



MINISTRY OF EDUCATION NEW ZEALAND

Te Tāhuhu o te Mātauranga Aotearoa

Monitoring Teacher Supply

Survey of staffing in New Zealand schools
at the beginning of the 2014 school year

Ministry of Education

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Contents

Summary	1
Introduction.....	3
Background.....	3
Method and response rates	3
Points to note	4
The staffing situation in New Zealand schools at the start of the 2014 school year.....	5
Entitlement staffing vacancies	5
Vacancies on the first day of school in 2014.....	5
Schools with vacancies on the first day of school in 2014	6
The proportion of vacancies in certain types of schools.....	7
Readvertised vacancies.....	7
Proportion of vacancies readvertised.....	7
Proportion of entitlement positions readvertised	7
Location of schools with vacancies and readvertised vacancies	9
Immersion/bilingual teacher vacancies in primary schools	11
Subject vacancies in secondary schools.....	11
Teacher appointments	13
Primary schools	13
Secondary schools	14
Sources of teacher supply in 2014	17
Overseas-trained teachers.....	20
Beginning teachers	17
Beginning teachers teaching Māori medium Level 1 and Level 2 classes	19
Availability of Relief Teachers Proficient in Te Reo Māori.....	20
Conclusion	22
Appendix	23

List of tables

Table 1:	Response rates	3
Table 2:	Number of responding schools and their FTTE entitlement positions.....	3
Table 3:	Vacancies (FTTE) at the beginning of the school year (2006–2014) ^a	6
Table 4:	Readvertised vacancies (FTTE) at the beginning of the school year (2006–2014)	8
Table 5:	Location of schools with vacancies and readvertised vacancies (2012-2014).....	10
Table 6:	Secondary school subject vacancies (FTTEs)	12
Table 7:	First year beginning teachers in New Zealand schools at the start of Term 1	17
Table 8:	First and second year beginning teachers in New Zealand schools (2012-2014)	18
Table 9:	Beginning teachers in Māori medium schools teaching Māori medium Level 1 and 2 classes	19
Table 10:	The number of relatively new overseas-trained teachers at the start of Term 1	20

List of figures

Figure 1:	Proportion of entitlement vacancies at the beginning of the school year	5
Figure 2:	Proportion of schools with entitlement vacancies at the beginning of the 2014 school year	6
Figure 3:	Percentage of schools readvertising vacancies	7
Figure 4:	Readvertised vacancies at the beginning of the school year as a percentage of entitlement positions	8
Figure 5:	Vacancies as a proportion of all entitlement vacancies by Ministry of Education local office area	9
Figure 6:	Readvertised vacancies as a proportion of all entitlement vacancies by Ministry of Education local office area	9
Figure 7:	Overview of subject vacancies in secondary schools 2010-2014	11
Figure 8:	New Zealand trained applicants applying for permanent positions in primary schools between July – January	13
Figure 9:	Secondary schools advertising for a teacher across subject areas in the six months prior to the survey	14
Figure 10:	Number of New Zealand trained applicants applying for subject positions at secondary schools	15
Figure 11:	Level of difficulty finding relief teachers proficient in Te Reo Māori (primary and secondary schools), 2012-2014	21

List of appendix tables

Appendix Table 1:	Proportion of vacant entitlement positions, by school characteristics	23
Appendix Table 2:	Proportion of readvertised positions, by school characteristics	24
Appendix Table 3:	Proportion of advertised positions in primary schools in which an appointment was made	24
Appendix Table 4:	Proportion of advertised positions in secondary schools in which an appointment was made	24
Appendix Table 5:	Characteristics of schools with first year beginning teachers 2014	25
Appendix Table 6:	Characteristics of schools with first and second year beginning teachers	26
Appendix Table 7:	Characteristics of schools employing relatively new overseas-trained teachers	27

Summary

The annual *Survey of Staffing* provides the Ministry of Education with a snapshot of the number of entitlement staffing vacancies at the start of Term 1. The survey also collects information about the number of overseas-trained and beginning teachers employed by schools. In 2014, the survey was completed by 92% of all state and state-integrated schools (94% of primary schools and 87% of secondary schools).

Vacancies in state and state-integrated schools

There were 204.5 full-time teacher equivalent (FTTE) vacancies in state and state-integrated schools at the start of the 2014 school year. These vacancies represented 0.5% of all FTTE entitlement positions in such schools (0.4% in primary schools and 0.5% in secondary schools). Over the last ten years, the overall vacancy rate has varied between 0.9% and 0.4%.

As a proportion of entitlement positions, and consistent with previous years, vacancies were higher in schools in rural areas, schools with the highest proportion of Māori students on their roll (relative to other schools) and low decile schools (deciles 1–3).

Vacancies for Māori medium/bilingual teachers in primary schools

In primary schools, there were 13.1 FTTE vacancies for Māori medium/bilingual teachers, representing 0.6% of all FTTE entitlement positions in schools that offer Māori medium education. The proportion of vacancies for Māori medium/bilingual teachers in primary schools has been gradually increasing (0.5% in 2013, 0.4% in 2012 and 0.2% in 2011).

Vacancies for Pasifika medium/bilingual teachers in primary schools

At the start of Term 1 2014, there was one FTTE vacancy reported for a Samoan bilingual teacher, and no vacancies reported for Tongan or Cook Islands bilingual teachers. In 2013 there were no Pasifika bilingual vacancies in primary schools that offer Pasifika medium education.

Location of schools with vacancies

Consistent with data from previous years, the Ministry of Education local office areas of Invercargill, Nelson and Whangarei had the highest proportion of vacant entitlement positions.

Subject vacancies in secondary schools

Teaching positions in technology subjects made up the greatest proportion of vacancies in secondary schools (19.6% of all vacancies at the beginning of the 2014 school year, an increase from 13.3% in 2013). Half of these vacancies were in hard materials (for example, wood and metal work), and relatively few of them were in computer technology.

Mathematics and statistics had the second highest proportion of vacancies (15.7% of vacancies in secondary schools), followed by vacancies for English (14.1%), Māori language (Te Reo Māori and Māori medium/bilingual, 14%), and science subjects (8.3%). There were no vacancies reported for Pasifika medium/bilingual teachers. Past years' data shows that English, Māori language, mathematics and statistics, and science subjects typically have the largest vacancy rates. A higher demand for teachers would be expected in the core subjects offered in secondary schools. Vacancies in technology subjects have fluctuated, with the rate in 2014 being a marked increase over that of 2013 (13%) and 2012 (5.2%).

Readvertised vacancies

In 2014, 29% of vacancies in primary schools (22% in 2013) and 47% of vacancies in secondary schools (41% in 2013) had been readvertised. There is anecdotal evidence that schools may choose to re-advertise vacancies to broaden their pool of applicants so care is required when considering these results.

Readvertised vacancies represented 0.1% of all FTTE entitlement positions in primary schools and 0.2% of such positions in secondary schools. The proportion of readvertised vacancies in schools has fluctuated over the last eight years, but in 2014 was half the proportion reported in 2006. Consistent with previous years, readvertised vacancies were higher in schools in rural areas, schools with the highest proportion of Māori students on their roll (relative to other schools) and low decile schools (deciles 1–3).

Relief teachers for positions that require proficiency in Te Reo Māori

In 2014, 14% of primary schools, and 62% of secondary schools had positions that require teachers to be proficient in Te Reo Māori. Overall, 66% of these principals reported finding it ‘very difficult’ to find relief teachers for positions that require proficiency in Te Reo Māori (66% of such primary and secondary schools). Thirty per cent of principals (29% of such primary schools and 31% of such secondary schools) reported finding it ‘somewhat difficult’ to source relief teachers for these positions. These figures are similar to those of 2013 and 2012.

