School libraries and school library services in New Zealand Aotearoa

November 2018
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Executive summary

Scope and objectives

The National Library Services to Schools, LIANZA and SLANZA surveyed all schools in New Zealand from 4 May to 25 May 2018, to gather baseline information about the nature of school libraries and school library provision.

Schools make their own decisions about the resources and facilities they offer to support their curriculum; there is no government mandate requiring New Zealand schools to provide library spaces or services. Consequently, there are many different models of library provision within New Zealand schools.

Summary of findings

The survey identified that there is great variation between individual schools as to the management and operation of school libraries throughout New Zealand.

Clear differences between school types relate particularly to:

- the provision of services involving technology, including systems and technology for discovering and accessing library resources, information and services
- library environments, and
- library staffing levels.

However, there are also commonalities, including:

- largely similar responses across school types to questions about the role and importance of the library — indicating a widely-held view that the school library has an important part to play in supporting literacy development for students, learning across the curriculum, and student wellbeing
- An expressed desire – across all school types – to engage more with parents and whānau, and the school and wider community.

“All of these questions are what I want our library to be and I am working towards this, however, it will take many years with current poor budget and time constraints.”

Primary school Teacher Aide and member of the school library team

“Some of our children do not have access to a town library so our school library gives them this opportunity.”

Primary school Principal

“Our library is a part of our learning space [… It] is an innovative learning area where technology and technical support is provided to all students.”

Primary school Teacher with Library Responsibility

“[…] our library is warm and welcoming. It is comfortable, vibrant with interesting eye catching displays and multimedia access. Areas set up for technology, or for quiet study and reading, group meetings, correspondence etc… The library is used after school for study, board and pastoral meetings, school community meetings and wider meetings.”

Secondary school Library and Information Manager
Recommendations

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

- communicate with stakeholders the findings relating to the importance and value of school libraries
- use it to inform service development that addresses the needs the survey has identified
- use information from the survey as a catalyst for further research about school library provision in New Zealand, by working collaboratively with others in the library and education sector
- plan to survey schools again in future, in order to track changes from one year to another, and to deepen our understanding of areas identified for particular focus.
1. Introduction

Rationale

This survey was carried out to gather information about New Zealand school libraries, relating to:

- the number of schools with, and without, school libraries and/or school library staff
- the range of library services offered
- the types of library spaces in use
- how school libraries are resourced
- how school libraries are staffed.

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

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

The information gathered will enable our organisations to:

- prioritise, plan, and deliver services to school libraries
- work together to establish a common understanding with stakeholders about the role that school libraries can play in supporting teaching and learning in New Zealand schools
- work together to establish a common understanding with stakeholders about the role that school libraries can play in building a nation of readers
- further our individual and collective strategic goals.
2. Methodology

Survey design and implementation

The questionnaire was designed by NLNZ Services to Schools in collaboration with SLANZA and LIANZA. The online survey was developed using KoBoToolbox, and deployed from 4 May 2018 to 25 May 2018. A link to the online survey was emailed to 2172 schools in New Zealand. The survey was further disseminated via the school library and New Zealand library email listservs, the New Zealand Principals’ Federation Principals Matter newsletter, and the Services to Schools, LIANZA, and SLANZA newsletters.

The survey asked respondents over 60 questions covering aspects of their library’s role, operations and management, and allowed respondents to add comments to clarify their responses.

Demographics – population and sample

A total of 553 responses were received. Most schools provided their school name or Ministry of Education institution number; with this information we could uniquely identify 492 schools. 14 respondents did not identify their school, but did indicate their school type – their responses are included in analysis where possible. 2 respondents listed their school type as “Other”– 1 special school and 1 home-school; these have not been included in our analysis.

This self-selected sample represents 19.7% of New Zealand schools. Comparison of the survey responses against demographic information available from the Ministry of Education’s directory of schools\(^1\) – by region, school roll\(^2\), decile band, and school type – shows that in most instances the rate of survey responses aligns closely to actual demographics, however, there are some differences which are highlighted in Appendix A.

Respondent characteristics

The majority of responses (n=451) were from school library staff or members of the school library team, therefore the data largely reflects their experiences and perceptions of the library. Table 1 below shows the number of respondents who indicated they perform just one, or more than one, role in their school.

<table>
<thead>
<tr>
<th>Role Description</th>
<th>School library staff or team member</th>
<th>Teacher</th>
<th>School management team member</th>
<th>Other staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single role</td>
<td>308</td>
<td>40</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>Multiple roles</td>
<td>143</td>
<td>90</td>
<td>52</td>
<td>80</td>
</tr>
<tr>
<td>Total responses for this role</td>
<td>451</td>
<td>130</td>
<td>82</td>
<td>88</td>
</tr>
</tbody>
</table>

\(^1\) [https://www.educationcounts.govt.nz/data-services/directories/list-of-nz-schools](https://www.educationcounts.govt.nz/data-services/directories/list-of-nz-schools)

Analysis

Quantitative data analysis from the survey uses aggregated totals of the responses to each question. For some questions and sections of the survey where responses showed a clear difference between school types, further breakdown of the data shows the differences at this level.

Coding and analysis of the free-text data relating to library support for priority learners and other diverse student groups has been done in order to summarize the responses in Library support for priority learners and other diverse student groups (pp 37-46).

Further levels of analysis — for example by respondent role(s) or by school size or decile — have not been done to date, although there is scope to do so if requested by SLANZA or LIANZA.
3. Detailed findings

1. The role of the library in supporting literacy and learning

Respondents were presented with seven statements about the role of their library in supporting literacy and learning, and asked to indicate how important they believe each to be. The statements and rating scale are shown in Appendix B: Survey questionnaire.

Insights

Key elements of the school library’s role can be identified by the peak responses in this section. There is a commonly held view amongst respondents that these are essential to the role of the library:

1. Promoting and supporting reading for pleasure — has the highest percentage of ‘extremely important’ responses, and the least variation in responses between school types.
2. Supporting the achievement of literacy standards — peaks at ‘very important’.
3. Although library support for inquiry learning and teaching across the curriculum peaks at ‘extremely important’, respondents see library support for students’ social and emotional learning and well-being as slightly more important overall.

The chart below shows each of the seven statements ranked by the percentage of combined ‘extremely important’ and ‘very important’ responses.

Other key points to note:

- Support for students’ social and emotional learning and well-being received the second highest percentage of “extremely important” responses, across all school types (indicating a high degree of concensus).
- “The library provides technology and technical support that enables equitable access” showed the only notable variation in responses across school types (see statement 7 below). Secondary schools are more likely to see this as an important role for the library than other school types.
Statement 1: The library reflects and supports the diverse range of languages, cultures, and identities in our school community

Figure 2: The library reflects and supports the diverse range of languages, cultures, and identities in our school community

80% of respondents say that it is extremely or very important that the library reflects and supports the diverse range of languages, cultures, and identity in their school community.

Statement 2: The library is a central hub (both physical and virtual) for providing, managing, and enabling access to resources for our school community

Figure 3: The library is a central hub (both physical and virtual) for providing, managing, and enabling access to resources for our school community

76% of respondents say that it is extremely or very important that the library is a central hub for providing, managing, and enabling access to resources for our school community.

Statement 3: The library supports inquiry learning and teaching across the curriculum

Figure 4: The library supports inquiry learning and teaching across the curriculum

84% of respondents say that it is extremely or very important that the library supports inquiry learning and teaching across the curriculum.

Statement 4: The library supports the achievement of literacy standards

Figure 5: The library supports the achievement of literacy standards

85% of respondents say that it is extremely or very important that the library supports the achievement of literacy standards.
**Statement 5: The library promotes and supports reading for pleasure**

97% of respondents say that it is extremely or very important that the library promotes and supports reading for pleasure. This statement indicates the greatest agreement across all respondents, with no “I don’t know” responses.

**Statement 6: The library supports students’ social and emotional learning and well-being**

85% of respondents say that it is extremely or very important that the library supports students’ social and emotional learning and well-being.

**Statement 7: The library provides technology and technical support that enables equitable access**

59% of respondents say that it is extremely or very important that the library provides technology and technical support that enables equitable access. Responses to this statement showed notable variation across respondents’ school types in the way that technology is managed and provided. Those differences are reflected in Figure 9 below.

Responses show that providing technology and technical support that enables equitable access is a more important role for secondary school libraries (with 87% selecting extremely or very important), than for other school types. One contributing school respondent commented “While the provision of technology enabling equitable access is extremely important in the school, the role lies mainly outside the library.”

**Figure 9: The library provides technology and technical support that enables equitable access – by school type**

- **Contributing (Y1-5)**
- **Full Primary (Y1-8)**
- **Intermediate (Y7-8)**
- **Secondary (Y7-15)**
- **Composite (Y1-15)**
- **Average**
2. Library services that support inquiry and learning

Respondents were presented with a series of 11 statements about library services to support inquiry and learning. For each statement they were asked to select the option that best describes their situation.

Insights

Key findings in this section of the survey relate firstly to differences between school types, particularly:

- the way secondary schools manage technology, and technology support is notably different to earlier years of schooling (see statements 10 and 11 below)
- the provision of homework help or support after school is also notably different for secondary schools (see statement 5 below).

And secondly, some insights into gaps and potential for improvement in library services, as shown by the questions to which respondents chose “Is not happening, but we’d like it to”:

- library and teaching staff collaboration on inquiry and curriculum planning (see statement 1 below)
- enabling ‘makerspace’ activities – 40% would like to start offering these (see statement 4 below)
- library staff offer professional learning opportunities for other staff – 40% would like this to happen (see Statement 9 below).

Statement 1: Library and teaching staff collaborate on inquiry and curriculum planning

Over half of respondents say that library and teaching staff collaboration on inquiry and curriculum planning happens sometimes, or with some teachers only.

Statement 2: The library sources and provides books and other materials to support teaching and learning across the curriculum

Over half of respondents say this happens often in their school.
Statement 3: The library supports a school-wide process or model of inquiry

Over half of responding schools say this happens often or sometimes. However, almost a third say it’s not happening but they’d like it to.

Statement 4: The library enables ‘makerspace’ activities e.g. through access to space / technology / materials etc.

40% of respondents say the library does not enable makerspace activities to happen, but they’d like it to. Makerspace activities are not uncommon in respondents schools, with over a third saying the library enables them to happen.

Statement 5: The library provides homework help or support after school

Aggregated responses show that for 55% of responding schools, the library does not need to provide homework help or support after school. However, there are notable differences in the responses from secondary schools, as shown in Figure 15.

In contrast to the aggregated results, 36% of responding secondary schools say this is something happens often in their school. Data about secondary school library opening hours and staffing correlates with these findings — see also The library environment (p21) and Library staffing (p23).
Statement 6: The library supports teaching and promotion of digital literacy and citizenship

Over half of responding schools say this happens often or sometimes. However, almost a third say it’s not happening but they’d like it to.

Statement 7: The library supports students with their inquiry learning and research

89% of respondents say that the library provides inquiry learning and research support for students.

Statement 8: Library staff provide expert advice about information sources for children and young people

81% of respondents say that the library provides expert advice about information sources for children and young people.

