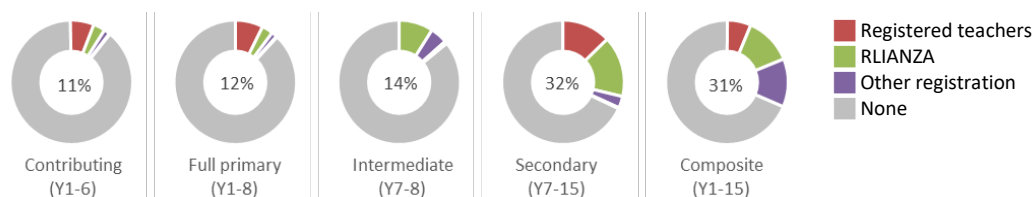|					
11%	12%	14%	32%	31%	■ Registered teachers
Contributing (Y1-6)	Full primary (Y1-8)	Intermediate (Y7-8)	Secondary (Y7-15)	Composite (Y1-15)	■ RLIANZA ■ Other registration ■ None

Table 7: Comments about qualifications, registration, or professional membership

Comments about qualifications, registration, or professional membership	Count
The cost or effort outweighs the benefits, or is not affordable	28
Positive experiences with Library and Information Studies providers, and professional development offered by National Library's Services to Schools, SLANZA, and LIANZA	15
Experience is considered to be as valuable as a qualification	10
Professional development is considered to be as relevant as formal study or registration	7
Teacher-Librarian training and jobs are disappearing, and/or the role is not well understood by school management	5
Qualifications gained are not utilised in the school library	2

"It's an exciting, stimulating and rewarding industry to be working in, but it would be great if we had a higher professional profile."
Full primary school library support staff

"I used to have a personal LIANZA membership also, but swapped that to SLANZA when I moved to school libraries. I still maintain my LIANZA professional registration though."
Secondary school library support staff

"I thoroughly endorse belonging to a professional body as this is useful and rewarding being with colleagues and doing conferences etc…"
Secondary school library support staff

"Unfortunately, the courses I took are no longer available but were ideally suited to the work/study situation I required. It is important that workers in school libraries have the chance to become qualified and are supported in doing so."
Intermediate school library support staff

"At this stage in my life I am not sure if I will continue with library studies. The costs would take approximately 7 years to recover after I would gain the qualification – the remuneration and acknowledgment of that qualification (whilst working in a school) is poor."
Secondary school library support staff

"It isn't worth it in terms of remuneration to study and work in your spare time. There is no gain to be made in terms of salary or responsibility in our world."
Secondary school library support staff

2. Support and continuing professional development

Insights

Support within respondents' own school

The survey findings show that most respondents feel they are well supported by the school's leadership team. The comments offer some further insight into what this looks like in practice.

Some respondents mentioned the provision of funding for library staffing and collection development as evidence of material support for their library role.

Several respondents perceive that their leadership team lacks understanding of the role.

Other comments mentioned limited support resulting from constraints such as access to funding and other resources, and support that is reactive rather than proactive.

External support and continuing professional development

The majority of survey respondents described themselves as "Library support staff" and as such are likely employed under the terms of the Support Staff in Schools' Collective Agreement[8].

Part 4 of the agreement – Training and Professional Development – states:

> *"4.2.1 The parties agree that ongoing professional development is an important component of the provision of quality support services within schools. Further the parties acknowledge that the provision of quality support services is aided by appropriately qualified staff.*
>
> *4.2.2 Both the employer and employee are responsible for discussing and identifying appropriate professional development opportunities. This should occur on at least a 12 monthly basis and where possible be linked to the annual appraisal process."*

Survey responses show that the support channels used most often by library support staff and Teacher-Librarians are the face-to-face network meetings organised by the National Library's Services to Schools and SLANZA. However, 19 comments about network meetings mentioned the constraints of time, cost, and distance to attend these and other external professional development.

Website content provided by our three organisations is also used often by library staff, particularly National Library's Services to Schools website.

Responses about online learning show there is equal uptake of Services to Schools and SLANZA online learning offers, but that participation rates for this type of professional development are low.

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[8] www.education.govt.nz/school/people-and-employment/employment-agreements/collective-agreements/support-staff-in-schools-collective-agreement/part-4-holidays/

Detailed findings

Part 1: Support within respondents' own school

Teacher-Librarian responses are the most positive, and they are the most unequivocal about leadership support for their role.

Figure 15: Support of the school's leadership team

To what extent do you agree that you are supported well in your school library role by your school's leadership team?
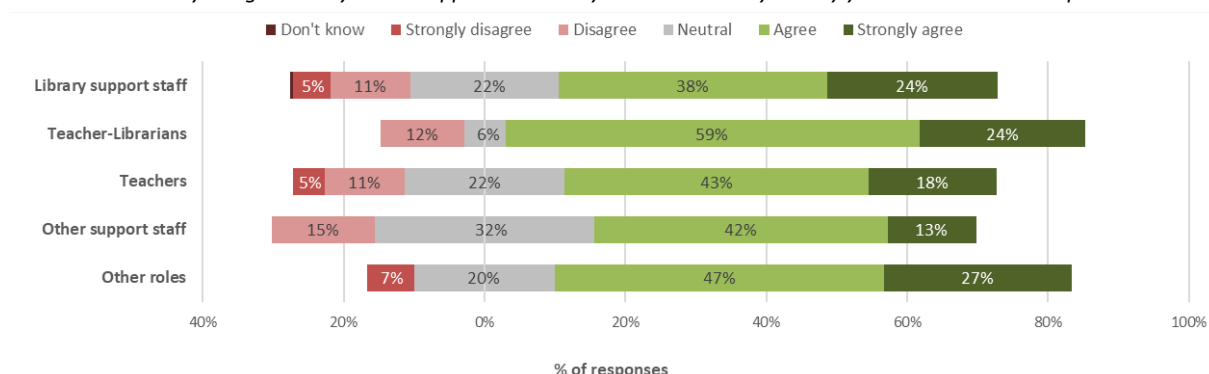

Table 8: Comments describing school leadership teams' support for the library role

Comments describing school leadership teams' support for the library role	Count
The library role is well supported by the school's leadership team	43
Limited support is provided – constrained by a lack of funding or other resources e.g. no local providers of support and professional development	28
Support is provided – but it is reactive rather than proactive	23
Limited support is provided – because of a perceived lack of understanding of the library role by the school's leadership team	20
The library role is not supported at all	10
Limited support is provided – but access is constrained by time or distance	9
Limited support is provided – because other staff are too busy to help	6
Limited support is provided – but respondents feel they can be self-sufficient	5

Figure 16: Frequency of participation in school-wide professional development (not library-specific)
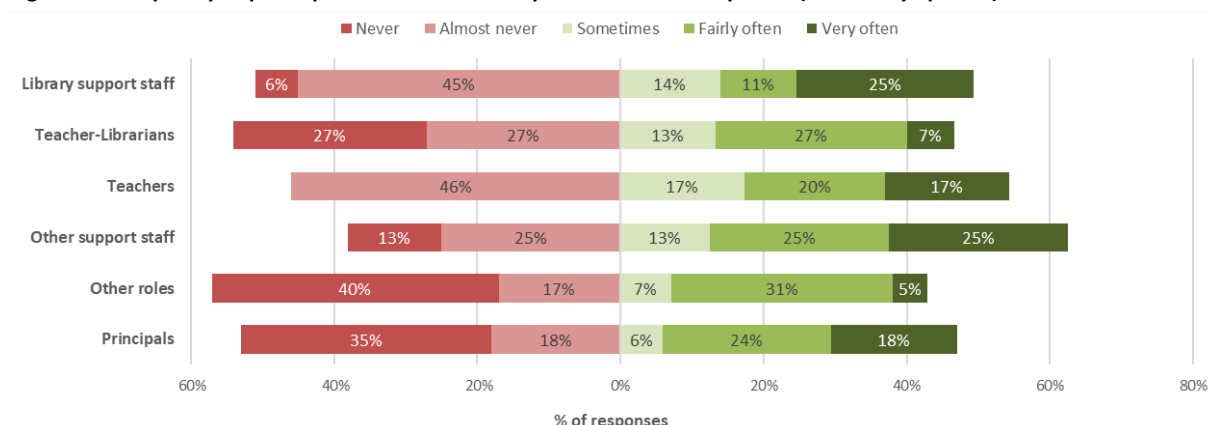
> "Most staff at my institution are too busy to help with the development of new practices within the library, even though there are many good intentions."
>
> **Secondary school library support staff**

> "I get no support and no time allocated to me as I am also a full-time classroom teacher. Everything I do is in my own time."