New Zealand-trained applicants

Over the past three years, there has been an increase in the number of New Zealand-trained teachers applying for permanent positions in primary schools. Seventy-six per cent of primary schools had nine or more New Zealand-trained applicants for permanent Scale A classroom teacher position in 2014, compared to 73% of primary schools in 2013, 70% in 2012 and 59% in 2011.

In secondary schools, the number of New Zealand-trained applicants for positions has stayed relatively stable over the last three years. In 2014, schools were less likely to receive a high number of applications (nine or more) from New Zealand trained teachers for Te Reo Māori, Pasifika languages, the sciences and technology positions compared to other subjects – a trend that has been consistent over the last three years.

The proportion of schools receiving no New Zealand-trained applicants increased in 2014 compared to 2013 for Te Reo Māori, English, mathematics and statistics, physics, and technology, however, the actual numbers involved in such cases are quite small.

Overseas-trained teachers

Overall, the number of relatively new overseas teachers employed in state and state-integrated schools has declined over the last five years. Relatively new overseas-trained teachers in 2014 made up 0.4% of all teachers in primary schools (the same proportion as in 2012 and 2013) and 0.5% of all teachers in secondary schools (continuing the decline seen over the last five years).

Beginning teachers

Over the last five years, the percentage of first year beginning teachers¹ (as a proportion of all teachers) has fluctuated. Overall, in 2014, first year beginning teachers made up 4.4% of all teachers (the highest proportion since 2010).

First year beginning teachers comprised 4.9% of teachers in the primary sector (the same proportion as in 2013) and 3.7% of teachers in the secondary sector (up from 3.2% in 2013).

¹ For the purposes of this survey, first year beginning teachers were either in permanent or fixed-term positions of more than 10 consecutive weeks. To be eligible for the Beginning Teacher Time Allowance beginning teachers must be provisionally registered and be employed at least 0.5 FTTE.

Introduction

Background

The aim of the annual *Survey of Staffing* is to provide a snapshot of the staffing situation in state and state-integrated schools at the beginning of the school year. The *Survey of Staffing* is one source of information the Ministry of Education uses to monitor teacher supply and demand.² The Research Division has carried out the *Survey of Staffing* since 1997.

Method and response rates

Principals of primary and secondary schools were asked to complete the *Survey of Staffing* on the first day of school for 2014. Principals completed the survey either online or on a paper copy that was posted back to the Research Division. Response rates for the 2014 survey are presented in Table 1. Responses were received from 92% of all state and state-integrated schools (94% of primary schools and 87% of secondary schools). The 2014 response rate is similar to that of 2013 when 91% of all schools responded – 92% of primary schools and 86% of secondary schools.

Table 1: Response rates

	Primary ^a	Secondary ^b	Total
Number of schools surveyed	1,971	449	2,419
Number of schools that responded	1,844	390	2,234
Percentage of schools that responded	94%	87%	92%

^a Primary includes full primary, contributing, intermediate and special schools.

^b Secondary includes composite (Years 1-15) and secondary (both Years 7-15 & Years 9-15) schools, and excludes Teen Parent Units.

Table 2 presents the number of schools that responded to the *Survey of Staffing* between 2006 and 2014, and the entitlement positions in those schools, expressed as full-time teacher equivalents (FTTEs). The number of entitlement positions is formula driven and derived from school rolls, which vary from year to year.

Table 2: Number of responding schools and their FTTE entitlement positions

	Primary								
	2006	2007	2008	2009	2010	2011	2012	2013	2014
Number of schools that responded	1,898	1,955	1,924	1,959	1,946	1,837	1,888	1,834	1,844
Entitlement positions ^a in schools that responded to the survey (FTTE)	22,360	23,216	22,848	25,179	25,250	23,700	24,638	24,189	25,154
	Secondary								
	2006	2007	2008	2009	2010	2011	2012	2013	2014
Number of schools that responded	382	384	393	388	402	381	417	381	390
Entitlement positions in schools that responded to the survey (FTTE)	18,154	18,209	18,479	18,064	18,583	17,965	19,195	17,441	18,060
	Total								
	2006	2007	2008	2009	2010	2011	2012	2013	2014
Number of schools that responded	2,280	2,339	2,317	2,347	2,348	2,218	2,305	2,215	2,234
Entitlement positions in schools that responded to the survey (FTTE)	40,514	41,425	41,327	43,243	43,833	41,665	43,832	41,630	43,214

^a Entitlement positions for the 2014 school year are based on provisional data for those schools that responded. The provisional figures are confirmed after the annual March 1 roll return data are compiled.

² Other sources of information include monitoring advertisements in the *Education Gazette* and information from the Ministry of Education's March roll returns, and analysing population trends and teacher loss rates.

Points to note

- This report provides a snapshot of the staffing situation in New Zealand state and state-integrated schools at the start of the 2014 school year. It does not account for population trends that might impact on future teacher demand (eg, fluctuations in the number of births) nor does it account for other factors that can impact on teacher supply (such as characteristics of the teaching population, or the number of students studying for a qualification). This report should not be used in isolation to predict future staffing situations.
- This report is just one source of information the Ministry uses to monitor teacher supply and demand. Other sources include information from the March roll returns and the analysis of population trends and teacher loss rates.
- The survey does not address the staffing situation in the early childhood education sector.
- Schools were asked to indicate whether they had any *entitlement staffing vacancies*. Some schools may have had vacancies at the beginning of Term 1 above their current staffing entitlement but it is beyond the scope of the survey to collect information on these vacancies.
- To enable comparisons to be made with data collected from the *Survey of Staffing* conducted in previous years, data from special schools are included with the data from primary schools and data from composite schools are included with the data from secondary schools.
- Throughout the report, vacancies and readvertised vacancies are analysed as a proportion of all entitlement positions. Entitlement positions for the 2014 year are based on provisional data for the schools that responded.

The staffing situation in New Zealand schools at the start of the 2014 school year

Entitlement staffing vacancies

Entitlement staffing refers to the number of full-time (or full-time equivalent) teachers that a school is entitled to given the number of students on their roll and their education needs.

In this survey the term ‘entitlement staffing vacancy’ is defined as *any position which was not filled by a permanent teacher, or by a long-term relief teacher whose tenure was more than 10 consecutive weeks*, at the beginning of the new school year.

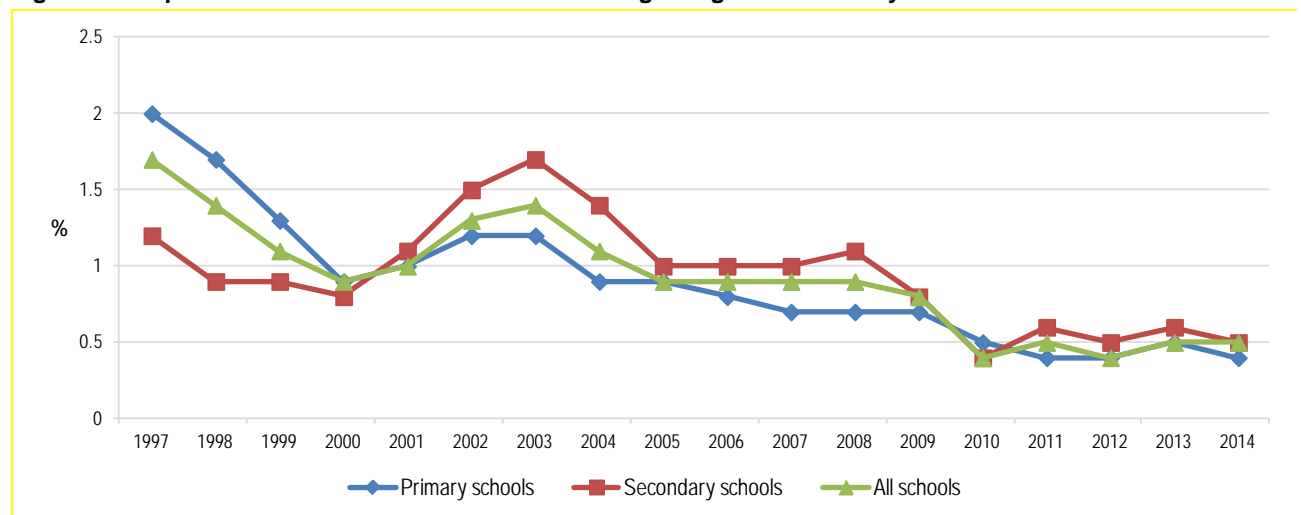
Vacancies on the first day of school in 2014

