



Pay Equity FAQs

What is pay equity?

Pay equity is about people being paid the same for work that is the same or substantially similar, or different but of equal value.

Pay inequity is caused by systemic sex-based discrimination leading to the undervaluation of work done in female-dominated occupations.

What kind of skills and duties are more likely to have been undervalued?

‘Women’s Work’ - Less visible skills, based on a gender assumption about the ‘innate’ skills that come naturally to females – e.g., relationship building, patience, emotional awareness, dexterity.

Paid ‘women’s work’ reflects the work done mostly by women in the domestic sphere – e.g., childcare, housekeeping, care/support work.

The skills required and the work itself are often undervalued in our society, e.g. ‘It’s just babysitting’.

What’s the difference between pay equity, equal pay, and pay parity?

Pay Equity – people are paid the same for work that requires similar levels of skill, experience, duties, and responsibility.

Equal Pay – the same pay for doing the same work.

Pay Parity – the same pay for the same work across different employers, organisations, and workplaces (e.g., ECE versus kindergarten).

How does the pay equity claim interact with collective bargaining?

The pay equity process, although it includes bargaining for a settlement, is completely separate from our collective negotiations process.

There should not be any interaction between the pay equity settlement and our collective negotiations for specific collective agreements.

The outcome of the pay equity settlement may lead to a variation in the collective agreement (for example, with a new base scale or allowances to rectify any undervaluation).

What legislation is pay equity connected to?

Equal Pay Act 1972, amended in 2020.



What are the stages of the pay equity process?

Three phases: Raising, Assessing, Settling

Raising:

Following the 2020 amendment to the Equal Pay Act 1972, two claims were raised for teachers – by NZEI Te Riu Roa and PPTA Te Wehengarua.

These were consolidated by the Ministry of Education because the nature of the work was considered to be the same or substantially similar.

Arguability is tested, based on the demographics of the sector – is it female dominated?

Terms of Reference agreed on.

Assessing:

- PPTA/NZEI Te Riu Roa interviewing teams made up of member volunteers, working alongside Ministry of Education analysts to complete interviews across the sector.
- Random selection of kura and schools from range of demographics.
- Claimant and supervisor interviews – capturing the full scope of mahi that teachers and leaders are doing in kura and schools.
- Transcripts written, reviewed, finalised.
- Quality assurance – checking, going back with any further questions or for clarification. Interviewees checking and adding more information or amending.
- Analysis of data, common themes emerging from transcripts. Shared with those covered by the claim, for validation (feedback). Further information can be sought if needed if there are found to be any gaps in the data.
- Selection of comparators from male-dominated professions. Comparator interviews where needed.
- Factor scoring using the pay equity PEAM tool, comparison of pay and conditions. Proving or disproving an undervaluation of teachers.

Settling:

The final stage is a bargaining process between the unions and the employers (Secretary for Education and ECE employers) to come to a settlement.

What pay equity tool is being used?

The PEAM tool - Pay Equity Aromatawai Mahi (work assessment).

This was developed for pay equity assessments in the education sector and used by the Ministry of Education and NZEI Te Riu Roa in several education claims.

The PEAM tool is used to provide scores for each 'factor' (for example, responsibility for people



leadership) that are used to represent the value of the work that is being done. These same factors are assessed for the comparators, and factors are compared with regard to how they are valued with pay and conditions in collective agreements.

Which stage are we up to now?

We are now in the assessment stage. Representatives from NZEI Te Riu Roa and PPTA Te Wehengarua have been working with Ministry of Education analysts to conduct interviews across the education sector, including secondary and area schools, Te Aho o Te Kura Pounamu and in community education. Nearly 300 interviews have been conducted across the sector.

How were the schools and interviewees selected?

The schools are randomly selected from specific demographics, to ensure there is an equitable spread across regions, settings, and equity index levels.

This includes interviews in ECE (private and community), kura, state and state-integrated primary, area and secondary schools, community education programmes (ACE and OOHMA), English and Māori medium settings, RTLB clusters etc.

Schools that have been selected are invited to take part in the assessment phase and to nominate an interviewee with a particular role, and their supervisor. Interviewees can be union members or non-members, and they can be of any gender expression.

What was the timeline of the interview process?

The interviews started in late Term 4 2022 (ECE) and Term 1 2023 (kura and primary). Interviews with secondary schools started at the end of Term 1 and are currently in full swing.

We expect that the interviews will finish at the end of 2023.

What are they trying to identify with the interviews?