Contributing school teacher

> "There is no Teacher in Charge of Library. My direct line manager is the School CEO who really doesn't want to do the role. She keeps passing me to the HOD English. In the 7 years I have been here I haven't had an appraisal. Writing this makes me feel that I'm not supported at all."

Secondary school library support staff

> "I am well supported by management and most teaching staff. They are keen to expand the role of the library within the school to engage students further in reading."

Contributing school library support staff

> "I feel excluded from the official educational life of the school, and frequently reminded that I am 'only support staff'. I dislike decisions being made about the library without my knowledge or agreement by people who do not have an understanding of the role of the school library in education. I do not feel that school leaders are interested in the work I do, or could do. I feel as if most decisions are made solely on the grounds of cost, and as if the library is seen by some as little more than a 'school sitting-room' and a financial burden. I feel insecure in my employment."

Secondary school library support staff

> "Whenever I've suggested how we could improve they have listened! Then provided the finances and moral support for a stronger reading culture at the college."

Secondary school library support staff

> "I feel unable to fully use my skills and knowledge in my current role because I do not believe the school library is well integrated into the administrative structure of the school. It is seen as an additional service, much like the canteen, which exists outside the educational framework of the school. However, I see the library, and my role, as central to the education and learning outcomes of the students, the development and resourcing of the curriculum, and the fostering of information-related skills and attitudes in students and teaching staff. I feel I could offer much more in these regards than I am allowed to do, and the reason given for this is that I am 'only support staff'."

Secondary school library support staff

Part 2: External support and continuing professional development

Figure 17 shows the various support channels library support staff (generally Library Assistants, Librarians, or Library Managers) and Teacher-Librarians use very often or fairly often.

Figure 17: Sources for continuing professional development — channels and providers used often
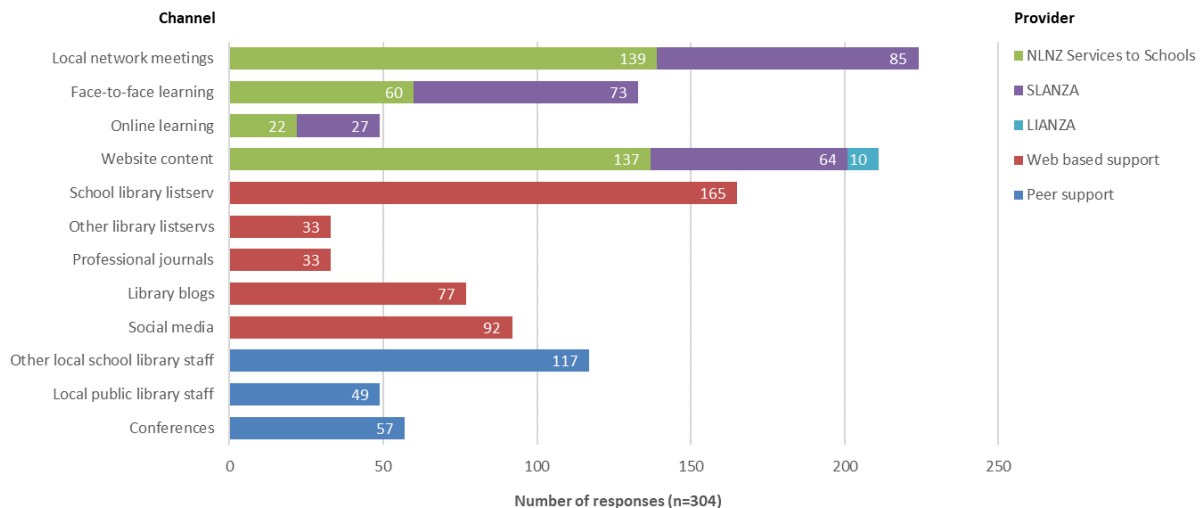
> *"I find I do not have much time to attend network meetings as we already have too many meetings going on, and library support is only one of many roles at school."*
>
> **Contributing school teacher**

> *"There are few opportunities that are available at appropriate times and funded. School librarians seem to be expected to conduct PL in their own unpaid time, and are not covered (relief) if the PL is within working hours. This is not the situation for teaching staff."*
>
> **Secondary school library support staff**

Respondents described further sources of support and professional development they use. The highest number of these was support provided by their Integrated Library System (ILS) supplier.

Table 9: Comments describing external sources or providers of support and professional development

Comments describing external sources or providers of support and professional development	Count
ILS supplier, particularly face-to-face user group support	60
Other education providers, including tertiary studies	22
Professional reading — books and other published materials	13
The Internet, including webinars and podcasts	12
Literary groups and events, including festivals and awards	8
Community of Learning	Kāhui Ako professional learning groups	6
Booksellers	4
Library consultant	2

3. Collection holdings and formats

Insights

Collection holdings

The survey found that the average number of collection items per student gradually reduces as school rolls increase. In the very largest schools in our sample, those with a roll greater than 2200, average holdings level off at 7 items per student.

Collection resource formats

Collections are still predominantly comprised of print materials. Electronic resources – including eBooks, eAudio, and web-based resources – make up just 12% of secondary school library collections, even less in all other school types.

Print nonfiction items currently make up approximately a third of total collection holdings for all school types. Most respondents expect these holdings to decline, citing the almost ubiquitous use of online content for supporting inquiry and research across the curriculum.

The largest number of comments from respondents who described artefacts or objects in their collection – including 'maker' equipment, tools, and devices – referred to portable devices for loan, particularly Chromebooks.

Future changes

Interestingly given the current make-up of school library collections, the biggest change that respondents anticipate is the growth of digital formats – eBooks, eAudio, and digital content freely available to schools (e.g. websites, EPIC database resources for New Zealand schools, and DigitalNZ content).
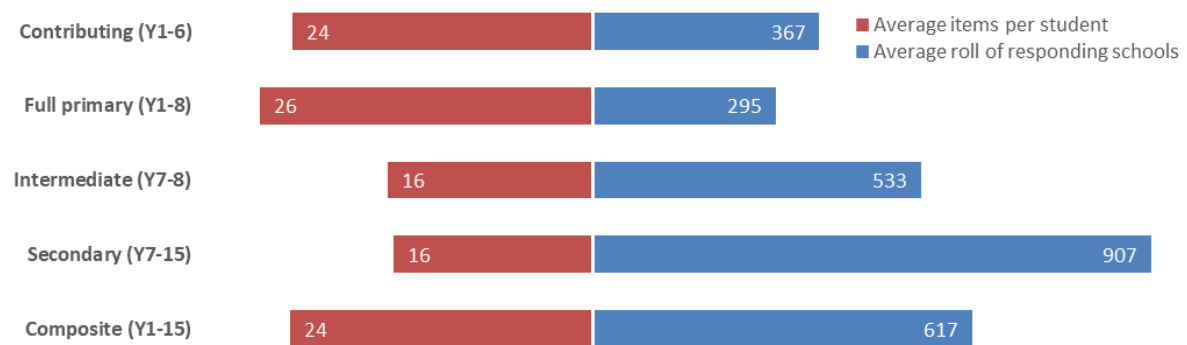
The greatest uncertainty relates to these same digital formats.