Schools that responded to the survey reported 204.5 full-time teacher equivalent (FTTE) vacancies at the start of Term 1 2014. These vacancies represented 0.5% of all FTTE entitlement positions.³ Since 2010, the proportion of vacant entitlement positions has varied between 0.4% and 0.5%.

Vacant entitlement positions in primary schools were 0.4% (113.0 FTTE) of entitlement positions; and 0.5% (91.5 FTTE) of vacant entitlement positions in secondary schools.

Figure 1 depicts the long term trend in the percentage of vacant entitlement positions (FTTE) at the beginning of the school year over the period 1997–2014. This shows, in very general terms, a period of decline in the proportion of vacancies since the late 1990s. Additionally, the proportion of vacant positions over the last five years (2010–2014) remains lower than vacancies recorded in the five years prior (2005–2009). Overall, secondary schools have had larger proportions of vacancies at the beginning of the school year than primary schools.

Figure 1: Proportion of entitlement vacancies at the beginning of the school year



³ Refer to Table 2 for the number of entitlement positions in the responding schools.

Schools with vacancies on the first day of school in 2014

The 204.5 FTTE vacancies reported in the 2014 survey were spread across 8.2% (n=184) of schools. This is a slight decrease in the percentage of schools with vacancies compared to 2013 (8.9%). Figure 2 depicts the trend since 2006. This shows the larger proportion of secondary schools having vacancies at the beginning of the school year compared to primary schools. Table 3 shows the actual numbers.

Figure 2: Proportion of schools with entitlement vacancies at the beginning of the 2014 school year

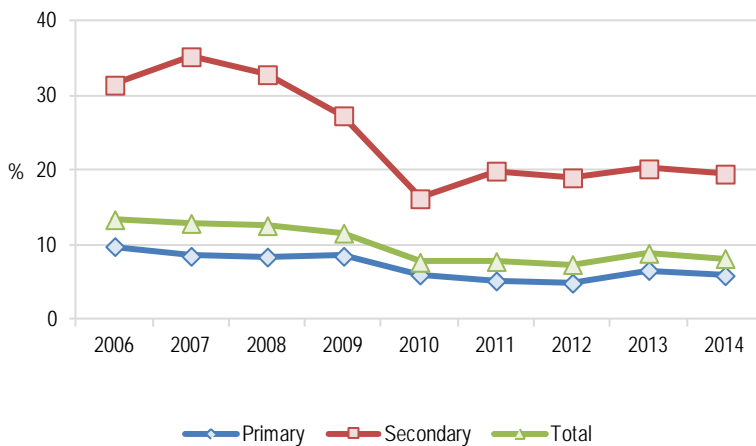


Table 3: Vacancies (FTTE) at the beginning of the school year (2006–2014)^a

	Primary									
	2006	2007	2008	2009	2010	2011	2012	2013	2014	
<i>Vacancies (FTTE)</i>										
- number of vacancies (FTTE)	188.3	173.0	170.6	180.7	114.2	90.3	92.3	119.4	113.0	
- percentage of vacant entitlement positions (%)	0.8	0.7	0.7	0.7	0.5	0.4	0.4	0.5	0.4	
<i>Schools with vacancies</i>										
- number	186	167	162	166	116	96	92	121	108	
- percentage of responding schools (%)	9.8	8.5	8.4	8.5	6.0	5.2	4.9	6.6	5.9	
	Secondary									
	2006	2007	2008	2009	2010	2011	2012	2013	2014	
<i>Vacancies (FTTE)</i>										
- number of vacancies (FTTE)	180.9	189.9	201.0	148.9	71.4	103.5	92.4	101.0	91.5	
- percentage of vacant entitlement positions (%)	1.0	1.0	1.1	0.8	0.4	0.6	0.5	0.6	0.5	
<i>Schools with vacancies</i>										
- number	120	135	129	106	65	76	79	77	76	
- percentage of responding schools (%)	31.4	35.2	32.8	27.3	16.2	19.9	19.0	20.2	19.5	
	All schools									
	2006	2007	2008	2009	2010	2011	2012	2013	2014	
<i>Vacancies (FTTE)</i>										
- number of vacancies (FTTE)	369.2	362.9	371.6	329.5	185.6	193.8	184.7	220.5	204.5	
- percentage of vacant entitlement positions (%)	0.9	0.9	0.9	0.8	0.4	0.5	0.4	0.5	0.5	
<i>Schools with vacancies</i>										
- number	306	302	291	272	181	172	171	198	184	
- percentage of responding schools (%)	13.4	12.9	12.6	11.6	7.7	7.8	7.4	8.9	8.2	

^a Data shown in the table above includes only those schools that provided FTE data. A small number of schools responded that they had entitlement staffing vacancies but did not indicate the number.

The proportion of vacancies in certain types of schools

As a proportion of entitlement positions, vacancies were greatest in:

- schools in rural areas (population <1,000)
- schools with the highest proportion of Māori students on their roll (relative to other schools)
- lower decile schools (deciles 1–3).

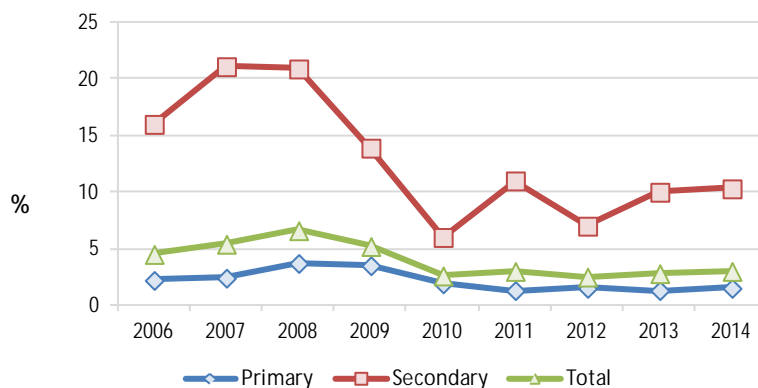
This pattern is consistent with previous years (see Appendix Table 1).

Readvertised vacancies

Readvertised vacancies are defined as *any position which has been advertised nationally more than once with no appointment being made after the first time advertised*. While the proportion of readvertised vacancies may indicate positions that are harder to fill, there is also anecdotal evidence that schools may choose to re-advertise vacancies in order to broaden the pool of applicants. The following results should be considered with this in mind.

At the start of 2014, 1.5% of primary schools and 10.3% of secondary schools had readvertised vacancies – as shown in Figure 3, this represents little change from 2013.