Statement 9: Library staff offer professional learning opportunities and support for other staff

40% of respondents say that the library does not offer professional learning opportunities and support for other staff, but they would like it to.
Statement 10: The library provides technical support e.g. network access, printing

Aggregated data shows that a third of respondents say their library does not need to provide technical support for things such as network access, or printing.

However, there are notable differences by school type, most evident in the responses from secondary schools, as shown below. 72% of secondary school respondents say this is something that happens often in their school. In contrast, only 12% of full primary school respondents say it happens often in their school.

Statement 11: The library provides devices for student use or loan e.g. iPads, Chromebooks

Aggregated data shows that almost half of respondents say their library does not need to provide devices for student use or loan.

Again, responses to this statement show a notable difference between school type as to whether this is a service offered by the library or not. This correlates with responses to section 1 statement 7 about the role of the library in providing technology and technical support – both the role and associated services are more important for secondary schools than other school types.
3. **Library services that support literacy and reading for pleasure**

**Insights**

There is generally a high degree of consistency in responses to questions about the provision of services supporting and promoting literacy and reading for pleasure, across all school types.

Key points to note in this section are:

- there is a notable difference between primary schools (particularly full primary schools) and secondary / composite schools as to how often library staff provide expert advice about children’s and young adult literature,
- over half of all respondents say that involving parents and whānau in initiatives to engage their children with reading is not happening but they’d like it to,
- 75% of respondents say library staff share strategies for engaging young people with reading.

**Statement 1: Library and teaching staff collaborate on planning for literacy development**

Figure 24: Library and teaching staff collaborate on planning for literacy development

Over half of respondents say that library and teaching staff collaborate on planning for literacy development. However, almost a third say it does not happen, but they would like it to.

**Statement 2: Library and teaching staff collaborate on planning and developing initiatives to support reading for pleasure**

Figure 25: Library and teaching staff collaborate on planning and developing initiatives to support reading for pleasure

Over half of respondents say that library and teaching staff collaborate on planning and developing initiatives to support reading for pleasure. However, almost a quarter say it does not happen, but they would like it to.
**Statement 3: The library sources and provides books and other materials to support literacy development and reading for pleasure**

Figure 26: The library sources and provides books and other materials to support literacy development and reading for pleasure

Responses show that this is a key service offered by school libraries. It correlates closely with responses about the role of the library in promoting and supporting reading for pleasure (see section 3.1 statement 5.)

**Statement 4: The library promotes the value of reading for pleasure**

Figure 27: The library promotes the value of reading for pleasure

As above, responses show that this is a key service offered by school libraries, and correlates with responses to the role of the library in supporting and promoting reading for pleasure (see section 3.1 statement 5 above.)

**Statement 5: Library staff share strategies for engaging young people with reading**

Figure 28: Library staff share strategies for engaging young people with reading

75% of respondents say that their library staff share strategies for engaging young people with reading.

**Statement 6: The library creates opportunities for students to explore reading and writing, such as book clubs, author visits etc.**

Figure 29: The library creates opportunities for students to explore reading and writing, such as book clubs, author visits etc

68% of respondents say that their library staff share strategies for engaging young people with reading. And writing. However, over a quarter of respondents say it does not happen, but they would like it to.
Statement 7: The library includes parents and whānau in initiatives to engage their children with reading

Figure 30: The library includes parents and whānau in initiatives to engage their children with reading

51% of respondents say that this does not happen, but they would like it to.

Of all the statements relating to library services, this is the only one that peaks on this response.

Statement 8: Library staff provide expert advice about literature for children and young people

Figure 31: Library staff provide expert advice about literature for children and young people

78% of respondents say that their library staff provide expert advice about literature for children and young people.

This is the only library service relating to literacy and reading where there are notable differences in responses between school types, particularly for full primary schools, as shown in Figure 32 below.

Only 30% of respondents from full primary schools stated that this happens often. This is in contrast to secondary and composite schools, where nearly 60% of respondents say it happens often.

Figure 32: Library staff provide expert advice about literature for children and young people – by school type
4. The library environment

Participants were asked to select from a series of 9 options, in response to questions about their library environment including library access. In order to report on unique schools only, some responses have been omitted (unidentifiable schools), or merged (2nd or 3rd responses from a single school).

Insights

The physical library environment
- 92% of responding schools have a dedicated library space (n=444).
- 76% of responding schools consider their library is, or is part of, a flexible learning environment (n=334).
- 11% of respondents indicated that temporary changes are affecting their library’s physical environment (n=54).
- Only 5 of 492 uniquely identifiable schools indicated they have no physical library space.

The virtual library environment

The school’s virtual library can – if it is available anytime and anywhere —connect the library to the school community with 24/7 access to information, resources, tools, and library services that support learning and foster the enjoyment of reading.

However, some school libraries have an online presence with limited visibility or functionality (for example, an online library catalogue search that is only available within the school; a Facebook page used for sharing library news and events with the school community).

Figure 33: Percentage of responding schools who say their library has an online presence, or virtual school library

More detailed information about which library services are offered online anytime and anywhere, is included in Part 3: Library systems and technology for discovery and access for each school type (pp 18-22).

Library access
- Access to the library is most likely to be during class time and lunch times across all school types.
- There is a notable difference in secondary and composite schools where library access is more common before and after school, and during interval.
- All school types reported the presence of library staff and other support or teaching staff during the school day and at lunchtime.
- Secondary and composite schools are more likely to open before and after school, and have library staff present at those times.
- All school types reported significant student volunteer presence at interval and lunchtimes.
Systems and technology — Managing library records

- 99% of all responding schools manage their library records (including circulation of library items) using a software programme designed specifically for libraries.

Systems and technology — Discovery and access

- There are notable differences between school types as to whether – and how – technology is used to enable learners to discover and access library resources, information and services.
  - For primary and intermediate years, the service most commonly offered is the ability to search the library catalogue.
  - For secondary and composite schools, the service most commonly offered is access to digital resources provided by the library.

Figure 34: Library services that respondents say their school offers online anytime and anywhere

- More detailed information about whether and how online library services are offered is included in the *Library systems and technology for discovery and access* sections (for each school type) that follow.
Because there is wide variation in library environments across school types, the following 5 pages in this section present information about each school type separately, rather than comparing school types.

Detailed findings – Contributing schools

Part 1: Current library environments

Figure 35: Contributing schools – current library environments

- Has no physical library space: 1%
- Has an online presence: 20%
- Is included in 10 year property plans: 12%
- Is currently being built or remodelled: 8%
- Is temporarily a shared library/classroom: 7%
- Is in a temporary location: 4%
- Is a flexible learning environment (FLE): 30%
- Is within a larger FLE: 13%
- Is a dedicated library space: 87%

% of responses (n=141 unique schools)

Part 2: When can the library be accessed by students, and who is present at that time?

Figure 36: Contributing schools – library access times and who is present at those times

- Before school: 31%
- During class time: 99%
- During lunch: 27%
- During interval: 90%
- After school: 18%

N= 133 unique schools

Part 3: Library systems and technology for discovery and access

Participants responded to questions about how their library systems and technology enable students to access library resources, information and services.

Figure 37: Contributing schools – online library services

Students can...

- Search the library catalogue
- View and manage loans and reserves
- Access digital resources provided by the library
- Access websites or resources for student support
- Access websites or resources to encourage reading for pleasure

- Inside school only
- Not offered
- Online — anywhere, anytime

% of responses
Detailed findings – Full primary schools

Part 1: Current library environments

Figure 38: Full primary schools – current library environments

- Has no physical library space: 2%
- Has an online presence: 23%
- Is included in 10 year property plans: 14%
- Is currently being built or remodelled: 5%
- Is temporarily a shared library/classroom: 5%
- Is in a temporary location: 7%
- Is a flexible learning environment (FLE): 41%
- Is within a larger FLE: 23%
- Is a dedicated library space: 90%

% of responses (n=147 unique schools)

Part 2: When can the library be accessed by students, and who is present at that time?

Figure 39: Full primary schools – library access times and who is present at those times

Before school: 35%
- % of responses: 22
- Teaching volunteer
- Adult volunteer
- Library assistant
- Librarian, Library manager, or Teacher-Librarian

During class time: 99%
- % of responses: 45
- Teaching volunteer
- Adult volunteer
- Library assistant
- Librarian, Library manager, or Teacher-Librarian

During interval: 39%
- % of responses: 11
- Teaching volunteer
- Adult volunteer
- Library assistant
- Librarian, Library manager, or Teacher-Librarian

During lunch: 86%
- % of responses: 35
- Teaching volunteer
- Adult volunteer
- Library assistant
- Librarian, Library manager, or Teacher-Librarian

After school: 27%
- % of responses: 9
- Teaching volunteer
- Adult volunteer
- Library assistant
- Librarian, Library manager, or Teacher-Librarian

N= 132 unique schools

Part 3: Library systems and technology for discovery and access

Participants responded to questions about how their library systems and technology enable students to access library resources, information and services.

Figure 40: Full primary schools – online library services

Students can...

- Search the library catalogue
- View and manage loans and reserves
- Access digital resources provided by the library
- Access websites or resources for student support
- Access websites or resources to encourage reading for pleasure

% of responses (n=147 unique schools)
Detailed findings – Intermediate schools

Part 1: Current library environments

Figure 41: Intermediate schools – current library environments

- Has no physical library space: 0%
- Has an online presence: 38%
- Is included in 10 year property plans: 4%
- Is currently being built or remodelled: 12%
- Is temporarily a shared library/classroom: 4%
- Is in a temporary location: 0%
- Is a flexible learning environment (FLE): 65%
- Is within a larger FLE: 31%
- Is a dedicated library space: 96%

% of responses [n=26 unique schools]

Part 2: When can the library be accessed by students, and who is present at that time?

Figure 42: Intermediate schools – library access times and who is present at those times

- Before school: 32%, 2% student volunteers, 5% adult volunteers, 8% library assistant, 1% librarian, library manager, or teacher-librarian
- During class time: 100%, 10% teacher with library responsibility, 4% other support staff with library duties, 4% other teachers with library duties
- During lunch: 32%, 4% of responses, 14% of responses, 22% of responses
- During interval: 100%, 3% of responses, 5% of responses
- After school: 36%, 1% of responses, 1% of responses

N= 25 unique schools

Part 3: Library systems and technology for discovery and access

Participants responded to questions about how their library systems and technology enable students to access library resources, information and services.

Figure 43: Intermediate schools – online library services

Students can...