Detailed findings

Part 1: Collection holdings

Figure 18 shows the average number of collection items per student by school type, and the average roll of responding schools.

Figure 18: Average collection items per student and responding schools average roll

Because the range of respondents' school sizes varied considerably within each school type, Figure 19 shows the breakdown by school size.

Figure 19: Average collection items per student by school size
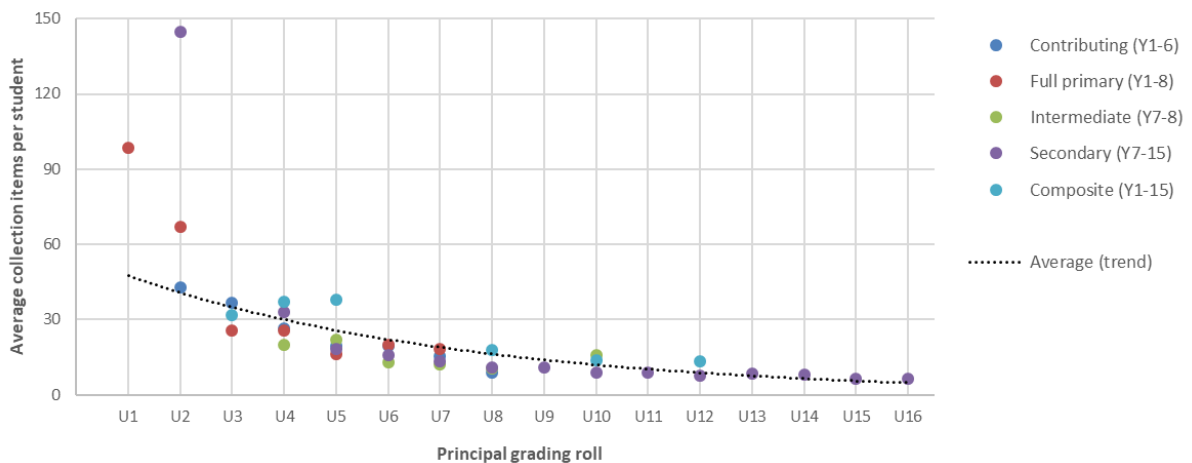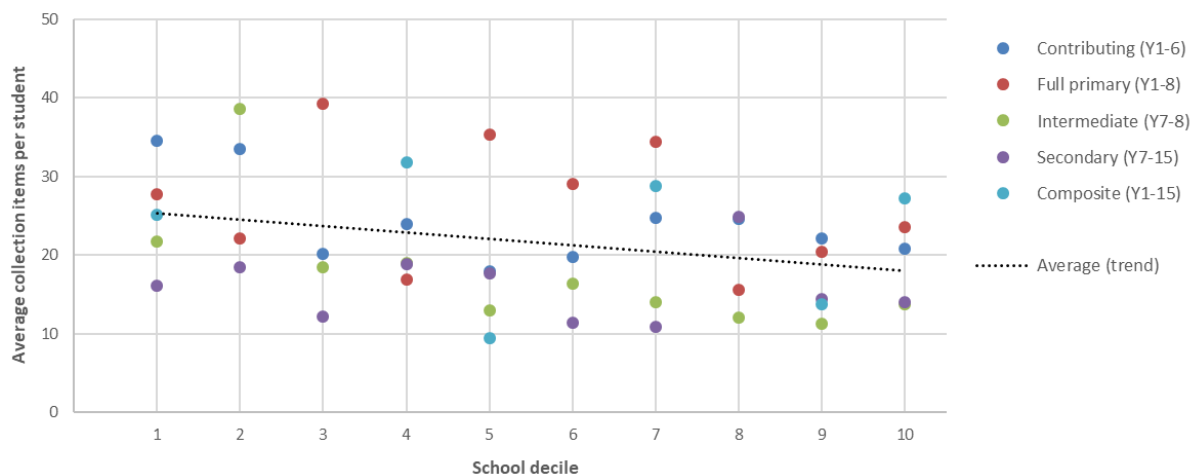

Figure 20: Average collection items per student by school decile

27 respondents commented positively on the quantity and quality of resources in their school library collection. However, a further 24 respondents said their library collection is constrained because of limitations in the physical library space.

> *"As we have had to give up our library space to classroom use a lot in the last 5 years, we have to keep our collection at a reduced number."*
>
> **Contributing school library support staff**

> *"We have withdrawn a significant amount of items due to relocating to a temporary library space and we have a quarter of our stock in storage."*
>
> **Secondary school library support staff**

> *"Currently weeding and tidying collection in anticipation for moving to smaller space later this year. May need to store / rotate items if not enough room to display everything in my new space."*
>
> **Intermediate school library support staff**

> *"The library space is small. I am constantly growing the collection with new books purchased, and earned through Scholastic fairs and Lucky Book Club. However, I find it challenging fitting them in. I have purchased a few stand-alone shelves that help, and I have an 'overflow' system (using my office cupboard […].)"*
>
> **Contributing school library support staff**

Part 2: Collection resource formats

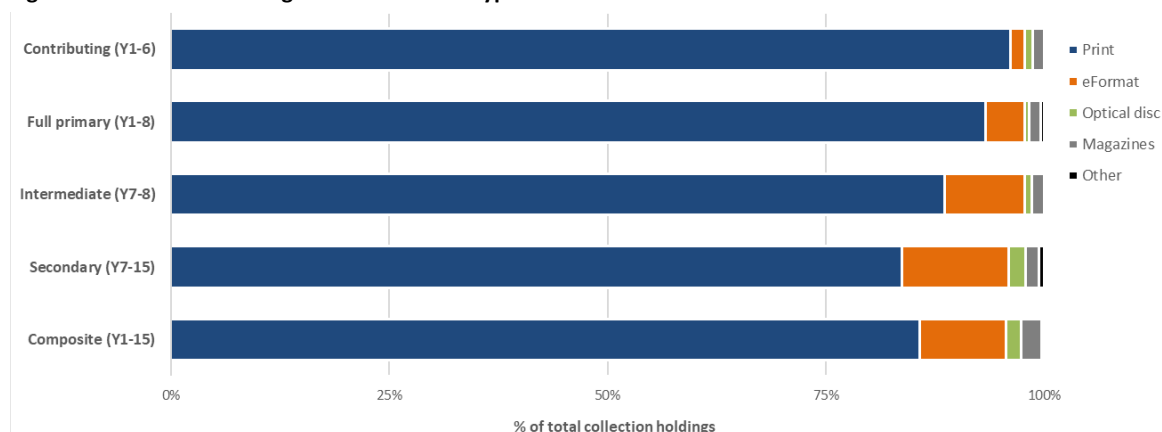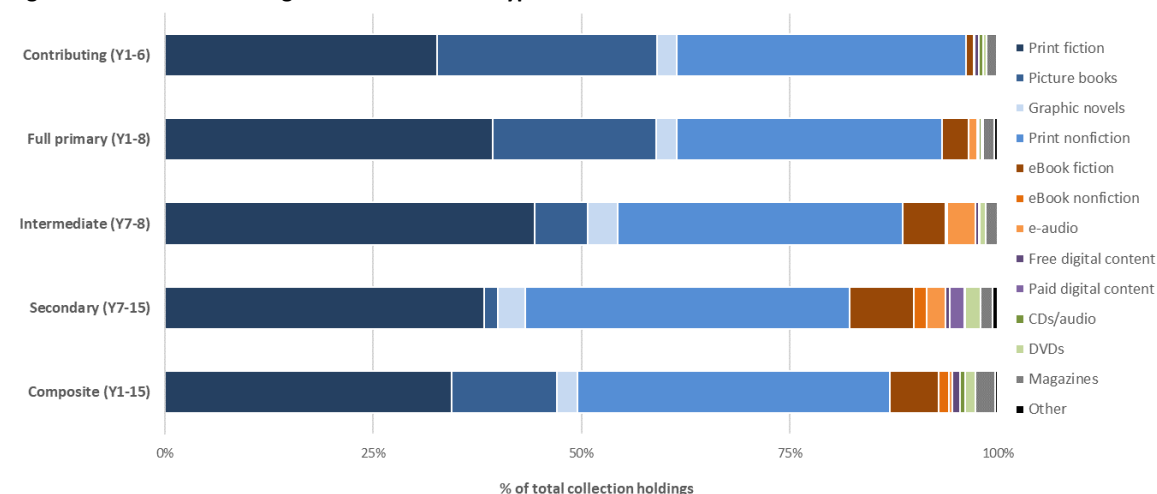**Figure 21: Collection holdings — broad format types**

Figure 22: Collection holdings — detailed format types

Respondents described items such as artefacts and objects, 'maker' equipment, tools, or devices held in their school library collections.