Figure 3: Percentage of schools re-advertising vacancies

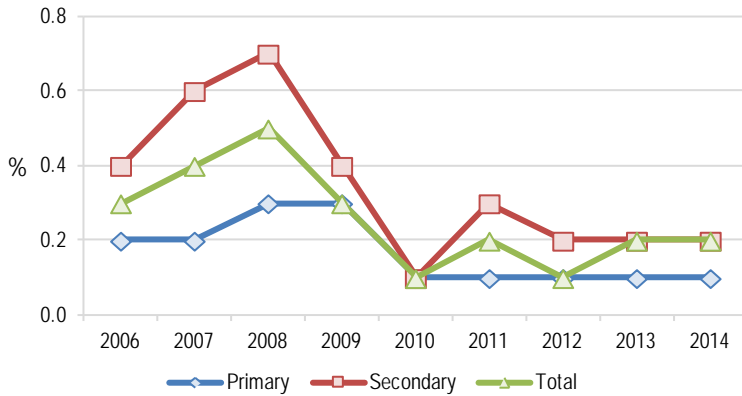


Proportion of vacancies readvertised

At the start of 2014, 29% of vacancies in primary schools and 47% of vacancies in secondary schools had been readvertised. Readvertised vacancies in primary schools were higher in 2014 than in 2013 (22%) but similar to the proportion recorded in 2012 (31%). Readvertised vacancies in secondary schools were also higher in 2014 than 2013 (41%) and 2012 (36%).

Proportion of entitlement positions readvertised

Readvertised vacancies represented 0.1% of all FTTE entitlement positions in primary schools and 0.2% of entitlement positions in secondary schools – the same proportions as in 2013 and 2012, as shown in Figure 4. Secondary schools have consistently had a higher proportion of readvertised positions than primary schools, and have also shown greater fluctuations in the proportion of readvertised positions. The actual data is shown in Table 4.

Figure 4: Readadvertised vacancies at the beginning of the school year as a percentage of entitlement positions**Table 4: Readadvertised vacancies (FTE) at the beginning of the school year (2006–2014)**

	Primary									
	2006	2007	2008	2009	2010	2011	2012	2013	2014	
<i>Readadvertised positions (FTE)</i>										
- number	41.5	47.3	69.7	73.4	34.9	21.6	28.8	26.7	32.6	
- percentage of entitlement positions (%)	0.2	0.2	0.3	0.3	0.1	0.1	0.1	0.1	0.1	
<i>Schools with readadvertised positions</i>										
- number	42	46	72	69	37	24	28	24	27	
- percentage of responding schools (%)	2.2	2.4	3.7	3.5	1.9	1.3	1.5	1.3	1.5	
	Secondary									
	2006	2007	2008	2009	2010	2011	2012	2013	2014	
<i>Readadvertised positions (FTE)</i>										
- number	74.2	100.6	120.2	67.4	26.1	53.2	33.4	41.4	43.4	
- percentage of entitlement positions (%)	0.4	0.6	0.7	0.4	0.1	0.3	0.2	0.2	0.2	
<i>Schools with readadvertised positions</i>										
- number	61	81	82	54	24	42	29	38	40	
- percentage of responding schools (%)	16.0	21.1	20.9	13.9	6.0	11.0	7.0	10.0	10.3	
	All schools									
	2006	2007	2008	2009	2010	2011	2012	2013	2014	
<i>Readadvertised positions (FTE)</i>										
- number	115.7	147.9	190	140.8	61.0	74.8	62.2	68.1	76.0	
- percentage of entitlement positions (%)	0.3	0.4	0.5	0.3	0.1	0.2	0.1	0.2	0.2	
<i>Schools with readadvertised positions</i>										
- number	103	127	154	123	61	66	57	62	67	
- percentage of responding schools (%)	4.5	5.4	6.6	5.2	2.6	3.0	2.5	2.8	3.0	

Showing a similar pattern to the data on entitlement staffing vacancies, readadvertised vacancies, as a proportion of all entitlement positions, were greatest in:

- schools in rural areas (population < 1,000)
- schools with the highest proportion of Māori students on their roll (relative to other schools)
- low decile schools (deciles 1–3).

Appendix Table 2 has further details.

Location of schools with vacancies and readvertised vacancies

Consistent with data from previous years, the Ministry of Education local office areas of Invercargill, Nelson and Whangarei had the highest proportion of vacant entitlement positions. As shown in Figure 5, the majority of areas experienced a decrease in the proportion of entitlement vacancies between 2013 and 2014. Areas experiencing a (slight) increase were:

- Auckland South area — increased to 0.5% (0.3% in 2013)
- Christchurch area — increased to 0.4% (0.3% in 2013)
- Dunedin area — increased to 0.4% (0.3% in 2013).

Invercargill, Nelson and Whangarei also had the highest proportion of readvertised vacancies in 2014.

Vacancies and readvertised vacancies for each of the Ministry of Education local office areas over the period 2012–2014 are shown in Figure 5 and Figure 6, with the actual data listed in Table 5.

Figure 5: Vacancies as a proportion of all entitlement vacancies by Ministry of Education local office area

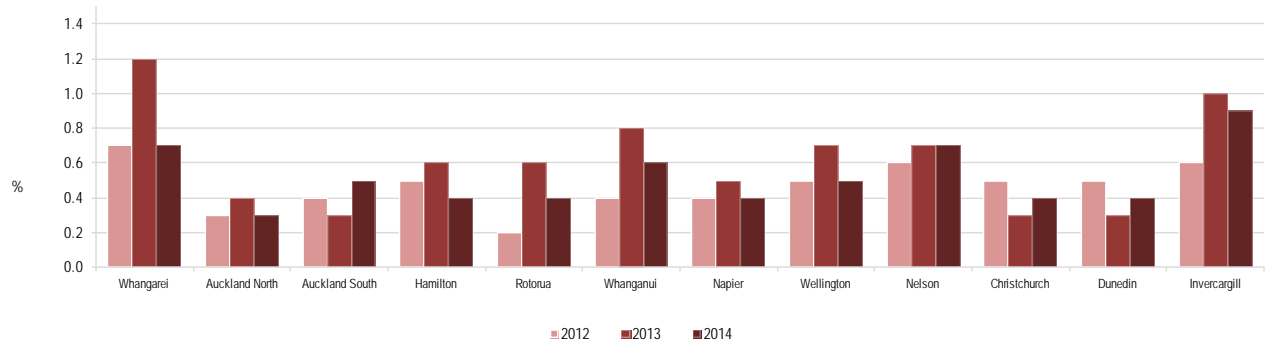


Figure 6: Readvertised vacancies as a proportion of all entitlement vacancies by Ministry of Education local office area

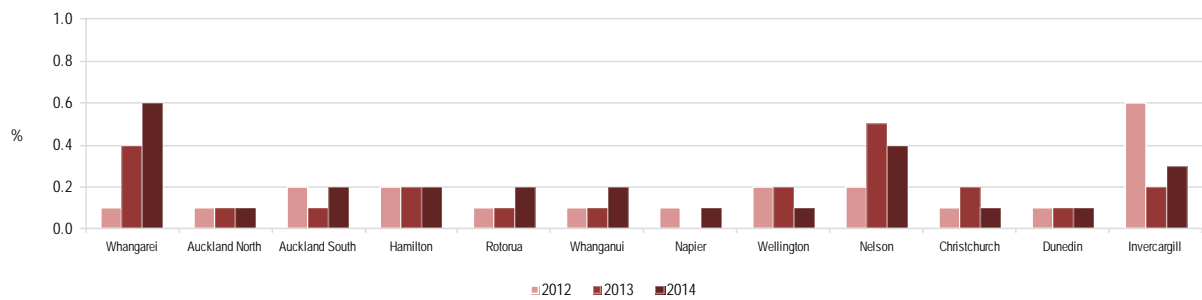


Table 5: Location of schools with vacancies and readvertised vacancies (2012-2014)