- Search the library catalogue
- View and manage loans and reserves
- Access digital resources provided by the library
- Access websites or resources for student support
- Access websites or resources to encourage reading for pleasure

% of responses

Inside school only | Not offered | Online — anywhere, anytime

- Search the library catalogue: 100%, inside school only
- View and manage loans and reserves: 100%, inside school only
- Access digital resources provided by the library: 100%, inside school only
- Access websites or resources for student support: 100%, inside school only
- Access websites or resources to encourage reading for pleasure: 100%, inside school only
Detailed findings – Secondary schools

Part 1: Current library environments

Figure 44: Secondary schools – current library environments

<table>
<thead>
<tr>
<th>Library Environment</th>
<th>% of responses (n=157 unique schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has no physical library space</td>
<td>1%</td>
</tr>
<tr>
<td>Has an online presence</td>
<td>57%</td>
</tr>
<tr>
<td>Is included in 10 year property plans</td>
<td>25%</td>
</tr>
<tr>
<td>Is currently being built or remodelled</td>
<td>7%</td>
</tr>
<tr>
<td>Is a temporary location</td>
<td>6%</td>
</tr>
<tr>
<td>Is a shared library/classroom</td>
<td>6%</td>
</tr>
<tr>
<td>Is within a larger FLE</td>
<td>22%</td>
</tr>
<tr>
<td>Is a flexible learning environment (FLE)</td>
<td>62%</td>
</tr>
<tr>
<td>Is a dedicated library space</td>
<td>93%</td>
</tr>
</tbody>
</table>

Part 2: When can the library be accessed by students, and who is present at that time?

Figure 45: Secondary schools – library access times and who is present at those times

Part 3: Library systems and technology for discovery and access

Participants responded to questions about how their library systems and technology enable students to access library resources, information and services.

Figure 46: Secondary schools – online library services

**Students can...**

- Search the library catalogue
- View and manage loans and reserves
- Access digital resources provided by the library
- Access websites or resources for student support
- Access websites or resources to encourage reading for pleasure
Detailed findings – Composite schools

Part 1: Current library environments

Figure 47: Composite schools – current library environments

- Has no physical library space: 0%
- Has an online presence: 27%
- Is included in 10 year property plans: 17%
- Is currently being built or remodelled: 7%
- Is temporarily a shared library/classroom: 7%
- Is in a temporary location: 7%
- Is a flexible learning environment (FLE): 50%
- Is within a larger FLE: 40%
- Is a dedicated library space: 93%

% of responses [n=36 unique schools]

Part 2: When can the library be accessed by students, and who is present at that time?

Figure 48: Composite schools – library access times and who is present at those times

Before school: 59% (N=29 unique schools)
- Students can...: 59%

During class time: 93%
- Students can...: 93%

During interval: 66%
- Students can...: 66%

During lunch: 97%
- Students can...: 97%

After school: 45%
- Students can...: 45%

Part 3: Library systems and technology for discovery and access

Participants responded to questions about how their library systems and technology enable students to access library resources, information and services.

Figure 49: Composite schools – online library services

**Students can...**

- Search the library catalogue: 100%
- View and manage loans and reserves: 100%
- Access digital resources provided by the library: 80%
- Access websites or resources for student support: 80%
- Access websites or resources to encourage reading for pleasure: 80%

% of responses
5. Library staffing

Insights

Experience
Responses indicate that almost half of all library staff – regardless of school type – have more than 10 years’ experience working in school libraries. Intermediate school responses show more than double the rate of other school types for staff with less than 5 years’ experience working in school libraries. However, the small number of intermediate school responses makes it difficult to draw conclusions from the data.

Memberships
Secondary and composite school library staff are more likely to hold membership in professional organisations.

Qualifications
For secondary and composite schools it is more common for school library staff or library team members to hold a Certificate or Diploma in Library and Information Studies (LIS) than to have no qualifications, or any other qualification. Contributing school and full primary school staff are less likely to hold qualifications.

Aggregated responses for all school types shows that 23% of respondents who are library staff or members of the library team have no qualifications. However, almost two thirds of respondents who are secondary school library staff or library team members hold a qualification in library and information studies (LIS). That number drops to about 20% for primary and intermediate schools.

Support
Respondents’ main sources of professional support and advice are the National Library’s Services to Schools, and SLANZA.

Continuing professional development (CPD)
The proportion of responses to each statement was consistent for all school types. Schools are most likely to support staff by providing time within work hours to undertake CPD.

\[\text{Average}\]

\[\text{Contributing (Y1-6)}\]
\[\text{Full Primary (Y1-8)}\]
\[\text{Intermediate (Y7-8)}\]
\[\text{Secondary (Y7-15)}\]
\[\text{Composite (Y1-15)}\]

\[\text{No qualifications}\]
\[\text{LIS qualification}\]

---

3 The small number of Intermediate school responses is to be expected, as Intermediate schools comprise less than 5% of all schools. For further information about the sample refer to Appendix A: Population and sample statistics.
Roles

There are no standards or rules about what tasks make up a given library role. However, the term *Library assistant* is generally used to describe a staff member with no responsibility for managing the library budget and/or other staff.

Figure 51: Proportion of library staff roles by school size

Larger schools tend to have more than one paid staff member, as shown in Figure 52 below.

Figure 52: Proportion of single versus multiple paid library staff roles by school size

Respondents indicated that volunteers contribute to library work. The extents to which schools use volunteer workers in the library are reasonably constant across school sizes.

Figure 53: Proportion of student and adult volunteer roles by school size

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4 There were no responses to questions about volunteer roles from respondents with 2201-2400 students i.e. U15
**Detailed findings**

**Part 1: Library staff or team members’ experience working in school libraries**

Responses filtered for role type = “School library staff or team member”.

The small number of intermediate school responses to this question (n=23) makes it difficult to draw conclusions from the data for this school type.

**Figure 54: Library staff or team members’ experience working in school libraries – by school type**

**Part 2: Library staff professional memberships**

Figure 55 shows filtered responses, from participants who selected “School library staff or team member” as their role.

**Figure 55: Library staff professional memberships – by school type**

**Part 3: Library staff qualifications**

Figure 56 shows data provided by 364 respondents who are school library staff or team members but not teachers or members of the school’s management team.

Aggregated responses for all school types shows that 23% of respondents who are library staff or members of the library team have no qualifications. However, almost two thirds of respondents who are secondary school library staff or library team members hold a qualification in library and information studies (LIS).
### Part 4: Sources of support and advice

Figure 57 shows data provided by 550 respondents, across all role types.

References to other sources include local librarians (in both school and public libraries), the New Zealand school library email list ("the listserv"), and free online professional development sources (e.g. webinars).

### Part 5: School support for continuing professional development (CPD) – all roles

Figure 58 shows data provided by 550 respondents, across all role types.
Comments about school support for CPD

“My principal is very pro-active to encourage PD for all staff. It is finding the time and juggling with family commitments that can be tricky.”
Intermediate school Library team member

“I feel really lucky to have the job I have and to have the support both from the school and the wider library community that I do.”
Composite school Library team member

Part 6: Library roles and hours of work

The tables below show the average hours of work per week for each role, across school types. The heatmap portion of the tables lists tasks commonly associated with each role. The tasks presented in the survey for participants to select from were tailored to match each role. The percentages indicate how commonly these tasks are performed by each role, across school types.

Table 2: Library assistants – tasks and average hours of work per week – by school type

<table>
<thead>
<tr>
<th>Library assistants</th>
<th>Contributing (Y1 6)</th>
<th>Full Primary (Y1 8)</th>
<th>Intermediate (Y7 8)</th>
<th>Secondary (Y7 15)</th>
<th>Composite (Y1 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average hours of work per week</td>
<td>10.3</td>
<td>10.9</td>
<td>14</td>
<td>21.6</td>
<td>15.1</td>
</tr>
<tr>
<td>Circulation</td>
<td>87%</td>
<td>82%</td>
<td>80%</td>
<td>94%</td>
<td>88%</td>
</tr>
<tr>
<td>Provide input to collection development</td>
<td>71%</td>
<td>71%</td>
<td>80%</td>
<td>67%</td>
<td>25%</td>
</tr>
<tr>
<td>Assist with collection management</td>
<td>94%</td>
<td>94%</td>
<td>100%</td>
<td>93%</td>
<td>75%</td>
</tr>
<tr>
<td>Promote reading for pleasure</td>
<td>52%</td>
<td>53%</td>
<td>40%</td>
<td>68%</td>
<td>50%</td>
</tr>
<tr>
<td>Support students with reading</td>
<td>68%</td>
<td>59%</td>
<td>60%</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td>Support students with inquiry or research</td>
<td>61%</td>
<td>53%</td>
<td>80%</td>
<td>72%</td>
<td>63%</td>
</tr>
<tr>
<td>Responsible for collection management</td>
<td>68%</td>
<td>59%</td>
<td>60%</td>
<td>44%</td>
<td>25%</td>
</tr>
<tr>
<td>Manage the library budget</td>
<td>26%</td>
<td>41%</td>
<td>60%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>Manage library staff (including volunteers)</td>
<td>35%</td>
<td>29%</td>
<td>40%</td>
<td>29%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Insights: The most common tasks are circulation, and assisting with collection management (e.g. covering new books). What Library assistants do depends in part on whether the school also employs other library staff.

There were 39 responses from uniquely identifiable schools with a Library assistant role but no Librarian, Library manager, or Teacher-Librarian. In those cases the percentages for management related tasks increased, with one exception (see Table 3 below).

Table 3: Library assistants with no Librarian, Library manager or Teacher-Librarian – management related tasks – by school type

<table>
<thead>
<tr>
<th>Library assistants with no Librarian, Library manager, or Teacher-Librarian</th>
<th>Contributing (Y1 6)</th>
<th>Full Primary (Y1 8)</th>
<th>Intermediate (Y7 8)</th>
<th>Secondary (Y7 15)</th>
<th>Composite (Y1 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible for collection management</td>
<td>78%</td>
<td>82%</td>
<td>67%</td>
<td>83%</td>
<td>50%</td>
</tr>
<tr>
<td>Manage the library budget</td>
<td>28%</td>
<td>64%</td>
<td>67%</td>
<td>83%</td>
<td>0%</td>
</tr>
<tr>
<td>Manage library staff (including volunteers)</td>
<td>44%</td>
<td>36%</td>
<td>33%</td>
<td>83%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Table 4: Librarians, Library managers, and Teacher-Librarians – tasks and average hours of work per week – by school type

<table>
<thead>
<tr>
<th>Librarians, Library managers, and Teacher-Librarians</th>
<th>Contributing (Y1 6)</th>
<th>Full Primary (Y1 8)</th>
<th>Intermediate (Y7 8)</th>
<th>Secondary (Y7 15)</th>
<th>Composite (Y1 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average hours of work per week</td>
<td>18.9</td>
<td>16.1</td>
<td>25.1</td>
<td>35.7</td>
<td>24.8</td>
</tr>
<tr>
<td>Circulation</td>
<td>98%</td>
<td>97%</td>
<td>95%</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>Provide input to collection development</td>
<td>92%</td>
<td>89%</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Assist with collection management</td>
<td>95%</td>
<td>96%</td>
<td>100%</td>
<td>92%</td>
<td>96%</td>
</tr>
<tr>
<td>Promote reading for pleasure</td>
<td>90%</td>
<td>88%</td>
<td>89%</td>
<td>98%</td>
<td>89%</td>
</tr>
<tr>
<td>Support students with reading</td>
<td>64%</td>
<td>72%</td>
<td>74%</td>
<td>91%</td>
<td>81%</td>
</tr>
<tr>
<td>Support students with inquiry or research</td>
<td>49%</td>
<td>53%</td>
<td>68%</td>
<td>81%</td>
<td>89%</td>
</tr>
<tr>
<td>Responsible for collection management</td>
<td>94%</td>
<td>96%</td>
<td>100%</td>
<td>99%</td>
<td>96%</td>
</tr>
<tr>
<td>Manage the library budget</td>
<td>81%</td>
<td>80%</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Manage library staff (including volunteers)</td>
<td>75%</td>
<td>71%</td>
<td>84%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>Responsible for overall library management</td>
<td>87%</td>
<td>83%</td>
<td>100%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Contribute to formal assessment of student learning</td>
<td>13%</td>
<td>6%</td>
<td>11%</td>
<td>26%</td>
<td>33%</td>
</tr>
</tbody>
</table>

**Insights:** It is very common for these staff to be involved in – and usually responsible for – every aspect of library operations and management. In secondary schools, it is more common for these staff to work closely with students and teaching staff to provide library services such as supporting reading, inquiry, and research; and to be involved in formal assessment of students’ learning.

