

School Support Staff: A Day in My Life

A big part of the pay equity process is about assessing the value of your work properly and shining the light on the unseen or undervalued skills and effort you bring to the job. This is called a gender neutral job evaluation. Only when your job is properly valued can it be fairly compared with a male dominated job of equal value.

Please contribute to support staff pay equity claims by filling in this “diary of a day”. NZEI will collate the diaries and use them as part of pay equity job evaluation processes with the Ministry. As many support staff roles will be assessed for pay equity, this is an exercise for anyone who identifies as ‘support staff’ in their school.

Please read the examples, and then complete one or more of the page on the reverse with examples of things that you do on a regular basis and the skills that you use.



Take a photo or scan your pages and email them to oso@nzei.org.nz by Friday 29 September 2017.

In your time at work today, what did you do?	What skills did it require? Circle or highlight those that you used (these are similar to skills and effort that a gender neutral pay investigation might look at)	Any comments you want to make on the skills or effort required
<p>Example Supported child during in-class reading programme</p>	<p>Help resolve problems, put things back on track or work around obstacles <i>Oral and written communication and numeracy skills</i> Knowledge and practice of Te Ao Māori Knowledge and practice of Te Reo Māori Help reduce barriers to understanding <i>Notice and respond to non-verbal communication</i> <i>Monitor and guide or manage others' reactions</i> Maintain or focus children's concentration and engagement</p>	<p>Example My student was very tired this morning so I had to negotiate and persuade them to focus -- I did this by pointing out how the book we were reading related to the trip the child had last year to see their grandparents.</p>
<p>Example Assisted a family to enrol their child</p>	<p>Help resolve problems, put things back on track or work around obstacles <i>Oral and written communication and numeracy skills</i> Knowledge and practice of Te Ao Māori Knowledge and practice of Te Reo Māori <i>Help reduce barriers to understanding</i> Notice and respond to non-verbal communication Monitor and guide or manage others' reactions Maintain or focus children's concentration and engagement</p>	<p>Example The family were new to NZ and needed help with our enrolment process. In the middle of it, a student arrived having been sent to the sick bay, so I had to make sure the family felt welcomed in spite of having the sick child be my priority.</p>

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	<p><i>Help resolve problems/put things back on track or work around obstacles</i></p> <p><i>Oral and written communication and numeracy skills</i></p> <p><i>Knowledge and practice of Te Ao Māori</i></p> <p><i>Knowledge and practice of Te Reo Māori</i></p> <p><i>Help reduce barriers to understanding</i></p> <p><i>Notice and respond to non-verbal communication</i></p> <p><i>Monitor and guide or manage others' reactions</i></p> <p><i>Maintain or focus children's concentration and motivation</i></p> <p><i>Give specific feedback to someone</i></p> <p><i>Knowledge and understanding of child development</i></p> <p><i>Knowledge and understanding of the curriculum</i></p> <p><i>Communicate effectively with people from diverse backgrounds</i></p> <p><i>Solve problems/put things back on track</i></p> <p><i>Balance conflicting demands</i></p> <p><i>Be able to draw boundaries including saying "no" or "not now"</i></p>	

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