Ministry of Education local office areas	Vacancies (FTE)						Readvertised vacancies (FTE)					
	2012		2013		2014		2012		2013		2014	
	N	% ^a	N	% ^a	N	% ^a	N	% ^a	N	% ^a	N	% ^a
Whangarei	11.7	0.7	22.1	1.2	12.9	0.7	1.6	0.1	7.7	0.4	10.0	0.6
Auckland North	14.8	0.3	16.3	0.4	12.4	0.3	3.6	0.1	4.0	0.1	3.5	0.1
Auckland South	35.8	0.4	29.9	0.3	45.0	0.5	14.5	0.2	11.0	0.1	14.0	0.2
Hamilton	20.9	0.5	21.5	0.6	14.4	0.4	6.3	0.2	6.0	0.2	6.0	0.2
Rotorua	7.7	0.2	18.5	0.6	13.2	0.4	4.3	0.1	3.4	0.1	7.0	0.2
Whanganui	12.2	0.4	25.1	0.8	19.5	0.6	4.0	0.1	4.4	0.1	5.2	0.2
Napier	8.4	0.4	10.0	0.5	10.3	0.4	2.0	0.1	1.0	0.0	3.5	0.1
Wellington	21.9	0.5	33.7	0.7	23.7	0.5	8.8	0.2	10.0	0.2	7.0	0.1
Nelson	10.7	0.6	12.0	0.7	12.0	0.7	4.0	0.2	8.0	0.5	6.0	0.4
Christchurch	25.7	0.5	16.6	0.3	22.9	0.4	6.1	0.1	8.6	0.2	7.6	0.1
Dunedin	8.7	0.5	5.2	0.3	8.6	0.4	1.0	0.1	2.0	0.1	2.6	0.1
Invercargill	6.3	0.6	9.6	1.0	9.6	0.9	6.0	0.6	2.0	0.2	3.6	0.3
Total	184.7	0.4	220.5	0.5	204.5	0.5	62.2	0.1	68.1	0.2	76.0	0.2

^a Percentage of provisional entitlement positions (FTE) in schools that responded to the survey.

Immersion/bilingual teacher vacancies in primary schools

Principals of primary schools with vacancies at the start of the year were asked if any of these positions were for Māori medium/bilingual teachers, or Samoan, Tongan or Cook Islands bilingual teachers.

Māori medium/bilingual: At the start of Term 1 2014, there were 13.1 FTTE vacancies for Māori medium/bilingual teachers, representing 0.6% of all FTTE entitlement positions in primary schools that offer Māori medium education. Over the past few years, this proportion has been gradually increasing: it was 0.5% in 2013, 0.4% in 2012 and 0.2% in 2011. These vacancies were in full immersion and bilingual schools as well as in schools that offer immersion and bilingual classes.

Pasifika medium/bilingual: At the start of Term 1 2014, there was 1 FTTE vacancy reported for a Samoan bilingual teacher, and no FTTE vacancies reported for Tongan or Cook Islands bilingual teachers — representing an increase compared to 2013 when there were no Pasifika bilingual vacancies in primary schools that offer Pasifika medium education.

Subject vacancies in secondary schools

Teaching positions in technology subjects made up the greatest proportion of vacancies in secondary schools (19.6% of all vacancies at the beginning of the 2014 school year, an increase from 13.3% in 2013). Half of these technology vacancies were in hard materials (for example, wood and metal work), and relatively few of them were in computer technology.

Mathematics and statistics had the second highest proportion of vacancies (15.7% - this is approximately the same proportion of vacancies as in 2013). Vacancies for Māori language positions (Te Reo Māori and Māori medium/bilingual) were at 14% (13.1 FTTE) in 2014 (up from 13.5% in 2013) – about the same proportion of vacancies as in English. Vacancies in science subjects decreased to 8.3% from 11.7% in 2013.

Figure 7 below provides an overview of subject vacancies in secondary schools over the past five years. Table 6 presents the data for vacancies in secondary school by subject area for 2010-2014.

Figure 7: Overview of subject vacancies in secondary schools 2010-2014

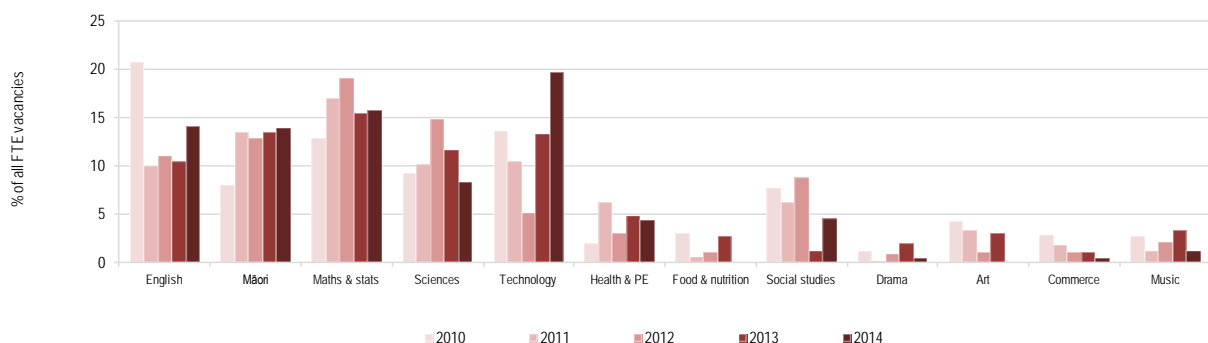


Table 6: Secondary school subject vacancies (FTEs)

Subjects	2010		2011		2012		2013		2014	
	N	%	N	%	N	%	N	%	N	%
English	14.8	20.7	10.4	10	10.3	11.1	9.6	10.5	13.2	14.1
Pasifika medium / bilingual	-	-	-	-	0	0.0	0	0.0	0	0.0
Māori (Total)	5.8	8.1	14	13.5	11.9	12.9	12.4	13.5	13.1	14.0
Māori (Te Reo)	2.8	3.9	7.5	7.3	7.6	8.2	9.4	10.2	12.1	12.9
Māori medium / bilingual	3	4.2	6.5	6.3	4.3	4.7	3	3.3	1	1.1
Mathematics & statistics	9.2	12.9	17.5	16.9	17.6	19.1	14.2	15.4	14.7	15.7
Sciences (Total)	6.7	9.3	10.5	10.1	13.7	14.8	10.7	11.7	7.8	8.3
General science	4.1	5.7	4.8	4.7	6.7	7.2	4.7	5.2	6.3	6.7
Biology	2.6	3.6	0	0	2	2.2	0	0	0	0.0
Physics	0	0	3.5	3.4	1	1.1	4	4.3	0	0.0
Chemistry	0	0	2.2	2.1	4	4.3	2	2.2	1.5	1.6
Technology (Total)	9.8	13.7	10.9	10.5	4.8	5.2	12.2	13.3	18.4	19.6
Graphics	1.2	1.7	1.9	1.8	0.1	0.1	-	-	1	1.1
Hard (or resistant) materials ^b	3.5	4.9	3.5	3.4	3.3	3.6	-	-	10.9	11.6
Electronics	0	0	0	0	0.1	0.1	-	-	0	0.0
Food technology	2.6	3.6	2.5	2.4	0.8	0.9	-	-	3.1	3.3
Textiles	1.1	1.5	0	0	0	0	1.2	1.3	1.1	1.2
Design	0	0	1	1	0	0	-	-	0.5	0.5
Bio and chemical related technology	0	0	1	1	0	0	-	-	0	0.0
Programming & computer science	0.2	0.3	1	1	0.2	0.2	-	-	0	0.0
Digital information	0.2	0.3	0	0	0.3	0.3	2.4	2.6	0	0.0
Digital infrastructure/digital technology	0	0	0	0	0	0	-	-	0.8	0.9
Digital media	1	1.4	0	0	0	0	-	-	0	0.0
Other or non-specified technology							8.6	9.3	1	1.1
Health & physical education	1.4	2	6.4	6.2	2.8	3	4.5	4.9	4.1	4.4
Food & nutrition	2.2	3.1	0.6	0.6	1	1.1	2.5	2.7	0	0.0
Social studies	5.5	7.7	6.4	6.2	8.1	8.8	1.2	1.3	4.3	4.6
Drama	0.9	1.3	0.2	0.2	0.8	0.9	1.8	2	0.4	0.4
Art	3.1	4.3	3.5	3.4	1	1.1	2.8	3	0	0.0
Commerce	2.1	2.9	2	1.9	1	1.1	1	1.1	0.4	0.4
Music	1.9	2.7	1.3	1.3	2	2.2	3	3.3	1.2	1.3
Other / Non-subject specific	7.2	10.1	18.9	18.3	16.4	17.7	16	17.4	16.2	17.3
Total	71.4	100	103.5	100	92.4	100	91.9	100	93.8^a	100.0