Table 5: Teachers with library responsibility – tasks and average hours of work per week – by school type

<table>
<thead>
<tr>
<th>Teachers with library responsibility (TLR)</th>
<th>Contributing (Y1 6)</th>
<th>Full Primary (Y1 8)</th>
<th>Intermediate (Y7 8)</th>
<th>Secondary (Y7 15)</th>
<th>Composite (Y1 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average hours of work per week</td>
<td>1.9</td>
<td>2.5</td>
<td>4</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Circulation</td>
<td>48%</td>
<td>46%</td>
<td>14%</td>
<td>36%</td>
<td>33%</td>
</tr>
<tr>
<td>Provide input to collection development</td>
<td>76%</td>
<td>78%</td>
<td>86%</td>
<td>79%</td>
<td>33%</td>
</tr>
<tr>
<td>Assist with collection management</td>
<td>36%</td>
<td>36%</td>
<td>29%</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>Promote reading for pleasure</td>
<td>74%</td>
<td>70%</td>
<td>71%</td>
<td>54%</td>
<td>33%</td>
</tr>
<tr>
<td>Support students with reading</td>
<td>41%</td>
<td>46%</td>
<td>57%</td>
<td>61%</td>
<td>33%</td>
</tr>
<tr>
<td>Support students with inquiry or research</td>
<td>31%</td>
<td>34%</td>
<td>43%</td>
<td>54%</td>
<td>33%</td>
</tr>
<tr>
<td>Responsible for collection management</td>
<td>57%</td>
<td>62%</td>
<td>43%</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>Manage the library budget</td>
<td>71%</td>
<td>64%</td>
<td>57%</td>
<td>29%</td>
<td>67%</td>
</tr>
<tr>
<td>Manage library staff (including volunteers)</td>
<td>60%</td>
<td>48%</td>
<td>43%</td>
<td>50%</td>
<td>33%</td>
</tr>
<tr>
<td>Responsible for overall library management</td>
<td>76%</td>
<td>72%</td>
<td>71%</td>
<td>57%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Insights:** While it is common for Teachers with Library Responsibility (TLRs) to have overall responsibility for library management (though notably lower for secondary schools) they are not as frequently involved in day-to-day library operations. TLRs are often actively involved in collection development, and promoting reading for pleasure.
Table 6: Other support staff – tasks and average hours of work per week – by school type

<table>
<thead>
<tr>
<th>Other support staff with library duties</th>
<th>Contributing (Y1 6)</th>
<th>Full Primary (Y1 8)</th>
<th>Intermediate (Y7 8)</th>
<th>Secondary (Y7 15)</th>
<th>Composite (Y1 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average hours of work per week</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Circulation</strong></td>
<td>2.9</td>
<td>3.4</td>
<td>9.7</td>
<td>9.1</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Provide input to collection development</strong></td>
<td>74%</td>
<td>76%</td>
<td>100%</td>
<td>90%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Assist with collection management</strong></td>
<td>39%</td>
<td>42%</td>
<td>50%</td>
<td>30%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Promote reading for pleasure</strong></td>
<td>77%</td>
<td>76%</td>
<td>100%</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Support students with reading in the library</strong></td>
<td>32%</td>
<td>45%</td>
<td>25%</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Support students with inquiry or research</strong></td>
<td>48%</td>
<td>48%</td>
<td>75%</td>
<td>20%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Manage the library budget</strong></td>
<td>55%</td>
<td>55%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Manage library staff (including volunteers)</strong></td>
<td>29%</td>
<td>21%</td>
<td>25%</td>
<td>0%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Insights:** Other support staff with library duties (e.g. Teacher aides) perform similar tasks to volunteers – circulation, and helping with collection management (e.g. book covering).

Table 7: Other teachers with library duties – tasks and average hours of work per week – by school type

<table>
<thead>
<tr>
<th>Other teachers with library duties</th>
<th>Contributing (Y1 6)</th>
<th>Full Primary (Y1 8)</th>
<th>Intermediate (Y7 8)</th>
<th>Secondary (Y7 15)</th>
<th>Composite (Y1 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average hours of work per week</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Circulation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provide input to collection development</strong></td>
<td>57%</td>
<td>80%</td>
<td>No data</td>
<td>38%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Assist with collection management</strong></td>
<td>62%</td>
<td>35%</td>
<td>No data</td>
<td>52%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Promote reading for pleasure</strong></td>
<td>5%</td>
<td>0%</td>
<td>No data</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Support students with reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support students with inquiry or research</strong></td>
<td>71%</td>
<td>50%</td>
<td>No data</td>
<td>24%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Responsible for collection management</strong></td>
<td>67%</td>
<td>75%</td>
<td>No data</td>
<td>43%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Manage the library budget</strong></td>
<td>57%</td>
<td>60%</td>
<td>No data</td>
<td>33%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Manage library staff (including volunteers)</strong></td>
<td>10%</td>
<td>10%</td>
<td>No data</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Insights:** Teachers in contributing or primary schools are more likely to be involved in library operations and providing library services to support reading, research and inquiry. Although there was no selection available relating to library supervision, many of the comments provided show that supervising students in the library during interval and/or lunchtime is a task often performed by teachers.
Table 8: Student volunteers – tasks and average hours of work per week – by school type

<table>
<thead>
<tr>
<th>Student volunteers</th>
<th>Contributing (Y1 6)</th>
<th>Full Primary (Y1 8)</th>
<th>Intermediate (Y7 8)</th>
<th>Secondary (Y7 15)</th>
<th>Composite (Y1 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average hours of work per week</td>
<td>6.2</td>
<td>6.7</td>
<td>3.9</td>
<td>10</td>
<td>9.4</td>
</tr>
<tr>
<td>Circulation</td>
<td>97%</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>Provide input to collection development</td>
<td>35%</td>
<td>44%</td>
<td>63%</td>
<td>49%</td>
<td>71%</td>
</tr>
<tr>
<td>Assist with collection management</td>
<td>14%</td>
<td>7%</td>
<td>16%</td>
<td>39%</td>
<td>24%</td>
</tr>
<tr>
<td>Promote reading for pleasure</td>
<td>43%</td>
<td>51%</td>
<td>47%</td>
<td>50%</td>
<td>76%</td>
</tr>
<tr>
<td>Support students with reading</td>
<td>61%</td>
<td>64%</td>
<td>26%</td>
<td>34%</td>
<td>57%</td>
</tr>
<tr>
<td>Support other students with inquiry or research</td>
<td>27%</td>
<td>27%</td>
<td>37%</td>
<td>28%</td>
<td>29%</td>
</tr>
</tbody>
</table>

**Insights:** The most common tasks are circulation (issuing, returning, and shelving books), and contributing to collection development (e.g. suggesting titles for purchase), and promoting reading for pleasure (e.g. book displays).

Table 9: Adult volunteers – tasks and average hours of work per week – by school type

<table>
<thead>
<tr>
<th>Adult volunteers</th>
<th>Contributing (Y1 6)</th>
<th>Full Primary (Y1 8)</th>
<th>Intermediate (Y7 8)</th>
<th>Secondary (Y7 15)</th>
<th>Composite (Y1 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average hours of work per week</td>
<td>4.2</td>
<td>2.8</td>
<td>3.1</td>
<td>8.3</td>
<td>5</td>
</tr>
<tr>
<td>Circulation</td>
<td>41%</td>
<td>39%</td>
<td>17%</td>
<td>64%</td>
<td>67%</td>
</tr>
<tr>
<td>Provide input to collection development</td>
<td>15%</td>
<td>26%</td>
<td>0%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Assist with collection management</td>
<td>91%</td>
<td>90%</td>
<td>100%</td>
<td>91%</td>
<td>83%</td>
</tr>
<tr>
<td>Promote reading for pleasure</td>
<td>12%</td>
<td>26%</td>
<td>0%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>Support students with reading</td>
<td>15%</td>
<td>29%</td>
<td>0%</td>
<td>9%</td>
<td>17%</td>
</tr>
<tr>
<td>Support students with inquiry or research</td>
<td>6%</td>
<td>19%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Insights:** The most common tasks are assisting with collection management (e.g. processing or covering new books, or helping with stock-take), and circulation (issuing, returning, and shelving books).

**Comments about library staffing**

Respondents made 67 comments about library staffing. The majority relate to paid library roles and hours, including insufficient paid library staff or TLR hours (n=31), library roles performed by non-library staff (n=24), and the professional standing of library staff within the school (n=10).

"We are blessed with a very fine librarian indeed. She makes a huge contribution to the life of the school and is the single best asset we have regarding students' reading."

Secondary school Teacher

"As we are a small school all teachers manage their class visits to the library and all work collaboratively when planning, spending library budget and looking after the library and resources — it is everyone’s responsibility!"

Full primary school Library team member and Teacher

"There aren’t enough hours to get all the work done or do any of the many things that would be nice to do, but unfortunately funding ties our hands."

Contributing school Library staff member
Comments about library experience, professional memberships, continuing professional development, and qualifications

Respondents made 44 comments about library experience, professional memberships, and qualifications. The majority of comments relate to respondents’ memberships in various organisations (n=12), and descriptions of qualifications held or in progress (n=16).

“I think the Open Polytech study has been invaluable in broadening my understanding of libraries everywhere (not just my little library). I love the National Library courses – the one day ‘face to face’ courses in particular – as it’s relatively easy to take a day out and it’s great to meet other librarians/teachers who are passionate about literacy. After I finish my diploma I intend to sign up for some of the online courses run by either National Library or SLANZA as they always sound very relevant and again, not too much of a commitment over a long period of time.”  
Contributing school Library team member

“The majority of my PD is always outside work hours, which I am expected to do as part of keeping up to date with library management and reading promotions etc., and it is part of my appraisal but it is all unpaid hours. However I do get one day annually to attend a LMS (library management system) session in work hours, but I have to travel 2.5 hours to get there, and 2.5 hours for the return trip.”  
Contributing school Library team member

“I have 20yrs experience working in the school library, doing all aspects. SLANZA workshop PD and National Library of NZ Services to Schools have been very helpful over the years. [...] the National Library advisor has been a big help and inspirational with her network meetings and advice.”  
Composite school Teacher Aide and member of the school library team
6. Collections

Insights

Collection organisation and access
- Responses show that for all school types, library resources are usually centrally managed and accessed through the school library. 8% of responding intermediate schools and 14-15% of all other school types distribute items from their centrally managed library collection throughout the school.
- Additionally, teachers manage classroom collections of books and resources — this is more common for full primary schools than all other school types.