Table 10: Comments describing artefacts and objects held in school library collections

Comments describing artefacts and objects held in school library collections	Count
Portable devices for loan, including Chromebooks	56
Games and puzzles	29
Makerspace equipment and activities, including craft materials	21
STEM materials, including robotics, coding resources, 3D printers, and virtual reality equipment	18
Audio-visual equipment, including TV screens, projectors, and smartboards	16
Media creation tools, including cameras and other recording devices	13
Computer peripherals, including chargers and headphones	13
Desktop computers	10
Various other items including globes and animal skeletons	10
Print and finishing tools, including printers, copiers and laminators	6
Documents and archives, including old newspapers	4

> *"We issue Chromebooks to our students that don't have their own device. This part of the library's service will only grow in the future."*
> **Secondary school library support staff**

> *"I'd like to modernize our collection to include some makerspace or STEM technology."*
> **Secondary school library support staff**

Part 3: Future changes

Figure 23: Expected change in collection holdings by format type
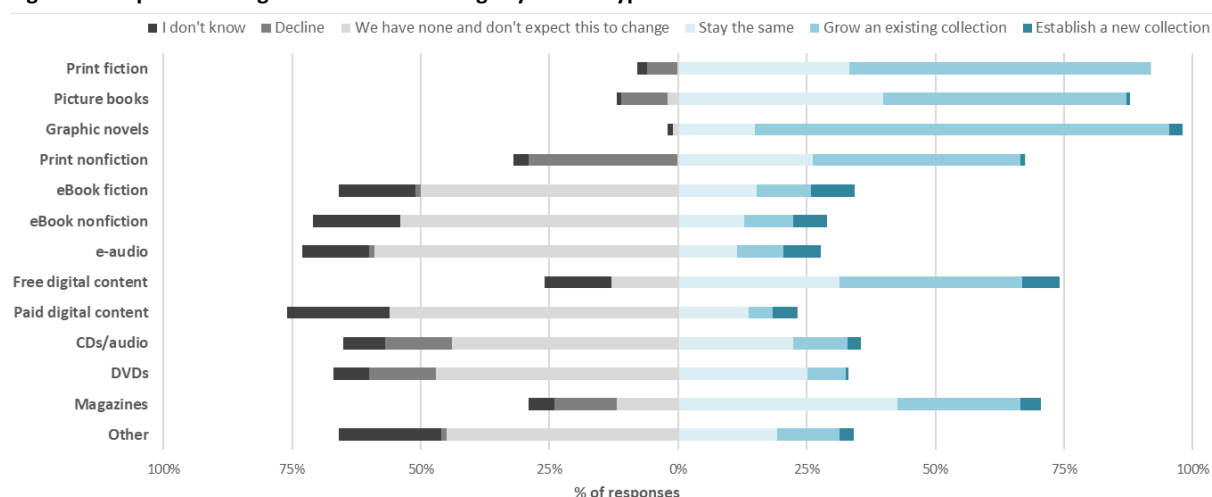

24

Table 11: Comments describing factors affecting future changes to collection holdings

Comments describing factors affecting future changes to collection holdings	Count
The need to keep the collection current, relevant, and in use	47
The availability of eBooks and eAudio, including uncertainty about starting or continuing to offer these formats within the collection	37
Non-fiction downsizing, including a shift from print to digital	25
Popularity and growth of manga, graphic novels, and comics	21
Fewer curriculum-related resources, more engaging fiction and non-fiction	15
Constraints relating to the library's physical environment	13
Constraints relating to collection development funding	10
Capacity to increase holdings of Māori and Pasifika materials, and New Zealand titles generally	4
Increase in holdings of 'other' items, including digital devices and equipment	4
Addressing diversity and inclusion within the collection	3

"I especially want to grow our graphic novels because they are very popular and are engaging students who previously have been dubious about using the library."
Contributing school library support staff

"The eBook debate continues. Because we are a primary school (only to year 6) the general feeling is that it is better to get a physical book in the student's hand, than spend some of our limited budget on eBooks. I know teachers do some work around this in their classrooms and students can access EPIC![9] website on our iPads and listen to stories that way."
Contributing school library support staff

"We are heavily weeding the non-fiction to update it and shift it from a research focused collection to interest based as the majority of research is now focused online but we are working to increase our student's reading for pleasure."
Secondary school library support staff

"Less curriculum-based non-fiction more high interest non-fiction and fiction, more reliance on databases and other digital resources such as e books, e audio and video platform such as ClickView."
Secondary school library support staff

"I have reduced the number of fiction books significantly as weeding was needed. This also needs to happen in the non-fiction area, […] After that we will aim to have a smaller, more targeted and relevant collection."
Secondary school library support staff

"I think we are shrinking overall. The non-fiction is certainly shrinking fast. Reference will be gone soon. I'm only buying for specific areas of non-fiction these days. If it never gets used it is pointless buying it when I could spend the money elsewhere replacing used stock in fiction."
Secondary school library support staff

"The non-fiction is slowly reducing as students use the internet instead, therefore books do not get used as much as 5 years ago and this will continue."
Secondary school library support staff

"We have many older books that we have begun to cull in readiness for moving towards new technology."
Intermediate school library support staff

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[9] www.getepic.com/

4. Collection development funding

Insights

Collection development budgets

Across all school types, deciles, and roll sizes in our sample schools, the average budget for collection development for 2019 is $13.97 per student.

65% of respondents said their collection development budget was unchanged from 2018 to 2019. 13% said their budget had increased, and 22% said their 2019 budget was less than in 2018.

- Intermediate schools reported the greatest increases: 20% indicated they have more and 5% say they have much more than in 2018.
- Secondary schools reported the greatest decreases: 17% indicated they have a bit less and 14% say they have a lot less than in 2018.

Average collection development budgets reported in this survey do not vary significantly from the information in our 2018 data. Changes to reported average budgets between 2018 and 2019 range from -$2.28 per student for Contributing schools to +$2.56 per student for Intermediate schools.

Collection development budgets vary considerably across deciles and school sizes. Our sample shows there are significant differences in average budgets between the lowest and highest decile schools, and between the smallest and largest schools, as shown in Table 12.

Table 12: Comparison of collection development budgets for highest and lowest school decile and size

| Metric		Average $ per student		Average $ per student
School decile	Decile 1	$9.98	Decile 10	$19.69
School size	1-50 students (U1)	$19.23	>2400 students (U16)	$7.86

Collection development funding sources

For the majority of responding schools, the Ministry of Education's operational funding is the main source of collection development funding. More than 60% of responding schools say this operational funding accounts for 81-100% of their collection development budget.