^a This total is less than the total of FTE vacancies specified in Table 3 due to some schools not stating the subject area of their vacancies.^b Hard materials includes wood working and metal working.

Teacher appointments

Principals were asked whether they had advertised for a permanent classroom teacher in the six months prior to the survey, and if so, how many New Zealand trained teachers applied for the position. Primary school principals answered this question in relation to permanent Scale A classroom teachers. Secondary school principals answered this question in relation to:

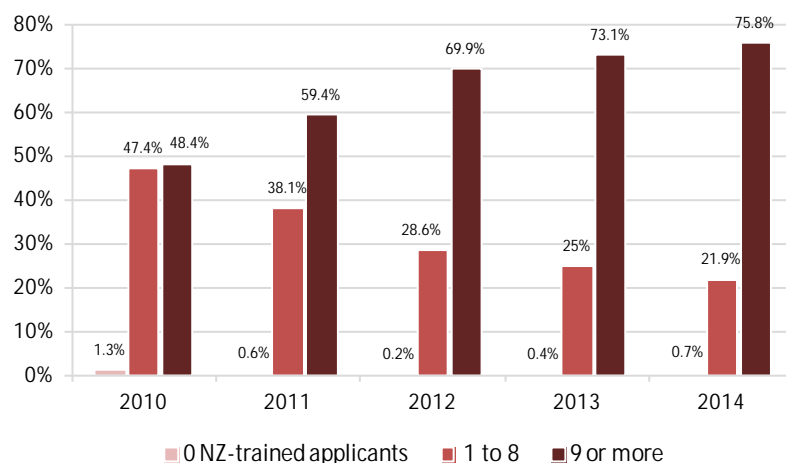
- English
- Te Reo Māori
- Pasifika languages
- mathematics and statistics
- chemistry
- physics
- general science
- health and physical education, and
- technology positions.

If schools had advertised for more than one position in the last six months, they answered this question in relation to the most recent position advertised.

Primary schools

Forty-eight per cent of primary principals indicated they had advertised for a permanent Scale A classroom teacher in the past six months — a similar proportion to that of 2012 (44%) and 2013 (43%). As shown in Figure 8, the number of New Zealand trained teachers applying for permanent positions has been increasing over the past five years. Consistent with data from previous years, appointments were made for the majority (93%) of these advertised positions (see Appendix Table 3).

Figure 8: New Zealand trained applicants applying for permanent positions in primary schools between July – January



Note that percentages do not add up to 100% as a small proportion of principals indicated they were unsure about the number of New Zealand trained applicants or did not specify the number (1.6% in 2014).

Secondary schools

Figure 9 shows the proportion of secondary schools that had advertised for a permanent position in each of the subjects listed in the six months prior to the survey. Consistent with general trends identified over the past three years, advertised positions in the six months prior to the 2014 survey were most likely to be in English and mathematics and statistics and least likely to be in chemistry and physics and Pasifika languages. A higher demand for teachers in mathematics and statistics and English would be expected as these are core subjects offered in all secondary schools.

Figure 9: Secondary schools advertising for a teacher across subject areas in the six months prior to the survey

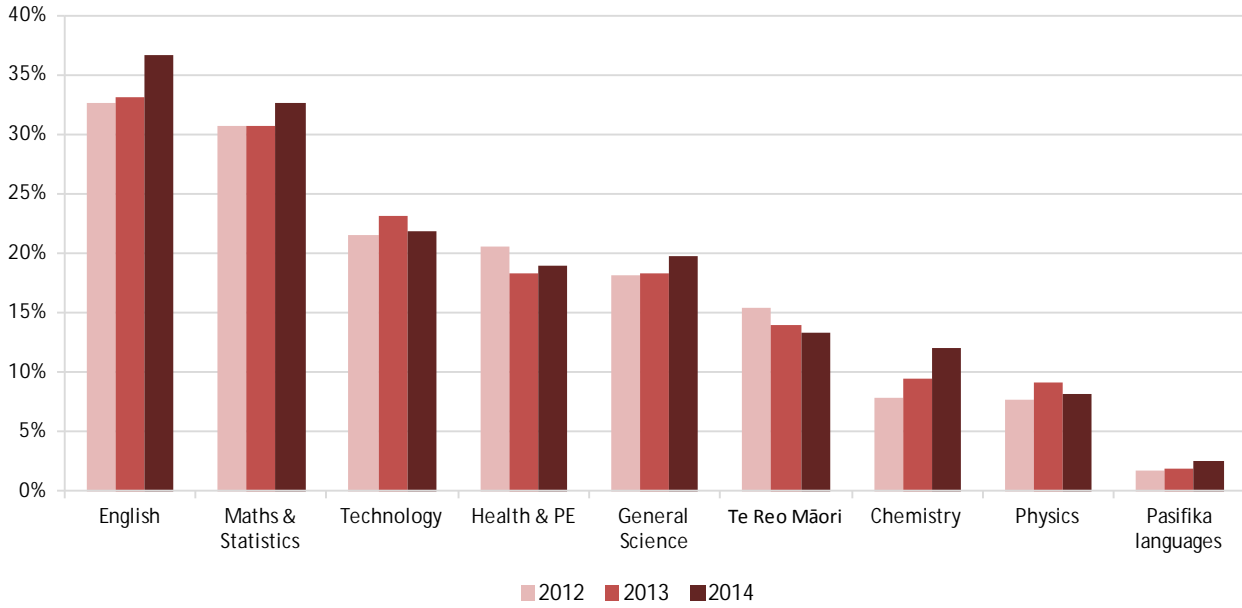
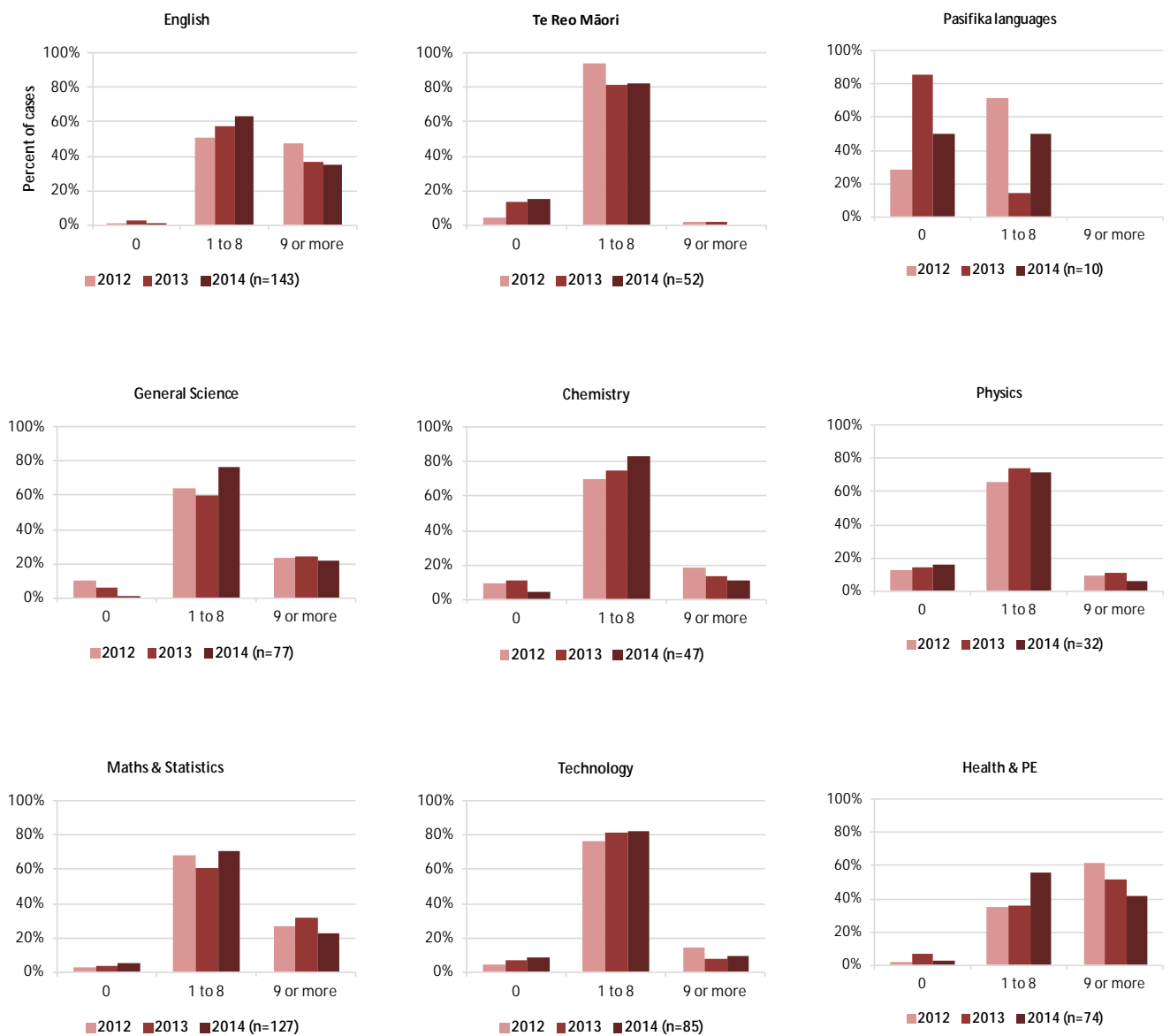