Collection resource formats
- Respondents indicated overwhelmingly that they expect print fiction holdings to grow.
- Free digital content is expected to become a larger part of respondents’ library collections in future.
- Respondents expect digital media resources in optical disc format (CDs and DVDs) to decline.
- For all other digital content options listed, respondents expressed uncertainty about how their holdings will change, most notably for paid digital content.
- In the comments, respondents identified that costs, budget and space constraints are likely to impact on how their collection may change.

Collection development funding
- Average 2018 budgets are between $13 and $16 per student for contributing, full primary, and secondary schools. Intermediate school budgets are on average notably lower, at just over $7 per student. Composite school budgets are notably higher at almost $20 per student.
- Budgets vary widely within deciles and roll sizes. However, Intermediate schools are consistently towards the low end of budget ranges across both measures (see Figures 63 and 64 below).
- Over half of all respondents indicated their 2018 budget is unchanged from 2017. Around 10% of respondents’ 2018 budget increased over 2017. However, approximately one third of responding Secondary and Composite schools experienced a decline in budget for this year.
- The main source of collection development funding, for responses from all school types, is the school’s operations grant. However, some responding schools funding comes from a range of sources. These commonly include fundraising (e.g. book fairs, or rewards systems such as Scholastic book clubs), particularly for contributing, full primary, and intermediate schools.

Part 1: Collection organisation and access
Participants could select more than one option in response to the question of how their books and resources are organised and accessed. Respondents who selected ‘Other’ did not offer further clarification.

Figure 59: Collection organisation and access
Part 2: Collection resource formats

Respondents indicated how they expect their collection to change in future. Responses that reflect uncertainty, an absence of resources, or a decline appear to the left of 0%. Responses that reflect the status quo or growth appear to the right of 0%.

Figure 60: Collection resource format changes

Comments about collection resource formats

Respondents made 108 comments about collection resource formats. The most common themes relate to e-books and e-audio books (n=37), the impact of budget constraints (n=26), and the impact of technology (n=19).

“We have a mixture of needs in our school and I like the collection to support all of them, if these needs change I will too!”

Composite school Library team member

“At this stage we don’t have the budget (and our students don’t have the tech) to support an e-book collection. It is something to think about for the future, although our local library system has an excellent free e-book collection.”

Secondary school Library team member

Part 3: Connections used to access resources for students to use

Respondents were asked which connections they use to access resources that students may use. ‘Other sources’ mentioned were predominantly digital content providers (e.g. ETV and ClickView), and other local school libraries.

Figure 61: Connections used to access resources for students to use
**Part 4: Collection development funding**

The following three charts show average collection development funding per student for 2018, by school type: a) with the range of responses; b) by school decile; and c) by roll size (Principal grading roll\(^5\)).

Figure 62 indicates that while the range of collection development funding per student can vary widely, an average of between $13-16 per student is consistent over primary and secondary schools.

Figure 63 shows there is no indication that higher decile schools spend more per student on collection development than lower decile schools.

Figure 64 shows spending per student is reasonably consistent across all school sizes, with some notable outliers including more spending per student in very small schools.

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Figure 64: Average collection development budget per student – by school size

Part 4a: Perceived change in collection development funding 2017 → 2018
Respondents were asked to indicate how their collection development budget has changed for 2018, compared to 2017. Responses to the left of 0% indicate a decline; responses on the right indicate no change or an increased budget.

Figure 65: Perceived change in collection development funding 2017 → 2018

Part 4b: 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.

Table 10: Percentage of responding schools who receive funding from various sources

<table>
<thead>
<tr>
<th>Source</th>
<th>Operations grant</th>
<th>PTA / parent support</th>
<th>Board of Trustees</th>
<th>Grants</th>
<th>Fundraising</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributing (Y1-6)</td>
<td>90%</td>
<td>24%</td>
<td>4%</td>
<td>7%</td>
<td>46%</td>
<td>9%</td>
</tr>
<tr>
<td>Full Primary (Y1-8)</td>
<td>82%</td>
<td>15%</td>
<td>5%</td>
<td>10%</td>
<td>39%</td>
<td>3%</td>
</tr>
<tr>
<td>Intermediate (Y7-8)</td>
<td>86%</td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>Secondary (Y7-15)</td>
<td>76%</td>
<td>5%</td>
<td>3%</td>
<td>11%</td>
<td>1%</td>
<td>7%</td>
</tr>
<tr>
<td>Composite (Y1-15)</td>
<td>78%</td>
<td>11%</td>
<td>22%</td>
<td>56%</td>
<td>11%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Many schools rely on more than one funding source for their collection development budget. Figure 66 shows the proportion of responding schools’ budgets received from various sources, aggregated for all school types.

Figure 66: Proportion of responding schools’ budgets received from various sources

- 60% of all respondents say the majority of their collection development budget comes from the school’s operations grant.
- 12% of respondents say they receive most of their collection development budget from fundraising.

Comments about collection development funding

Respondents made 111 comments about collection development funding. The majority relate to sources of funding (n=48 including 22 specifically about Scholastic book clubs), and declining budgets (n=22).

“The library budget waxes and wanes with the school’s financial health, but the budget is considerably less than 20 years ago.”

Secondary school Library staff member

“Funding in the past has always been through charitable organisations (successful some years) but this year I have received funds for book collection development from the school. This is the first time in about 15 years.”

Contributing school Library staff member

“We chose to reduce this year’s budget as we consider our collection well stocked. Our current budget will enable us to purchase fiction books, replace well-loved books and also to fill gaps in our nonfiction section.”

Full primary school Library staff member
7. Library support for priority learners and other diverse student groups

The survey included questions about library support for ‘priority learners’. The three groups specified were Māori and Pasifika students, and students with learning support needs. Survey participants could choose which of these groups they wished to provide responses about. Respondents could also add comments about library initiatives supporting the learning and well-being of these students.

A total of 136 comment responses relating to ‘priority learner’ groups were received. Each statement within the responses has been coded and referenced, in order to present this extra information thematically.

Part 1: Māori learners

Respondents were presented with seven aspects of library provision and asked how well their library provides each of these, with respect to Māori students.

**Insights**

- For this group of learners, respondents consider they are better able to provide resources and services to encourage reading for pleasure than they are able to provide resources and services to support research and inquiry.
- Library spaces – respondents say their library supports priority learner groups either very well or quite well. Comments referred to the library as being a safe and welcoming space for these students. However, many comments about space mentioned only signage (e.g. bilingual signage in English and te reo Māori).
- Procedures and practices – several respondents commented that they treat all library users the same.
- Library access to expertise, knowledge and resources in the community – of the 7 aspects of library support listed, respondents indicated this aspect happens least well (34%).

**Detailed findings**

Figure 67: Provision of library services to support Māori learners

<table>
<thead>
<tr>
<th>Resources to support research and inquiry</th>
<th>Services that support research and inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books that encourage reading for pleasure</td>
<td>Initiatives to promote reading for pleasure</td>
</tr>
<tr>
<td>% of responses</td>
<td>% of responses</td>
</tr>
<tr>
<td>Very well</td>
<td>Very well</td>
</tr>
<tr>
<td>43%</td>
<td>17%</td>
</tr>
<tr>
<td>Quite well</td>
<td>Quite well</td>
</tr>
<tr>
<td>48%</td>
<td>56%</td>
</tr>
<tr>
<td>Not well</td>
<td>Not well</td>
</tr>
<tr>
<td>8%</td>
<td>25%</td>
</tr>
<tr>
<td>I don’t know</td>
<td>I don’t know</td>
</tr>
<tr>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Comments about library support for Māori learners

Respondents made 65 comments about their library’s support for Māori learners. The majority relate to books and resources in the library’s collection, connections to others in the school and the wider community, and the library environment.

Books and resources

- Respondents’ comments included reference to bilingual materials, or resources in te reo Māori.
- Some commented on the difficulty of sourcing books and other resources due to low numbers of relevant publications (NZ materials, and publications in te reo Māori).

“As a kura kaupapa Māori all our students are Māori and Māori speaking so whenever possible we purchase any new fiction and nonfiction texts in Te Reo Māori which we are made aware of and which would be suitable for our tamariki age range.”
Composite school SENCO and member of the library team

“There are virtually no books in Te Reo for secondary age group students. They need some age appropriate material to engage them in reading.”
Secondary school Library staff member

Community connections

- Respondents’ comments included ways they connect with the school and wider community, including fostering positive relationships with students and their whānau.

“Lots of interaction face-to-face so that I know my students and have a good relationship with them. This makes them feel welcome in the library and they know I am here to help them. It is an advantage that I’m Māori, but the most important part of delivering good services, resources and support for Māori students is to develop a culture and relationship that will enable them to achieve. It’s more than signs.”
Secondary school Library staff member

“We have welcomed whānau into the library and shared our Māori collection with parents so that they might encourage their children to use and value the cultural knowledge and history.”
Secondary school Library staff member
The library environment

- Respondents described how their library’s physical environment reflects, celebrates, and welcomes the school’s Māori community.
- Many referred to their library including signage in te reo Māori.

Te reo and tikanga Māori

Some respondents commented that their lack of understanding or knowledge of te reo and tikanga Māori is a barrier to them providing better service for their Māori learners.

“*My lack of te reo is a significant barrier – especially with regards to a total immersion class – interaction is through the bi-lingual teacher and teacher aides.*”

Contributing school Member of the school management team

“*We have plenty of excellent resources, but we do need to update ourselves with customs etc. We have an amazing head of department who is more than happy to assist us when needed.*”

Secondary school Library staff member

Part 2: Pasifika students

Respondents were presented with seven aspects of library provision and asked how well their library performs each of these, with respect to Pasifika students.

**Insights**

- For this group of learners, respondents consider they are better able to provide resources and services to encourage reading for pleasure than they are able to provide resources and services to support research and inquiry.
- Procedures and practices – several respondents commented that they treat all library users the same.
- Library access to expertise, knowledge and resources in the community – of the 7 aspects of library support listed, respondents indicated this aspect happens least well (37%).

**Detailed findings**

Figure 68: Provision of library services to support Pasifika students

<table>
<thead>
<tr>
<th>Resources to support research and inquiry</th>
<th>Services that support research and inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books that encourage reading for pleasure</td>
<td>Initiatives to promote reading for pleasure</td>
</tr>
<tr>
<td>Your library spaces</td>
<td>Your library procedures and practices</td>
</tr>
</tbody>
</table>

![Bar charts and percentages for different aspects of library services.](image-url)
Respondents made 31 comments about their library’s support for Pasifika learners. The majority relate to books and resources in the library’s collection, connections to others in the school and the wider community, and the library environment.