Detailed findings

Part 1: Collection development budgets

Figure 24: Average collection development funding per student, and range of responses
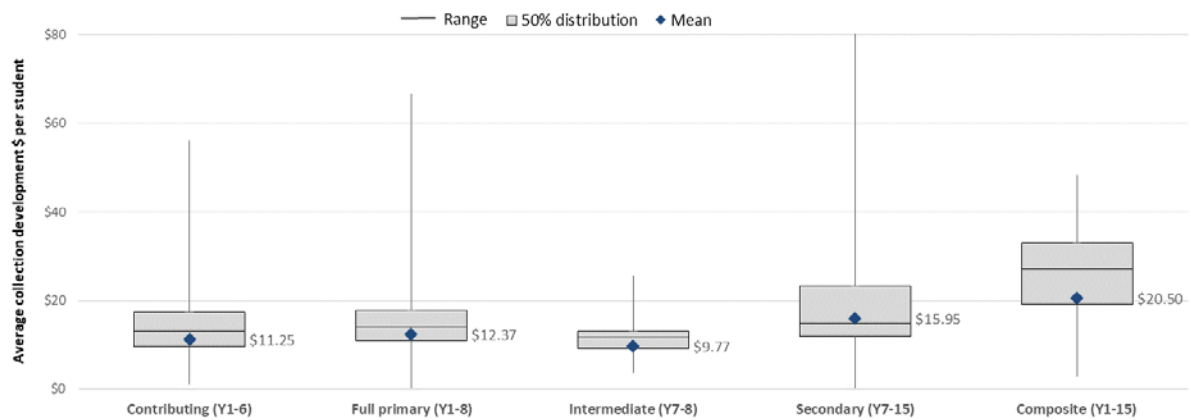
Respondents indicated how they feel their collection development budget has changed for 2019. In Figure 25, responses to the left of 0% indicate a decline; responses on the right indicate no change or an increased budget.

Figure 25: Perceived change in collection development funding 2018 → 2019

Is your current collection development budget more or less than last year?
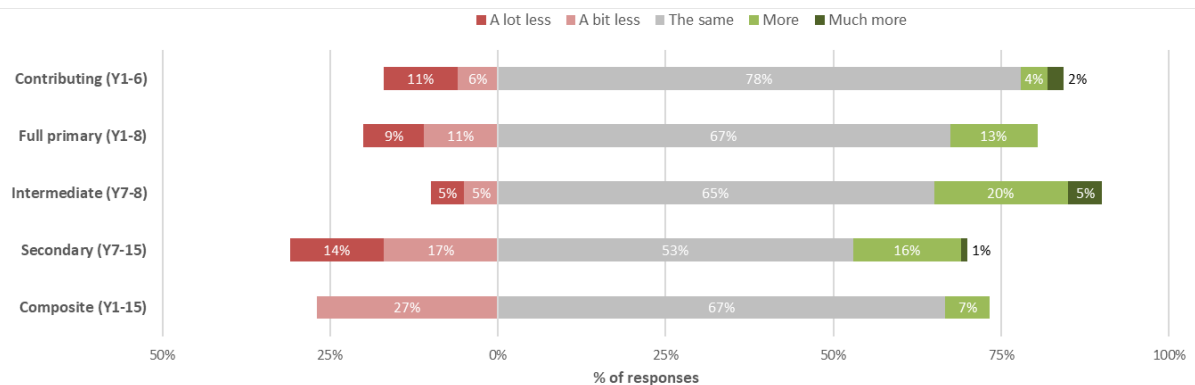

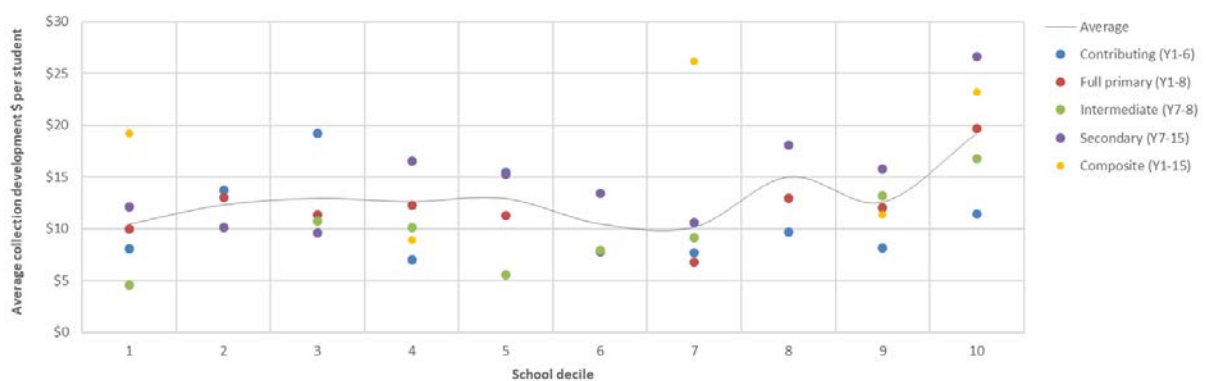**Figure 26: Average collection development budget per student by school decile**

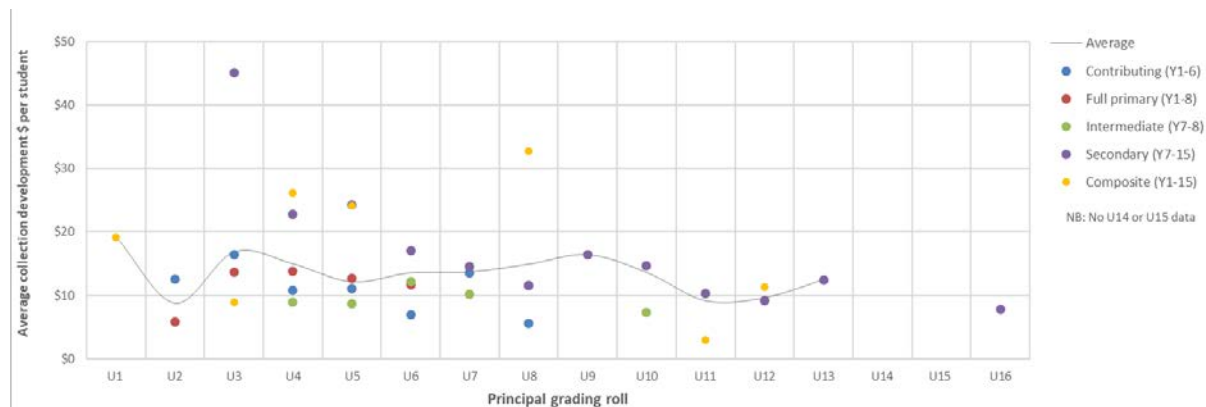**Figure 27: Average collection development budget per student by school size**

Table 13: Comments about school library collection development funding and sources

Comments about school library collection development funding and sources	Count
Adequate funding, including increased budgets and additional funding for specific projects or collections	47
Inadequate funding, including zero budgets and funding decreases over time	43
Sources of funding, including donations, grants and fundraising e.g. Scholastic book clubs and fairs, and Thomas George Macarthy Trust grants.	42
Uncertainty about, or fluctuations in funding, including changes to the school roll and the impact of external factors e.g. ILS costs, or library renovations.	29

Part 2: Collection development funding sources

Respondents were asked to select sources of collection development funding in their school, and indicate the proportion of their total funding from each of those sources.

For most schools, the Ministry of Education's operational funding supports the bulk of their collection development. Over half of responding primary schools rely on fundraising efforts and the support of parents and whānau in their community to fund library collection development.