Figure 10 shows the number of New Zealand trained teachers that applied for permanent positions in key subject areas between July 2013 and January 2014 as a proportion of all vacancies in that subject area. The numbers of New Zealand trained applicants for positions has stayed relatively stable over the last three years.

Schools were less likely to receive a high number of applications (9 or more) from New Zealand trained teachers for Te Reo Māori, Pasifika languages, the sciences and technology positions compared to other subjects – a trend that has been consistent over the last three years.

While the proportion of schools receiving no New Zealand trained applicants increased in 2014 compared to 2013 for Te Reo Māori, mathematics and statistics, physics, and technology the actual numbers involved in such cases are quite small.

Figure 10: Number of New Zealand trained applicants applying for subject positions at secondary schools



In 2014, the majority (more than 90%) of advertised positions in English, health & physical education and general science were filled with a successful candidate. Te Reo Māori, Pasifika languages and physics positions were less likely to be filled by a successful candidate in 2014 than other subject positions with about three quarters of secondary schools' most recent vacancies in that subject filled (see Appendix Table 4). Note though that there were relatively small numbers of vacancies in physics, Te Reo, and Pasifika languages.

Sources of teacher supply in 2014

The supply of teachers for New Zealand schools is dependent on a number of sources, the most significant being the movement of part-time or fixed term teachers into permanent positions. Two additional sources of supply are the recruitment of first year (beginning) teachers and of overseas-trained teachers. Ongoing monitoring of the supply and demand for teachers in New Zealand indicates that beginning and overseas-trained teachers may find it more difficult now to secure a teaching position.

Beginning teachers

Principals were asked whether their school had any first year beginning teachers on their staff in 2014, and if so, to indicate the number that were eligible, and those who were not eligible, for the Beginning Teacher Time Allowance⁴.

In 2014, there were 2,079 first year beginning teachers employed in New Zealand schools at the start of the school year. These teachers represented 4.4% of all teachers⁵ at responding schools (the highest proportion since 2010), as shown in Table 7. First year beginning teachers comprised 3.7% of teachers in the secondary sector (up from 3.2% in 2013) and 4.9% of teachers in the primary sector (the same proportion as in 2013). Over the five year period shown in Table 7, the number of first year beginning teachers has fluctuated in numbers and as a percentage of all teachers.

As with previous years, the majority (n=1,691, 81%) of first year beginning teachers were eligible for the Beginning Teacher Time Allowance, a slight decrease on the 83% eligible in 2013. Almost a fifth of first year beginning teachers (19%) were not eligible for the Beginning Teacher Time Allowance.

Table 7: First year beginning teachers in New Zealand schools at the start of Term 1

	2010		2011		2012		2013		2014	
	Number	% of all teachers ^a	Number	% of all teachers ^a	Number	% of all teachers ^a	Number	% of all teachers ^a	Number	% of all teachers ^a
Total number of first year beginning teachers (headcount)										
Total	1,720	3.4	1,766	3.6	1,794	3.6	1,929	4.2	2,079	4.4
Primary	1,064	3.6	970	3.5	1,079	3.8	1,308	4.9	1,342	4.9
Secondary	656	3.1	796	3.9	715	3.3	621	3.2	737	3.7
First year beginning teachers eligible for the Beginning Teacher Time Allowance										
Total	1,658	3.3	1,605	3.3	1,646	3.3	1,603	3.5	1,691	3.6
Primary	1,027	3.5	906	3.2	997	3.5	1,061	4.0	1,084	3.9
Secondary	631	3.0	699	3.4	649	3.0	542	2.8	607	3.1
First year beginning teachers not eligible for the Beginning Teacher Time Allowance										
Total	62	0.1	161	0.3	148	0.3	326	0.7	388	0.8
Primary	37	0.1	64	0.2	82	0.3	247	0.9	258	0.9
Secondary	25	0.1	97	0.5	66	0.3	79	0.4	130	0.7

^a 'Percentage of all teachers' is based on the headcount of teachers at responding schools on the second payroll in February 2014.

⁴ The Beginning Teacher Time Allowance is available to state and state integrated school boards employing first and second year beginning teachers. The beginning teacher must be provisionally registered, appointed to a position for at least 10 weeks, be at least 0.5 FTTE, and be paid out of teacher salaries. Full-time teachers receive 0.2 FTTE time allowance and part-time teachers receive 0.1 FTTE in their first year. The allowance (0.1 FTTE) is also available for full-time second year beginning teachers.

⁵ For the purposes of this survey, teachers are defined as those in permanent and fixed term positions of more than 10 consecutive weeks (either full-time or part-time).

In 2014, 69% (n=1,425) of first year beginning teachers were employed by schools in main urban areas. Just over half (n=1,120, 54%) of first year beginning teachers were employed by schools with a low (less than 20.2%) proportion of Māori students, and three-quarters (n=1,507, 72%) were employed in decile 4 to 10 schools.