**Books and resources**

- Respondents’ comments included reference to bilingual materials, or resources in a range of Pacific languages.
- Some commented on the difficulty of sourcing books and other resources due to low numbers of relevant publications.

> “We have a Samoan bilingual unit on site, 2 classes, and finding books at the right level written in Samoan is a challenge... but we do our best.”
- Contributing school Library team member

> “Despite our best attempts, it is hard to access Pasifika fiction material as there is not a lot that is published. We have what we can but constantly feel under-resourced.”
- Secondary school Teacher and member of the school library team

**Community connections**

- Respondents’ comments included connections and relationships with students and fono Pasifika as well as the wider community.

> “We have a weekly Pasifika homework club which gives me access to many of our students […] it’s important to know the student, their names and develop and inclusive, welcoming and supportive culture so that they can access our resources and services. I work closely with the Dean Pasifika and we also hold hui for our whānau/fono to keep in touch with them and share information and support.”
- Secondary school Library staff member

**The library environment**

- Respondents described how their library’s physical environment reflects, celebrates, and welcomes the school’s Pasifika community.
Part 3: Students with learning support needs

Respondents were presented with seven aspects of library provision and asked how well their library performs each of these, with respect to students with learning support needs.

Insights

- For this group of learners, respondents consider they are better able to provide resources and services to encourage reading for pleasure than they are able to provide resources and services to support research and inquiry.
- Library access to expertise, knowledge and resources in the community – of the 7 aspects of library support listed, respondents indicated this aspect happens least well (22%).

Detailed findings

Figure 69: Provision of library services for students with learning support needs
Comments about library support for students with learning support needs

Respondents made 40 comments about their library’s support for students with learning support needs. The majority relate to books and resources in the library’s collection, connections to others in the school and the wider community, and the library environment.

Books and resources

- Respondents commented on the use of audio and e-audio books, and text-to-speech functions of various digital resources.
- Also mentioned frequently was the selection of books and other resources to suit a range of reading abilities and interests for students with learning support needs.

“In choosing new books for the library we endeavour to include books that may provide perspectives and experiences that could be of interest to tamariki with specific learning needs.”
Composite school Library team member

“The National Library is wonderful when we ask for dyslexia friendly books for our students especially the older students, where the content is engaging enough for their social level.”
Full primary school Library staff member

Community connections

- Respondents frequently mentioned collaborative working relationships between library and other school staff, to support these students.
- Others described support for these students as outside the purview of the library.

“I work with teacher aides and give advice where needed. I have a support training at the beginning of the year for all teacher aides about the library, support for special needs, etc. If I come across certain book or title (which I know will benefit a certain child or group), I will specially make that purchase and encourage the student & TA to either read together or share reading, etc.”
Intermediate school Library staff member

“Special needs education is not something the library is involved in at our school. We do try to have sections for supporting students at different levels of reading, e.g. picture books, lots of graphic novels and a quick reads section.”
Secondary school Library staff member

The library environment

- Respondents wrote of the library as a safe and welcoming place for students with learning support needs, through the day.
“During our lunch time library sessions we offer a number of activities and games to support those tamariki who have special educational needs. In choosing new books for the library we endeavour to include books that may provide perspectives and experiences that could be of interest to tamariki with specific learning needs.”

Composite school Library team member

“We have a separate unit for special needs students who use the library as a space, and borrow resources, including reading material and Chromebooks.”

Secondary school Library staff member

Part 4: Other diverse student groups

The survey enabled respondents to optionally share their comments about library initiatives supporting the learning and well-being of students with diverse needs. Two examples were given (ESOL students (English for speakers of other languages), and LGBTQIA+ students. The majority of comments provided related to these two groups, however, some respondents made comments about other student groups e.g. those with mental health issues. A total of 174 responses were received. Each statement within these responses has been coded and referenced, in order to present the information thematically here.

ESOL students

Survey respondents made 211 statements about library support for ESOL students. The major themes are discussed below.

Books and resources

By far the most reported library support for ESOL students is the development of a collection of books and other resources chosen to acknowledge and reflect their culture and experiences, appeal to or engage them as readers.

“We make sure we have excellent reading and supportive material for these students so they can identify with the characters themselves and have access to good supportive text.”

Secondary school Library staff member

“We use our local public libraries for foreign language books for our non-native English speaking students. This works well so far but we are always on the lookout for how we can do things better.”

Full primary school Library staff member

Statements about the library’s collections of books and other resources to support ESOL students were further clarified by statements relating to various formats or types of materials.

“We have growing collections of books in Spanish, Korean, and Chinese. I believe there may also be a collection of Japanese texts too. These are really great for giving ESOL students a break and a chance to read books in a language they feel more capable in for pleasure.”

Secondary school Library staff member

“We have a large range of easy to read books including dyslexia friendly books that are available to students. Most of our ESOL male students are sports mad, so we have extended the range of sports fiction for them. These range from very easy reads to more complex reads.”

Full primary school Teacher and member of the library team
Library staff collaboration with others
Respondents shared information about working with others (particularly teachers) to support ESOL students.

“The library staff work closely with the ESOL teacher to add suitable books to this collection and to assist the students in our school that may like to use them.”
Composite school Library staff member

The library is a welcoming and safe space
Respondents spoke of the library as an inclusive and safe environment, used and enjoyed by ESOL students.

“Our library is warm and welcoming and we have a range of students through the doors at lunchtime, and many from this group. They feel comfortable and interact in a positive manner with all our students.”
Secondary school Library staff member

Learning support
Respondents commented on ways that they provide specialised learning support, including working with other staff within the school.

“We work with staff behind the scenes to ensure we are meeting the literacy and information needs of our international and ESOL students.”
Secondary school Library staff member

Community
These statements were about ways that the library connects with families and the wider community to support ESOL students.

“We hold events in the Library for our International Students i.e. midwinter Christmas, kiwi fish & chip night. These events encourage parents & caregivers and other international students to come and share their stories and experience some Kiwi traditions.”
Secondary school Library staff member

Reading programmes
Some respondents mentioned special reading programmes specifically for ESOL students.

LGBTQIA+ students
Survey respondents made 106 statements about library support for LGBTQIA+ students. The major themes are discussed below.

Books and resources
By far the most reported library support for LGBTQIA+ students is the development of a collection of books and other resources chosen to acknowledge and reflect their culture and experiences, and appeal to or engage them as readers.
“As this is a primary school there are no children who identify openly as LGBTQIA yet but several children have family members who identify as such. I have attempted to buy and display books which, at an appropriate level, support all people and family groups.”
Full primary school Teacher and library team member

“We have many books in our Fiction collection with protagonists being of all types of gender identifying for our LGBTQIA+ students. Non-fiction collection also has a variety of books dealing with gender and sexuality. We are very supportive of this group of students within our school community.”
Composite school Library staff member

The library is a welcoming and safe space
Respondents spoke of the library as an inclusive and safe environment, where LGBTQIA+ students are welcome and supported.

“We provide a safe environment for these students – although the school as a whole is a fairly safe environment.”
Full primary school Library team member

“We asked that our library staff bathroom be made a non-binary bathroom as many of our students (and student librarians) identify as LGBTQIA+. Diversity and acceptance is something our school has done proudly for many years – we are known for it – and we resource it well here in the Library!”
Contributing school Teacher Aide and library team member

Community
Comments referred to initiatives to normalise LGBTQIA+ issues within the school community, to raise awareness, and to provide community support for LGBTQIA+ students.

“Students have written their own personal stories and novels (as part of their impact projects) that we have added to our Community Collection.”
Full primary school Support staff member

“We have a display with help line numbers and school support for students struggling with their sexual identity.”
Secondary school Library staff member

Library staff collaboration with others
Respondents commented on their working relationships with other school staff, in particular the school’s guidance counsellors.

“We work closely with the Guidance Counsellors who have contact with students who are struggling at school with these issues and provide a safe environment for them if required.”
Contributing school Teacher and library team member

“The guidance counsellor meets with the ESOL and LGBTQIA+ groups in the library once every couple of weeks.”
Contributing school Teacher and member of the school management team
Learning support
Only one respondent commented on providing curriculum supporting regarding LGBTQIA+ issues.

“Support the curriculum needs of the Health classes investigating LGBTQIA themes.”
Secondary school Library staff member

Non-specified responses
20 responses did not reference a named group of students. However, some described various student needs that the library seeks to provide for. Other statements were comments about supporting diversity and inclusion of students generally.

Other diverse student needs
Some responses mentioned students with a range of needs.

“Students with anxiety, depression, and behavioural problems, students with parents who have financial difficulties. Supply reading material, Chromebooks, emotional support, provision of safe haven.”
Secondary school Library staff member
4. Discussion

The results of this survey show there is a wide variation in the provision of school libraries and school library services in New Zealand. The findings reflect the characteristics of the school library environment in New Zealand, particularly the self-managing schools model, the large number of very small schools, and lack of a clear understanding of the role of school library services. In New Zealand, under the current funding model, individual school Boards of Trustees make their own decisions about how the operations grant and other funding is spent to support library staffing and collections, and how space in the school is organised to support library provision. There is no government mandate requiring schools to provide library spaces or services. However, the National Library’s Services to Schools is funded by government to provide support and guidance for schools on developing and managing their school library spaces and services.

Notably there was a wide variation in average collection development budget per student (see Figures 62 and 63). However, there was no indication that higher decile schools spend more per student on collection development than lower decile schools. Intermediate school budgets are on average notably lower than other school types.

The level of qualifications held by school library staff also varied widely (see Figure 56) – of 364 responses, 100 library staff had no qualifications and 139 held a formal library qualification. Secondary school library staff (around 60%) were more likely to hold a library qualification than respondents from full or contributing primary school library staff (around 20%) (see Figure 50).

Secondary school libraries were frequently opened for after school use (76%) compared to just 27% of full primary schools (see Figures 39 and 45).

On the other hand, survey respondents also had a lot in common particularly in their responses about the role and importance of the library — indicating a widely-held view that the school library has an important part to play in supporting literacy development for students, learning across the curriculum, and student well-being. There is also an expressed desire across all school types to engage more with parents and whānau, and the school and wider community (see Figure 30).

Limitations of the survey

Demographics, sample size, and participation

Analysis of the survey responses shows that some types of schools are under-represented in the data. These include small and low decile schools, Kura Kaupapa Māori, and bilingual schools.

It is likely that more schools with library staff have participated in the survey than those without library staff. These schools are also likely to provide effective school library services, and to be connected to or aware of National Library’s Services to Schools, SLANZA, and LIANZA and therefore to have known of the survey through our communications.

It is possible that schools with no physical library were unlikely to participate in the survey. Consequently the data may not reflect the actual number of schools with no physical library environment.

We hope that interest generated by the release of this report will encourage others to participate in future surveys, and that a larger sample will provide a more accurate picture in subsequent years.