Table 14: Percentage of responding schools who receive funding from various sources

	Operational funding	PTA / parent support	Board of Trustees	Grants	Fundraising	Other funding
Contributing (Y1-6)	75%		20%	10%	45%	4%
Full primary (Y1-8)	72%	18%	16%	24%	54%	10%
Intermediate (Y7-8)	93%	7%	7%	7%	40%	13%
Secondary (Y7-15)	86%	5%	11%	20%	9%	6%
Composite (Y1-15)	89%	11%	11%	44%	33%	11%

Many schools receive funding from more than one source for their collection development budget. Figure 28 shows the proportion of responding schools' budgets received from various sources, aggregated for all school types.

Figure 28: Proportion of collection development budgets received from various sources
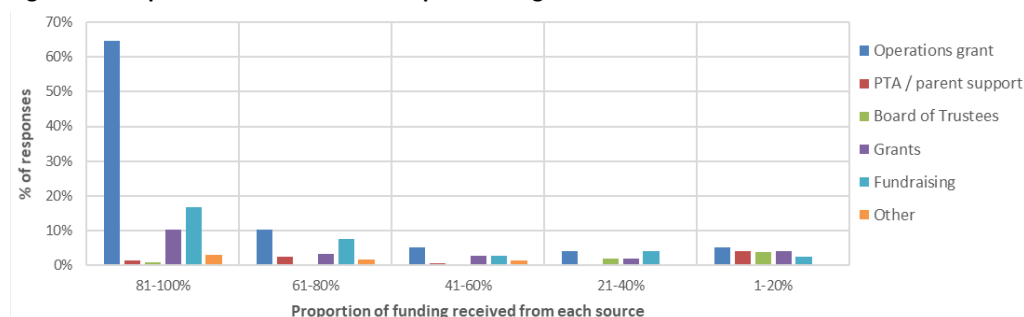
> *"Feel I currently have a good budget for library collection. Would not want it to drop lower than current amount, this budget allows me to cater to student / staff requests for the collection (on top of using bookfair funds / rewards points etc)."*
> **Intermediate school library support staff**

> *"We had a start-up budget for last year and this year, our library budget remains generous as a reflection of our need to grow the collection from nothing."*
> **Full primary school teacher**

> *"Cut by a third — supplied by PTA — not school funded but a management decision to cut the budget."*
> **Contributing school library support staff**

> *"I trawl the charity shops. We rely on the biannual grant we are given plus a small annual budget from the school."*
> **Full primary school teacher**

> *"Macarthy Trust grant is my total budget every two years."*
> **Contributing school library support staff**

> *"Currently our library budget is very low to what I usually have due to the fact that our school roll has grown so much we had to move out so the library could be used as a classroom. […] hopefully next year my budget will be back to its usual amount."*
> **Full primary school library support staff**

> *"My usual book buying budget got frozen in term 2 and I don't expect to have any book buying money for the remainder of the year. I feel devastated because this has happened three years in a row each time occurring earlier in the year."*
> **Full primary school library support staff**

Discussion

The aggregated results of this survey show that in the areas we have investigated this year — i.e. the school library workforce, school library collection development and associated funding — there are significant variations between school types, for example:

- primary and intermediate school library staff generally work part-time, secondary and composite school library staff generally work full-time

- secondary schools rely significantly less on fundraising for collection development than all other school types.

Other differences such as decile or size do not appear to correlate to levels of library staffing, collection holdings or funding, to the same extent.

Under our current model of self-managing schools, individual Boards of Trustees make their own decisions about every element of library provision:

- leadership and library expertise

- the library's physical and virtual spaces, and the collections they hold

- what library services are provided to enable the school community to access the information, stories, and other resources they need.

There are many variables that affect the decisions schools make about their school library resourcing – roll size, decile, year levels, location, as well as the specific goals and aspirations of their school community. It is up to each school to determine the levels of library staffing, funding and other resourcing they need to achieve the goals and aspirations they have for all their learners.

Strengthening the impact of school libraries

Both our 2018 and 2019 survey findings illustrate the potential for school libraries and library staff to have a greater positive impact on teaching and learning than at present. The 2018 report[10] identifies library services where the contribution of the school library and library staff could be strengthened (see Sections 3.2 and 3.3).

Respondents' comments in the 2019 survey also show that there is potential to increase the utility of the school library i.e. offering effective library services that are well-used by the school community. For school management and teaching staff, this means:

- recognising the value of library staff as information professionals and experts in children's literature

- ensuring they have opportunities to use this expertise to help improve literacy, learning and well-being outcomes for students.

Employment matters

Employment arrangements for school support staff are topical at the time of writing this report:

- the Support Staff in Schools Collective Agreement ratified by NZEI members in December 2019 lifts minimum remuneration rates to the 2019 Living Wage,

- NZEI and the Ministry of Education are currently negotiating a pay equity claim on behalf of Teacher Aides (some of whom work in school libraries),

- a further claim is planned to address pay equity for school library support staff specifically.

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[10] natlib.govt.nz/files/schools/school-libraries-and-school-library-services-in-nz-aotearoa.pdf

The survey findings illustrate further employment-related concerns for school library staff and our three organisations, particularly managing workforce development and change. These include:

- improving access to support and continuing professional development
- clarifying career pathways, and continuity of employment (see Implications for future research below)
- sustaining levels of expertise across the school library sector into the future.

School library collections

School library collection sizes reported in this years' data are spread across a wide range, from an average of 16 items per student for responding intermediate and secondary schools, to around 25 items per student in primary and composite schools.

Collection holdings remain print- and fiction-heavy, and respondents expect continued growth for both these. Other formats where respondents predict growth include graphic novels and magazines, with comments indicating their potential to have a positive impact particularly for encouraging reading for pleasure and supporting struggling readers.

Respondents also expect significant growth for digital content within their library collections, particularly free digital content. There are challenges for school libraries in making this content easily accessible – it requires technology and systems enabling discovery and access, coupled with promotion and education about finding and using these resources.

Collection funding varies considerably — some schools allocate generous budgets while others provide little or no collection development funding for their library. In our sample, most schools use their operating grant to fund collection development i.e. discretionary spending that is susceptible to change depending on other funding pressures within the school. Many schools also rely on fundraising and donations from parents and whānau, or community grants — and the local community's capacity to support this can be very variable.

Limitations of the survey

Demographics, sample size, and participation

Analysis of the survey responses shows that some schools are under-represented in the data — these are small-to-medium schools, low decile schools, rural schools, and full primary schools. It is also likely that schools with library staff are more likely to have responded than those without.

We received fewer responses in 2019 than for our 2018 survey. We are confident, however, that a high percentage of school library staff participated in the survey this year. Consequently, we believe the information in this report closely represents the experience of all school library staff.

Survey design

The survey was designed primarily to collect quantitative data about school library staffing (including employment, professional support and continuing professional development) and collections (including budgets, holdings, and formats).

Respondents' comments provide additional quantitative and qualitative information, and context around the summarized results. Comments about staffing matters in particular illustrate the emotional and financial impact that employment arrangements have on school library staff.

Implications for school library practice

The data and charts presented in the report show aggregated / average responses. They provide a starting point for analysis or interpretation, by making it possible to see where your school stands in relation to others that are similar in some respects. However, they should not be interpreted as recommended targets or benchmarks.

A 2016 national survey of primary and intermediate schools found that "Two-thirds of principals did not find their government-funded staffing sufficient […] Two-thirds were using their operational funding and locally raised funds to employ additional teaching staff."[11] Similarly, the 2018 findings from NZCER's national survey of secondary schools[12] identified funding and staffing as key issues facing schools.

Our 2019 survey findings show that in many schools with library staff, their expertise as information and reading professionals is under-utilised. There is potential for library staff to provide further support for teachers, particularly around curriculum resourcing, sharing teaching relating to information literacy skills, strategies and resources for improving reading engagement and literacy development.

With the publication of the Leading Local Curriculum Guide series[13], the Ministry of Education has made more explicit the requirement for schools to develop their own local curriculum, with greater emphasis on designing relevant, flexible and personalised programmes of learning for their students.