Skills:

- knowledge
- problem solving
- planning/organising
- interpersonal and communication
- bi- and multi-cultural
- physical

Working conditions

Responsibilities:

- people leadership – how many adults do you directly lead, how many do you influence?
- resources – physical, digital (curriculum, private records), financial



- organisational outcomes – e.g. assessment outcomes, pastoral care
- services to people – the ways that you meet the needs of students, whānau and the community

Demands:

- emotional
- physical
- sensory

I've been selected for an interview. What should I be prepared to talk about? Any tips?

It's really important for you to think about all of the work that you do, and all of the skills, responsibilities, duties and demands that this work requires. You might want to consider reflecting on your work over a few days or a week, considering the full range of tasks that you do and what kind of knowledge, training, and skills those tasks require. What duties and responsibilities do you have? What are the emotional, physical, and sensory demands on you?

During the interview, try to break down any school-related jargon and describe what each activity or responsibility involves. For example, instead of saying "I stand up and teach" or "I do moderation", think about the specific elements that make up these aspects of your role, what skills they require and your level of responsibility for ensuring the success of those tasks.

After the interview, there will be time for you to check the transcript and add or amend anything as needed. It is hard to fit all the information into the 90-minute interviews, so feel free to add any further information when you have a chance to reflect and check through what has been written, as well as clarifying anything that may not have been fully captured.

Why is there also a supervisor interview? Is this an appraisal?

Your supervisor will be interviewed as another way of capturing the full scope of the work that you do in your role. It is a chance for them to identify any aspects of your role that you may not have recognised or shared with the interviewer. It is not linked to any form of appraisal or assessment.

What happens to the data?

The information from the transcripts is anonymised to ensure that no employees, families, students, or schools can be identified. During the process, the transcripts are stored in one secure online location, and unions and the Ministry of Education follow strict processes to ensure data security.

Once the claim is settled, the anonymised data may be added to a collective secure resource, where it can be used as a comparator for future pay equity claims.

You can ask for your interview data to be removed at any stage if you no longer wish to participate in the claim.



What is the next step in the process?

Following the interviews of teachers there may be further data sought through widespread and/or targeted surveys.

The Ministry of Education analysts are preparing to analyse the data from the interview transcripts so that the key themes can be presented to those who are covered by the claim for feedback. If any gaps in the data are highlighted through this process, further interviews could be conducted. The analysis stage will likely take the first two terms of 2024.

We are also considering comparators, with the aim of conducting comparator interviews in the first half of 2024. When all the data has been collected, the PEAM (pay equity tool) will be used to score the work according to various factors. The pay and conditions will then be compared between the teacher data and the comparators to establish whether there has been an undervaluation.

How will the comparators be selected?

The Ministry of Education pay equity team and the unions, alongside ECE steering group representatives, will consider which comparators could be used. These will be male-dominated professions but could also include female-dominated professions whose pay equity claims have been settled.

In the process to select comparators, we are looking at work that is the same or substantially similar, or work that is different, but requires the same or substantially similar skills and experience, responsibilities, working conditions, and/or degrees of effort, but that is free from gender-based undervaluation. More than one comparator will be needed, to cover the breadth of roles covered by the claim, and range of responsibilities within the scope of teachers' work. We are anticipating needing at least 3-5 comparators.

It is not a like for like comparison, so the comparators can come from a range of backgrounds.

How long will the process take?

The whole process is expected to take three years.

It is the largest pay equity claim raised in the education sector to date, on behalf of over 90,000 employees. It is also a multi-employer (Ministry of Education and 524 ECE employers) and multi-union (PPTA Te Wehengarua and NZEI Te Riu Roa) claim, which adds layers of complication. This required a MEPA (multi-employer pay equity process agreement) to be formed, along with a Terms of Reference to be agreed between unions and employers, before the assessment could start.

Who would be covered by the teachers' pay equity settlement?

Over 90,000 workers in the education sector. Those who teach, those who lead teachers and anyone doing 'the same or substantially similar work'. This includes ECE, Kindergarten, state and state-integrated Primary and Secondary Teachers and senior leaders (including principals). Also, Early



Intervention teachers (who work directly for the Ministry of Education), RTLBs, some Community Education employees (e.g., tutors and leaders), untrained teachers/LATs.

Is there any guarantee that an undervaluation or inequity will be identified?

There is no guarantee with this process. The most important factor is ensuring that we collect enough quality data to show the full scope of the work that teachers are doing. The outcome is guided by the data that can be used to prove an undervaluation. This is why the interviews in schools are crucially important.