Survey design

The survey was designed primarily to collect quantitative data about the provision of school libraries in New Zealand. The project did not set out to research the impact or effectiveness of school libraries in New Zealand; we cannot infer either of these from the results.
The survey did not include student voice. In future surveys, it would be valuable to include students’ perspective on the role and importance of the school library, what library services they use or want, access (or barriers) to using the school library and school library services, and how each of these relate to their learning needs and interests.

Implications for practice

For school management and library teams the report illustrates a range of services that their school library provides, or could provide, and the role that these library services may play in supporting student literacy, learning, and well-being.

The analysis of findings by school type (and in some instances by decile and roll size) allows school staff to see how their library is positioned in relation to similar schools. This may be useful to guide decisions about the development and management of their library particularly in terms of staffing (including library roles, hours, and expertise), and the leadership and other support needed to deliver effective school library services.

Where responses indicate areas of need (i.e. library services which are not offered but the school would like them to be) we will continue to develop and provide services and support that address these needs — through the government’s National Library Services to Schools, and SLANZA and LIANZA as professional associations.

Implications for future research

There are opportunities for further analysis or potential follow-up research to be undertaken by our three organisations or other researchers in education, library and information studies.

Further analysis of the survey data could be done from different perspectives to inform initiatives deemed to be a high priority, for example, by region, respondent’s role(s), school size or decile. However, further segmentation of the survey data into smaller sample sets will affect the reliability of the analysis.

There is scope for further research to explore aspects of school library provision and services that were not included in this initial survey, for example the capacity of the physical library space; collection size, age, and use; and accessibility (including details of devices provided by the library for student use).

Further research could also investigate and inform what we know about school library use (for example, at students’ choice, and teacher- or librarian-led sessions); the impact of the school library on reading, achievement and well-being generally; and barriers to effective school library provision.

88 respondents provided contact information and indicated they would like to be involved in further research so there is potential to follow up with further analysis or research stemming from this survey, by our three organisations or others involved in education, library and information studies. For example, National Library’s Services to Schools could undertake further exploration with government education agencies such as the Education Review Office, or further research with education research bodies such as the New Zealand Council for Educational Research.

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. We wanted to gather baseline information about the number of New Zealand schools with and without school libraries and school library staff, the range of library services offered, the types of library spaces in use, how school libraries are resourced, and how school libraries are staffed.
We received over 550 responses to the survey, representing approximately 20% of New Zealand schools. The data collected has enabled us to describe various aspects of school library provision in New Zealand, and to develop a shared understanding about the role that school libraries can play in supporting literacy, learning, and student well-being.

The survey data shows that while there are variations between schools in the way that they manage library spaces, collections, staffing, and access, respondents also had a lot in common, particularly in their responses about the role and importance of the school library — indicating a widely-held view that the school library has an important part to play in supporting literacy development for students, learning across the curriculum, and student well-being.

Using the results of the survey, and particularly responses that indicate areas of need National Library’s Services to Schools, SLANZA, and LIANZA can design and deliver services for schools that help address these needs, and that make use of our expertise, networks and resources for professional development and support. This survey report can assist schools to consider how their school library is developed and managed, in order to deliver effective school library services. The survey may also serve as a catalyst for further research into the provision and impact of school libraries in Aotearoa.
## Appendix A: Population and sample statistics

Differences of 5% or more between actual school population statistics (retrieved 7 May 2018) and survey rates of response are highlighted in the tables below.

<table>
<thead>
<tr>
<th>Region</th>
<th>% of total schools</th>
<th>% of survey responses</th>
<th>No of total schools</th>
<th>No of survey responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auckland</td>
<td>22%</td>
<td>25%</td>
<td>551</td>
<td>123</td>
</tr>
<tr>
<td>Bay of Plenty</td>
<td>6%</td>
<td>6%</td>
<td>160</td>
<td>28</td>
</tr>
<tr>
<td>Canterbury</td>
<td>11%</td>
<td>12%</td>
<td>290</td>
<td>57</td>
</tr>
<tr>
<td>Gisborne</td>
<td>2%</td>
<td>2%</td>
<td>51</td>
<td>11</td>
</tr>
<tr>
<td>Hawkes Bay</td>
<td>5%</td>
<td>4%</td>
<td>126</td>
<td>19</td>
</tr>
<tr>
<td>Manawatu-Wanganui</td>
<td>8%</td>
<td>3%</td>
<td>198</td>
<td>17</td>
</tr>
<tr>
<td>Marlborough</td>
<td>1%</td>
<td>1%</td>
<td>29</td>
<td>5</td>
</tr>
<tr>
<td>Nelson</td>
<td>1%</td>
<td>1%</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>Northland</td>
<td>6%</td>
<td>6%</td>
<td>151</td>
<td>29</td>
</tr>
<tr>
<td>Otago</td>
<td>6%</td>
<td>5%</td>
<td>145</td>
<td>27</td>
</tr>
<tr>
<td>Southland</td>
<td>3%</td>
<td>4%</td>
<td>84</td>
<td>18</td>
</tr>
<tr>
<td>Taranaki</td>
<td>4%</td>
<td>3%</td>
<td>93</td>
<td>13</td>
</tr>
<tr>
<td>Tasman</td>
<td>1%</td>
<td>2%</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>Waikato</td>
<td>12%</td>
<td>11%</td>
<td>309</td>
<td>56</td>
</tr>
<tr>
<td>Wellington</td>
<td>10%</td>
<td>14%</td>
<td>247</td>
<td>68</td>
</tr>
<tr>
<td>West Coast</td>
<td>1%</td>
<td>2%</td>
<td>36</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decile band</th>
<th>% of total schools</th>
<th>% of survey responses</th>
<th>No of total schools</th>
<th>No of survey responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—2</td>
<td>22%</td>
<td>15%</td>
<td>538</td>
<td>75</td>
</tr>
<tr>
<td>3—4</td>
<td>19%</td>
<td>20%</td>
<td>475</td>
<td>99</td>
</tr>
<tr>
<td>5—6</td>
<td>19%</td>
<td>20%</td>
<td>480</td>
<td>98</td>
</tr>
<tr>
<td>7—8</td>
<td>19%</td>
<td>20%</td>
<td>483</td>
<td>97</td>
</tr>
<tr>
<td>9—10</td>
<td>20%</td>
<td>25%</td>
<td>506</td>
<td>123</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal grading roll</th>
<th>% of total schools</th>
<th>% of survey responses</th>
<th>No of total schools</th>
<th>No of survey responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>U1</td>
<td>15%</td>
<td>4%</td>
<td>368</td>
<td>20</td>
</tr>
<tr>
<td>U2</td>
<td>12%</td>
<td>8%</td>
<td>310</td>
<td>37</td>
</tr>
<tr>
<td>U3</td>
<td>12%</td>
<td>8%</td>
<td>292</td>
<td>38</td>
</tr>
<tr>
<td>U4</td>
<td>24%</td>
<td>22%</td>
<td>593</td>
<td>109</td>
</tr>
<tr>
<td>U5</td>
<td>19%</td>
<td>23%</td>
<td>482</td>
<td>114</td>
</tr>
<tr>
<td>U6</td>
<td>9%</td>
<td>14%</td>
<td>215</td>
<td>70</td>
</tr>
<tr>
<td>U7</td>
<td>3%</td>
<td>7%</td>
<td>86</td>
<td>34</td>
</tr>
<tr>
<td>U8</td>
<td>1%</td>
<td>2%</td>
<td>35</td>
<td>12</td>
</tr>
<tr>
<td>U9</td>
<td>1%</td>
<td>3%</td>
<td>33</td>
<td>15</td>
</tr>
<tr>
<td>U10</td>
<td>1%</td>
<td>2%</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>U11</td>
<td>1%</td>
<td>2%</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>U12</td>
<td>&lt;1%</td>
<td>1%</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>U13</td>
<td>&lt;1%</td>
<td>0%</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>U14</td>
<td>&lt;1%</td>
<td>1%</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>U15</td>
<td>&lt;1%</td>
<td>0%</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>U16</td>
<td>&lt;1%</td>
<td>1%</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School type</th>
<th>% of total schools</th>
<th>% of survey responses</th>
<th>No of total schools</th>
<th>No of survey responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributing (Years 1-6)</td>
<td>30.9%</td>
<td>28.7%</td>
<td>767</td>
<td>141</td>
</tr>
<tr>
<td>Full Primary (Years 1-8)</td>
<td>43.2%</td>
<td>27.9%</td>
<td>1069</td>
<td>137</td>
</tr>
<tr>
<td>Intermediate (Years 7-8)</td>
<td>4.7%</td>
<td>5.3%</td>
<td>117</td>
<td>26</td>
</tr>
<tr>
<td>Secondary (Years 7-15)</td>
<td>14.4%</td>
<td>32%</td>
<td>358</td>
<td>157</td>
</tr>
<tr>
<td>Composite (Years 1-15)</td>
<td>6.8%</td>
<td>6.1%</td>
<td>168</td>
<td>30</td>
</tr>
</tbody>
</table>
Appendix B: Survey questionnaire

Provision of school libraries in New Zealand

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

Roll

Type

Select the option that best matches your school. (Find this on the Education Counts website if you’re not sure)

- Full Primary (Year 1-8)
- Contributing (Year 1-6)
- Intermediate (Year 7-8)
- Secondary (Years 7-15 or 9-15)
- Composite (Year 1-15)
- Other (please specify)

Please check all the boxes below that describe your role(s) in the school.

- School library staff / team member
- Teacher
- Member of the school management team
- Other

The role of the library in supporting literacy and learning

<table>
<thead>
<tr>
<th>For each statement, please choose the option that best describes how important this is in supporting literacy and learning in your school.</th>
<th>Extremely important</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not important</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library reflects and supports the diverse range of languages, cultures, and identity in your school community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library is a central hub (both physical and virtual) for providing, managing, and enabling access to resources for your school community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library supports inquiry learning and teaching across the curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library supports the achievement of literacy standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library promotes and supports reading for pleasure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library supports students’ social and emotional learning and wellbeing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library provides technology and technical support that enables equitable access</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Library services that support inquiry and learning

<table>
<thead>
<tr>
<th>Library service</th>
<th>Happens often</th>
<th>Happens sometimes, or with some teachers only</th>
<th>Is not happening but we’d like it to</th>
<th>Is not something we need in our school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library and teaching staff collaborate on inquiry and curriculum planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library sources and provides books and other materials to support teaching and learning across the curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library supports students with their inquiry learning and research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library supports a school-wide process or model of inquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library staff provide expert advice about information sources for children and young people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library supports teaching and promotion of digital literacy and digital citizenship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library staff offer professional learning opportunities and support for other staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(For example, PD sessions on curating content, or research processes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library enables ‘makerspace’ activities e.g., through access to space/technology/materials etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library provides technical support e.g., network access, printing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library provides homework help or support after school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library provides devices for student use or loan e.g., iPads, Chromebooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Library services that support literacy and reading for pleasure

<table>
<thead>
<tr>
<th>Library service</th>
<th>Happens often</th>
<th>Happens sometimes, or with some teachers only</th>
<th>Is not happening but we’d like it to</th>
<th>Is not something we need in our school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library and teaching staff collaborate on planning for literacy development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library and teaching staff collaborate on planning and developing initiatives to support reading for pleasure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library sources and provides books and other materials to support literacy development and reading for pleasure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library promotes the value of reading for pleasure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library staff share strategies for engaging young people with reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library creates opportunities for students to explore reading and writing, such as book clubs, author visits etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library includes parents and vinekau in initiatives to engage their children with reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library staff provide expert advice about literature for children and young people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### The library environment

Check each box that describes your current library environment.