This presents challenges but also increased opportunities for school library staff to:
- work collaboratively with people and organisations in the wider school community in order to connect learners with the information and resources they need
- incorporate more local content and resources into school library collections, including print and digital items, and other artefacts.

Implications for survey partners

The 2019 survey findings show there is continued demand for National Library's Services to Schools, SLANZA and LIANZA to support effective school library practice and provide school library staff with professional development opportunities.

Our organisations will continue to support library staff to develop the expertise they need, and empower them to advocate for greater library involvement in teaching and learning within their school community. We must ensure our professional development offers and other support for all school staff fit well with learner needs and preferences, and reduce barriers to access.

Implications for future research

69 respondents this year (88 in 2018) indicated they would like to be involved in further research. This could be undertaken by our three organisations, or other researchers in education, library and information studies to follow up on this survey and last year's findings.

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[11] www.nzcer.org.nz/system/files/National%20Survey_Resources_Nov17.pdf

[12] www.nzcer.org.nz/research/publications/secondary-schools-2018-findings-nzcer-national-survey

[13] nzcurriculum.tki.org.nz/Reviewing-your-curriculum/Leading-Local-Curriculum-Guide-series/Local-curriculum

School staffing

- The OECD's 2018 Teaching and Learning International Survey report[14] and NZCER's Secondary Schools in 2018 report[15] both highlight issues with school staffing.
  - It may be worth investigating the potential for librarian-teacher and library-classroom relationships and collaboration to have a positive impact on teacher workload, and literacy support, for example.
- Our findings illustrate issues relating to sustainability of the school library workforce, including developing and maintaining the expertise of library staff.
  - It may be worthwhile further investigating employment-related issues such as funding and remuneration, and continuity of employment arrangements for school library staff, particularly in light of NZEI members' forthcoming pay equity claim.
  - Further research into library staff development including accessibility and uptake of learning and development opportunities and the impact of these on professional practice, may be worthwhile.

Literacy and reading achievement, and well-being

- Results from the most recent Progress in International Reading Literacy Study[16] show a decline in NZ students' reading achievement at Year 5. Similarly, the OECD's PISA2018 Reading in New Zealand report into the reading experiences of 15-year-olds[17] also shows a decline in reading performance and reading for enjoyment, and persistent achievement gaps between girls and boys, socio-economically advantaged and disadvantaged students.
  - Further research could investigate the role of school library staff, and school library services (including access to effective library spaces and collections) in improving young New Zealanders' literacy and reading achievement, enjoyment of reading, and well-being generally.

Conclusion

This survey of New Zealand school libraries was a joint project conducted by National Library's Services to Schools, in collaboration with SLANZA and LIANZA. The survey builds on baseline information gathered in 2018[18] about the nature of school libraries and school library services, and provides greater detail about school library staffing and school library collections.

We received over 400 responses to the survey, representing approximately 14% of New Zealand schools. The data collected has enabled us to describe various aspects of school library staffing and employment arrangements. It also gives us a clearer picture of the nature of school library collections and some insight into how these are changing.

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[14] www.educationcounts.govt.nz/topics/research/talis

[15] www.nzcer.org.nz/system/files/NZCER_Nat-Survey-Report-Secondary.pdf

[16] www.educationcounts.govt.nz/publications/series/2539

[17] www.educationcounts.govt.nz/publications/series/PISA/pisa-2018/pisa-2018-reading-in-new-zealand

[18] natlib.govt.nz/files/schools/school-libraries-and-school-library-services-in-nz-aotearoa.pdf

Appendix A: Population and sample statistics

Differences of 5% or more between actual school population statistics (retrieved 14/8/19) and survey rates of response are highlighted in the tables below.

Region	% of total schools	% of survey responses
Auckland	21.2%	23.2%
Bay of Plenty	6.4%	6.9%
Canterbury	11.5%	12.7%
Gisborne	2.1%	1.1%
Hawkes Bay	5.1%	3.6%
Manawatū-Whanganui	7.8%	5.2%
Marlborough	1.2%	0.6%
Nelson	<1%	1.4%
Northland	5.9%	3.6%
Otago	5.8%	5.2%
Southland	3.4%	3%
Taranaki	3.7%	1.4%
Tasman	1.4%	1.1%
Waikato	12.2%	11.9%
Wellington	9.9%	18.2%
West Coast	1.4%	0.8%

Principal grading roll	% of total schools	% of survey responses
U1	14%	2%
U2	12%	6%
U3	12%	7%
U4	24%	19%
U5	19%	26%
U6	9%	16%
U7	4%	7%
U8	2%	5%
U9	1%	2%
U10	1%	3%
U11	1%	2%
U12	<1%	2%
U13	<1%	1%
U14	<1%	<1%
U15	<1%	<1%
U16	<1%	1%

Decile band	% of total schools	% of survey responses
1-2	22.4%	13%
3-4	19.1%	15.7%
5-6	19%	17.4%
7-8	19.3%	22.4%
9-10	20.4%	31.5%

School type	% of total schools	% of survey responses
Contributing (Years 1-6)	31%	27.3%
Full primary (Years 1-8)	42%	28.5%
Intermediate (Years 7-8)	5%	6.4%
Secondary (Years 7-15)	13%	32.3%
Composite (Y1-15)	6%	5.5%

Area type	% of total schools	% of survey responses
Main urban area	55%	70%
Secondary urban area	6%	6%
Minor urban area	12%	11%
Rural area	27%	13%

Appendix B: Survey questionnaire

2019 Survey of New Zealand school libraries

▼ **Introduction**

School name

Ministry of Education school number
Please enter your MoE education institution number (find this on the Education Counts website if you're not sure)

Town/city

School type *
Select the option that best matches your school. (Find this on the Education Counts website if you're not sure)
- ○ Contributing (Year 1-6)
- ○ Full Primary (Year 1-8)
- ○ Intermediate (Year 7-8)
- ○ Secondary (Years 7-15 or 9-15)
- ○ Composite (Year 1-15)
- ○ Other (please specify)

What is the **main role** for which you are employed within your school? *
- ○ Library staff member employed as support staff (e.g. Library assistant, Librarian or Library manager)
- ○ Teacher Librarian
- ○ Other support staff (e.g. teacher aide, office administrator)
- ○ Teacher
- ○ Principal
- ○ Other

Please describe any **additional** role(s) for which you are employed within your school.

▼ **Library roles and hours**

Please tell us who works in your library (tick all that apply).
- ☑ Student volunteers
- ☑ Adult volunteers
- ☑ Library assistant
- ☑ Librarian, Library manager, or Teacher-Librarian
- ☑ Teacher with Library Responsibility (TLR)
- ☑ Other support staff with library duties
- ☑ Other teachers with library duties

How many hours of student volunteer work does your library have per week?
Enter the sum total of hours worked by student volunteers each week.

How many hours of adult volunteer work does your library have per week?
Enter the sum total of hours worked by adult volunteers each week.

How many hours of Library assistant work does your library have per week?
Enter the sum total of library hours worked by your library assistant(s) each week.

How many hours of Librarian, Library manager, or Teacher-Librarian work does your library have per week?
Enter the sum total of library hours worked by your Librarian, Library manager, or Teacher Librarian each week.

How many hours of Teacher with Library Responsibility (TLR) work does your library have per week?
Enter the sum total of library hours worked by your TLR each week.

How many hours of work do other support staff with library duties have per week?
Enter the sum total of library hours for all support staff with library duties each week.

How many hours of work do other teachers with library duties have per week?
Enter the sum total of hours worked by other teachers with library duties each week.

Your current employment arrangements

○ I work part time in just one school library

○ I work full time in just one school library

○ I work more than one part-time library position (e.g. in 2 different schools, or one school and a public library)

○ I work more than one part-time position in my school (e.g. teacher aide + library assistant)

◉ Other (please specify)

Other employment arrangements
Describe your current employment arrangements.