- [ ] Our school has a dedicated library space (e.g. standalone library building, or separate room)
- [ ] Our library is a flexible learning environment that supports innovative teaching and learning
- [ ] Our library is permanently situated within a larger flexible learning space
- [ ] Our library is in a temporary location right now e.g. prefab or school hall
- [ ] Our space is temporarily a shared library / classroom
- [ ] We are currently building or remodeling our school library
- [ ] Our school’s 10 year property plan includes work on our school library
- [ ] We have an online presence for our library, or ‘virtual school library’
- [ ] We do not have any physical library space

When can the library space be accessed?

- [ ] Before school
- [ ] During class time
- [ ] Interval/ morning tea
- [ ] Lunchtime
- [ ] After school

### Library systems and technology for discovery and access

Describe how library systems or technology that support the services shown below are made available in your school.

<table>
<thead>
<tr>
<th>Service</th>
<th>Inside school only</th>
<th>Online — anywhere, anytime</th>
<th>Not offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library users can search our library catalogue</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Library users can view and manage their loans and reserves</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Library users can access digital resources provided by the library (e.g. ebooks, databases, or curriculum-related websites)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Library users can access websites or resources provided by the library for student support (e.g. study help, writing essay)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Library users can access websites or resources provided by the library to encourage reading for pleasure (e.g. author websites, online reading communities)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Do you have any comments you’d like to add about the systems and technology that enable discovery and access for your library?

How does your school create and manage records for your library’s resources, including circulation (issuing and returning items)?

- [ ] Using a software programme designed specifically for libraries i.e. an integrated library system (ILS)
- [ ] Using other software such as a database or spreadsheet
- [ ] Using manual systems e.g. catalogue and borrower cards
- [ ] Other (please specify)
## Library staffing

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

What do student volunteers do in your library?

- Circulation (issuing, returning, shelving books)
- Provide input to collection development
- Assist with collection management (e.g. covering books, stocktake scanning)
- Promote reading for pleasure (e.g. events, displays, role modeling)
- Support other students with reading in the library
- Support other students with inquiry and research in the library

How many hours of student volunteer work does your library have per week?

What do adult volunteers do in your library?

- Circulation (issuing, returning, shelving books)
- Provide input to collection development
- Assist with collection management (e.g. covering books, stocktake scanning)
- Promote reading for pleasure (e.g. events, displays, role modeling)
- Support students with reading in the library
- Support students with inquiry and research in the library

How many hours of adult volunteer work does your library have per week?
<table>
<thead>
<tr>
<th>What do library assistants do in your library?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Circulation (issuing, returning, shelving books)</td>
</tr>
<tr>
<td>☐ Provide input to collection development</td>
</tr>
<tr>
<td>☐ Assist with collection management (e.g., covering books, stocktake scanning)</td>
</tr>
<tr>
<td>☐ Responsible for collection management (selection, deselection, stocktake etc)</td>
</tr>
<tr>
<td>☐ Manage the library budget</td>
</tr>
<tr>
<td>☐ Manage library staff (including volunteers)</td>
</tr>
<tr>
<td>☐ Promote reading for pleasure (e.g., events, displays, role modeling)</td>
</tr>
<tr>
<td>☐ Support students with reading in the library</td>
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<tr>
<td>☐ Support students with inquiry and research in the library</td>
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<table>
<thead>
<tr>
<th>How many hours of library assistant work does your library have per week?</th>
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<table>
<thead>
<tr>
<th>What does the Librarian, Library manager, or Teacher-Librarian do in your library?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Circulation (issuing, returning, shelving books)</td>
</tr>
<tr>
<td>☐ Provide input to collection development</td>
</tr>
<tr>
<td>☐ Assist with collection management (e.g., covering books, stocktake scanning)</td>
</tr>
<tr>
<td>☐ Responsible for collection management (selection, deselection, stocktake etc)</td>
</tr>
<tr>
<td>☐ Manage the library budget</td>
</tr>
<tr>
<td>☐ Manage library staff (including volunteers)</td>
</tr>
<tr>
<td>☐ Responsible for overall library management</td>
</tr>
<tr>
<td>☐ Promote reading for pleasure (e.g., events, displays, role modeling)</td>
</tr>
<tr>
<td>☐ Support students' reading, using approaches that build their independence as readers</td>
</tr>
<tr>
<td>☐ Support students by teaching or modeling inquiry and research processes, skills and strategies</td>
</tr>
<tr>
<td>☐ Contribute to formal assessment of student learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many hours of Librarian, Library manager or Teacher-Librarian work does your library have per week?</th>
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<table>
<thead>
<tr>
<th>What does the Teacher with Library Responsibility (TLR) do in your library?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Circulation (issuing, returning, shelving books)</td>
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<table>
<thead>
<tr>
<th>What do other support staff with library duties do in your library?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Circulation (issuing, returning, shelving books)</td>
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<tr>
<td>☐ Provide input to collection development</td>
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<td>☐ Support students with reading in the library</td>
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<tr>
<td>☐ Support students with inquiry and research in the library</td>
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</table>

<table>
<thead>
<tr>
<th>How many hours of support staff with library duties does your library have per week?</th>
</tr>
</thead>
</table>
What do other teachers do in your library?

- [ ] Circulation (issuing, returning, shelving books)
- [ ] Provide input to collection development
- [ ] Assist with collection management (e.g., covering books, stocktake scanning)
- [ ] Responsible for collection management (selection, deselection, stocktake etc)
- [ ] Manage the library budget
- [ ] Manage library staff (including volunteers)
- [ ] Promote reading for pleasure (e.g., events, displays, role modeling)
- [ ] Support students’ reading, using approaches that build their independence as readers
- [ ] Support students by teaching or modeling inquiry and research processes, skills and strategies

How many hours of other teacher work does your library have per week?

Which of your school’s curriculum or other teams and committees do your library staff belong to? (tick all that apply)

- [ ] Curriculum planning
- [ ] Literacy
- [ ] Inquiry / research / information literacy
- [ ] ICT / eLearning
- [ ] Other (please specify)

Do you have any comments you’d like to add about your library staffing?

### Qualifications and professional memberships

How many years experience do you have working in school libraries?

- [ ] None
- [ ] Less than 5 years
- [ ] 5-10 years
- [ ] 11-15 years
- [ ] 16+ years

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

- [ ] LIS = Library & Information Studies
  - Sub-degree level LIS certificate or diploma
  - Degree level LIS qualification
  - Postgraduate or higher LIS qualification
  - Other sub-degree certificate or diploma e.g., Teacher Aide certificate
  - Teaching qualification
  - 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

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

- [ ] Teacher registration | Full practising certificate
- [ ] SLANZA member
- [ ] LIANZA member
- [ ] Te Rangatira Whakahau member
- [ ] LIANZA Professional Registration i.e., RLIANZA
- [ ] Other (please specify)
Which of these do you access for support and advice? (tick all that apply)

- School Library Association of New Zealand Aotearoa
- National Library of New Zealand Services to Schools
- Library and Information Association of New Zealand Aotearoa
- Te Rōpū Whakahau
- Other

Check the boxes that describe your school’s support for your continuing professional development (CPD).

- My school encourages CPD in own time
- My school allows time for CPD during my work hours
- My school provides opportunities for CPD (including whole-of-staff PD)
- My school provides some financial assistance for CPD (e.g. course costs, travel)

Do you have any comments you’d like to make about your library experience, professional learning and memberships?

### Collections

Please describe how your library’s books and resources are organized and accessed.

- We have a centrally managed collection of books and resources, accessed through the school library
- We have a centrally managed collection of books and resources which is distributed throughout the school
- Teachers manage their own classroom collections
- No collection
- Other

How do you expect your collection will change in future for each of these types of resources?

- Establish a new collection
- Grow an existing collection
- Stay the same
- Decline
- We have none and don’t expect this to change
- I don’t know

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Establish a New Collection</th>
<th>Grow an Existing Collection</th>
<th>Stay the Same</th>
<th>Decline</th>
<th>None/Dont Expect Change</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print fiction</td>
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<tr>
<td>Ebook fiction</td>
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<tr>
<td>Print non-fiction</td>
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<tr>
<td>Ebook non-fiction</td>
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<tr>
<td>Digital content freely available to schools</td>
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<tr>
<td>Paid digital content</td>
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<tr>
<td>Magazines</td>
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<tr>
<td>DVDs</td>
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<tr>
<td>CDs/audio</td>
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<tr>
<td>e-audio</td>
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</table>
Do you have any comments you’d like to make about future changes to your collection?

Do you use any of these connections to access resources for your students to use? (Tick all that apply)
- Local public library
- National Library of New Zealand Te Puna Mātauranga o Aotearoa
- Other (please specify)

Do you have a collection management policy (including guidelines or criteria for choosing books and other resources) or broader library guiding documents? (Tick all that apply)
- Library guiding/mission statement
- Comprehensive library policies manual (including lending, library use and collection management)
- Collection management policy (including selection criteria)
- Documentation of selection criteria

**Collection budgets**

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

Enter your total collection development budget, including print and digital resources and subscriptions.

Is your current 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?

**Library support for priority learners and students with diverse needs**

Supporting the learning and well-being of Māori students

For each aspect of your library, choose the best option to describe how well your library supports Māori students.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very well</th>
<th>Quite well</th>
<th>Not well</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources for student research and inquiry</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Services supporting student research and inquiry</td>
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<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Books that encourage reading for pleasure</td>
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<td>○</td>
<td>○</td>
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<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Your library procedures and practices</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Library access to expertise, knowledge and resources in the community</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Do you have any comments you’d like to add about how your library supports Māori students?
Supporting the learning and well-being of Pasifika students

For each aspect of your library, choose the best option to describe how well your library supports Pasifika students:

<table>
<thead>
<tr>
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</tbody>
</table>

Do you have any comments you’d like to add about how your library supports Pasifika students?

Supporting the learning and well-being of students with special education needs

For each aspect of your library, choose the best option to describe how well your library supports students with special education needs:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very well</th>
<th>Quite well</th>
<th>Not well</th>
<th>I don’t know</th>
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</tbody>
</table>

Do you have any comments you’d like to add about how your library supports students with special education needs?

Supporting the learning and well-being of other students with diverse needs

Please briefly identify this group of students (e.g., ESL, LGBTQIA+)

Tell us what your library does to support the learning needs and well-being of these students. How well are you able to support their learning needs and well-being?

Click the + button below if you’d like to add information about another group.

+
Thank you for taking part in this survey on the role of school libraries, and school library services in New Zealand.

Would you like:

- [ ] A copy of the final report
- [ ] To be involved in further research

Please enter your email:

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