In your school library role, are you paid during term time only or throughout the year?

○ I am paid to work during school term time only (40 weeks + annual leave)

○ I am paid to work throughout the year (52 weeks including annual leave)

How likely do you think it is that your school library work hours will be reduced in the next 12 months?

○ Very unlikely

○ Quite unlikely

○ No change expected

○ Quite likely

○ Very likely

Are there any changes you'd like to make to your hours of work in the school library (either longer or shorter) if you were given the opportunity?
Please describe any changes you'd like to make.

Are there any comments you'd like to make about your current employment arrangements?

▼ **Library staff only questions**

▼ » Your skills and pay

How well do the current skills you personally have match the skills needed in your current school library role?
Please select the option that best describes your situation.

○ My skills are much higher

○ My skills are a bit higher

○ My skills are just right

○ My skills are a bit lower

○ My skills are much lower

To what extent do you agree that you are paid appropriately considering your school library role and responsibilities?
Please select the option that best describes your situation.

○ Strongly agree

○ Agree

○ Neither agree nor disagree

○ Disagree

○ Strongly disagree

○ Don't know

Are there any comments you'd like to make about skills and remuneration relating to your work in the school library?

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» Your decisions about working in a school library

Which of these factors influenced your decision to accept or continue your current school library role? (tick all that apply)
Check each box that describes your situation.

- ☐ The hours align well with my needs and/or other commitments
- ☐ My children attend or used to attend the school where I work
- ☐ I live in the local area
- ☐ I have an interest in working with this age group
- ☑ Other

Please describe any other factors influencing your decisions about working in your current school library role.

Future work plans (tick all that apply)
Place a check in each box that describes your future work plans.

- ☐ I would like to continue working in my current school library role
- ☐ I would consider moving to other library work involving services for children/youth
- ☐ I would consider moving to other library work *NOT* involving services for children/youth
- ☐ I would consider moving to other work (not in libraries)
- ☐ I am currently looking for other work (not in libraries)
- ☐ I am planning to retire from my school library role in the next 3 years

Please describe any factors influencing or motivating decisions around your future work plans.

Are there any comments you'd like to make about your decisions regarding current or future work plans?

» Your qualifications, registration, and professional memberships

What professional qualifications do you currently hold or are completing? (tick all that apply)
LIS = Library & Information Studies

- ☐ Sub-degree level Library & Information Studies (LIS) certificate or diploma
- ☐ Degree level LIS qualification
- ☐ Postgraduate or higher LIS qualification
- ☐ Other sub-degree certificate or diploma e.g. Teacher Aide certificate
- ☐ Degree level qualification in a field other than library and information studies
- ☐ Postgraduate or higher qualification in a field other than library and information studies
- ☐ No professional qualifications currently
- ☑ Other qualification or currently studying towards a qualification

Please describe any other qualification you hold, or are currently studying towards.

What registration do you currently hold or are working towards? (tick all that apply)

- ☐ New Zealand teacher registration and practicing certificate
- ☐ LIANZA professional registration (RLIANZA)
- ☐ Other

What professional memberships do you currently hold? (tick all that apply)

- ☐ SLANZA member
- ☐ LIANZA member
- ☐ Te Rōpū Whakahau member
- ☑ Other (please specify)

Please describe any other professional memberships you currently hold.

Do you have any comments you'd like to make about your qualifications, registration, or professional memberships?

To what extent do you agree that you are supported well in your school library role by your school's leadership team?

○ Strongly agree
○ Agree
○ Neither agree nor disagree
○ Disagree
○ Strongly disagree
○ Don't know

How often do you use these sources for continuing professional development?	Never	Almost never	Sometimes	Fairly often	Very often
School-wide professional development (i.e. not library specific)	○	○	○	○	○
Local network meetings — National Library	○	○	○	○	○
Face-to-face learning events or workshops — National Library	○	○	○	○	○
Online learning — National Library	○	○	○	○	○
National Library	Services to Schools website	○	○	○	○	○
Local network meetings — SLANZA	○	○	○	○	○
Face-to-face learning events or workshops — SLANZA	○	○	○	○	○
Online learning — SLANZA	○	○	○	○	○
SLANZA website	○	○	○	○	○
Face-to-face learning events or workshops — LIANZA	○	○	○	○	○
LIANZA website	○	○	○	○	○
Peer support from other local school library staff	○	○	○	○	○
Peer support from local public library staff	○	○	○	○	○
Conferences	○	○	○	○	○
NZ School library email list ("the listserv")	○	○	○	○	○
Other library email lists (e.g. NZ Libs)	○	○	○	○	○
Professional journals (e.g. accessed via EPIC)	○	○	○	○	○
Library blogs	○	○	○	○	○
Social media	○	○	○	○	○

List conferences you've attended in the last 3 years.

Please describe any other sources of support or continuing professional development you use.

Are there any comments you'd like to make about how you are supported in your school library role?

What is the total number of items currently held in your collection as a whole?
Enter the number of items.

Enter the number of items of each resource type within your library collection i.e. materials selected (or curated) and held or shared by the library. Reports from your library software may list current holdings for resource types in your collection. If you are not sure, you can provide approximate numbers, or leave the *Current holdings* field blank.

Item types	Current holdings	How do you think this might change in future?
Print fiction — novels		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know
Print fiction — picture books		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know
Graphic novels		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know
Print nonfiction		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know
Ebook fiction		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know
Ebook nonfiction		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know
e-audio		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know

Digital content freely available to schools (e.g. websites, EPIC for NZ schools, DigitalNZ)		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know
Paid digital content (e.g. encyclopedias, video libraries, databases, e-serials)		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know
CDs/audio		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know
DVDs		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know
Magazines		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know
Other (e.g. artefacts or objects, 'maker' equipment, tools, or devices)		○ Establish a new collection ○ Grow an existing collection ○ Stay the same ○ We have none, and don't expect this to change ○ Reduce this collection ○ I don't know

If you have any items such as artefacts or objects, 'maker'equipment, tools, or devices held in your library collection, please describe them here.

Do you have any comments you'd like to make about the size of your collection?

Do you have any comments you'd like to make about future changes to your collection?

▼ Collection budgets

What is your total collection development budget for this school year, from all funding sources?

Enter your total budget *for collection development*, including print and digital resources, and subscriptions for collection materials.
Note: Do not include funds allocated for professional development, administration (e.g. processing materials or printing) or IT/systems costs.

Is your current collection development budget more or less than last year?

○ A lot less
○ A bit less
○ The same
○ More
○ Much more

Do you have any comments you'd like to make about your collection development funding?

▼ » Collection development funding sources

Where does your library collection development funding come from?	1-20%	21-40%	41-60%	61-80%	81-100%
Operations grant	○	○	○	○	○
PTA / parent support	○	○	○	○	○
Board of Trustees funding	○	○	○	○	○
Grants	○	○	○	○	○
Fundraising e.g. book fairs	○	○	○	○	○
Other	○	○	○	○	○

Do you have any comments you'd like to make about your collection development funding?

▼ Thank you for taking part in this survey about school libraries in New Zealand.

Would you like:

☐ A copy of the final report
☐ To be involved in further research

When you submit your responses, you'll be taken back to the survey introduction. You can then close the survey.

Appendix C: Principal grading roll

www.education.govt.nz/school/funding-and-financials/resourcing/principals-salary-grades

Principal grading roll	Grade
1–50	U1
51–100	U2
101–150	U3
151–300	U4
301–500	U5
501–675	U6
676–850	U7
851–1025	U8
1026–1200	U9
1201–1400	U10
1401–1600	U11
1601–1800	U12
1801–2000	U13
2001–2200	U14
2201–2400	U15
2401+	U16