When analysed as a proportion of all teachers in state and state-integrated schools, first year beginning teachers in 2013 were more likely to be employed in rural schools, lower (1–3) decile schools, and schools with a high proportion (39.7% to 100%) of Māori students (see Appendix Table 5).

In addition to collecting information about first year beginning teachers, principals were also asked to indicate the number of second year beginning teachers on their staff in 2014.

Consistent with previous years, a greater proportion of secondary schools (83%) employed at least one first or second year beginning teacher in 2014 than primary schools (58%). As shown in Table 8, first and second year beginning teachers comprised 6.9% of the teaching population in secondary schools and 9.5% of the teaching population in primary schools.

Table 8: First and second year beginning teachers in New Zealand schools (2012-2014)

	Total schools with beginning teachers						Total (1st and 2nd yr) beginning teachers					
	2012		2013		2014		2012		2013		2014	
	N	% of all schools	N	% of all schools	N	% of all schools	N	% of all teachers ^a	N	% of all teachers ^a	N	% of all teachers ^a
<i>Total number of beginning teachers (headcount)</i>												
Total	1,369	59.6	1,382	62.7	1,393	62.4	3,567	7.1	3,719	8.1	3,983	8.4
Primary	1,019	54.0	1,063	58.1	1,068	57.9	2,102	7.4	2,471	9.3	2,612	9.5
Secondary	350	85.0	319	85.5	325	83.3	1,465	6.7	1,248	6.5	1,371	6.9
<i>Beginning teachers eligible for the Beginning Teacher Time Allowance</i>												
Total	1,332	58.0	1,339	60.8	1,356	60.7	3,286	6.5	3,203	7.0	3,329	7
Primary	987	52.3	1,028	56.2	1,033	56	1,930	6.8	2,074	7.8	2,175	7.9
Secondary	345	83.7	311	83.4	323	82.8	1,356	6.2	1,129	5.9	1,154	5.8
<i>Beginning teachers not eligible for the Beginning Teacher Time Allowance</i>												
Total	147	6.4	161	7.3	176	7.9	281	0.6	516	1.1	654	1.4
Primary	105	5.6	118	6.4	120	6.5	172	0.6	397	1.5	437	1.6
Secondary	42	10.2	43	11.5	56	14.4	109	0.5	119	0.6	217	1.1

^a 'Percentage of all teachers' is based on the headcount of teachers on the payroll during the second pay period in February 2014

As in previous years, first and second year beginning teachers comprised a larger proportion of the teaching population in rural schools, schools with the highest proportion of Māori students on the roll and lower decile schools (see Appendix Table 6).

Beginning teachers teaching Māori medium Level 1 and Level 2 classes

For the first time in 2014, principals were asked for the number of beginning teachers teaching in Māori medium Level 1 (81-100% immersion) or Level 2 (51-80% immersion) classes. Eighty-one Māori medium schools⁶ (or 34%) of responding Māori medium schools employed beginning teachers teaching Māori medium Level 1 or 2 classes as shown in Table 9 below. Just over a quarter (29%) of Māori medium primary schools and nearly half (49%) of Māori medium secondary employed first or second year beginning teachers teaching in Māori medium Level 1 or 2 classes.

Table 9: Beginning teachers in Māori medium schools teaching Māori medium Level 1 and 2 classes

Māori medium schools	Number of schools with Māori medium Level 1 or 2 first or second year beginning teachers	Number of first year Māori medium Level 1 or 2 beginning teachers	Number of second year Māori medium Level 1 or 2 beginning teachers	Total number of Māori medium Level 1 or 2 beginning teachers
Primary (n=172)	50	39	30	69
Secondary (n=63)	31	49	22	71
Total (n=235)	81	88	52	140

⁶ The category 'Māori medium school' includes Māori medium schools, mixed Māori language in education schools, schools with some students in Māori medium education, schools with some students in mixed Māori language in education.

Overseas-trained teachers

Principals were asked to indicate the number of relatively new overseas-trained teachers employed by their school. For this survey, a ‘relatively new overseas-trained teacher’ was defined as *an overseas trained teacher who taught for the first time in New Zealand in either 2013 or 2014*.

Overall, as shown in Table 10, the number of relatively new overseas teachers employed in state and state-integrated schools has declined over the last five years.⁷ Relatively new overseas-trained teachers in 2014 represented 0.4% of all teachers in primary schools (the same proportion as in 2012 and 2013) and 0.5% of all teachers in secondary schools (continuing the decline seen over the last five years).

Table 10: The number of relatively new overseas-trained teachers at the start of Term 1

	2010		2011		2012		2013		2014	
	Number	% of all teachers ^a	Number	% of all teachers ^a	Number	% of all teachers ^a	Number	% of all teachers ^a	Number	% of all teachers ^a
Primary	248	0.8	187	0.7	123	0.4	104	0.4	116	0.4
Secondary	289	1.4	235	1.1	164	0.8	113	0.6	100	0.5
Total	537	1.1	422	0.9	287	0.6	217	0.5	216	0.5

^a ‘Percentage of all teachers’ is based on the headcount of teachers on the payroll during the second pay period of February 2014

In 2014, three-quarters (n=162, 75%) of overseas teachers were employed by schools in main urban areas, and about two-thirds (n=137, 63%) of overseas teachers were employed in schools with a lower proportion of Māori students (schools with less than 20.2% Māori students). This pattern was similar in 2013.

When analysed as a proportion of all teachers, overseas-trained teachers were spread relatively evenly between different school types. There was a slightly lower proportion in schools in minor urban areas (areas of 1,000 to 9,999 people) (0.3%) and a slightly higher proportion in decile 1 to 3 schools (0.6%). (See Appendix Table 7.)

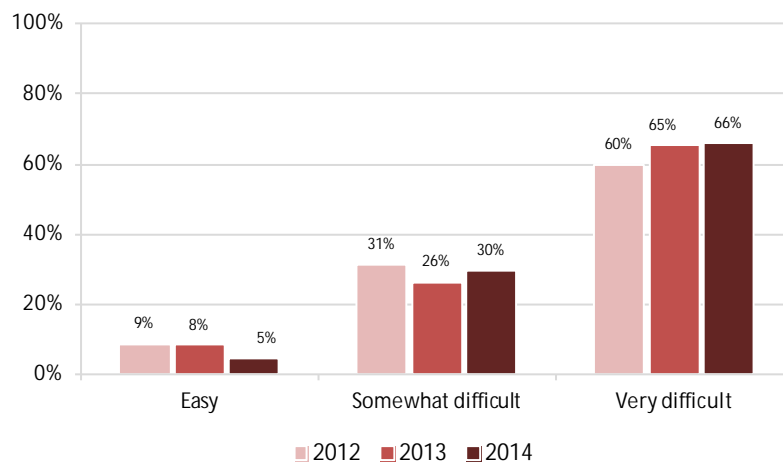
⁷ As these figures are based on a headcount of overseas teachers working in schools, they are influenced by the number of schools that respond to the survey and do not provide any information about whether these teachers were working full or part-time. These figures should be taken as an indication of the number of overseas-trained teachers employed in primary and secondary schools only.

Availability of Relief Teachers Proficient in Te Reo Māori

Principals were asked how easy or difficult it is to find relief teachers for positions that require proficiency in Te Reo Māori. This question was added to the survey in 2011 in response to anecdotal reports from schools that finding qualified relief teachers proficient in Te Reo Māori is difficult.

In 2014, 14% of primary schools, and 62% of secondary schools had positions that require teachers to be proficient in Te Reo Māori. As shown in Figure 11, about two-thirds of principals from these schools (66% from primary and from secondary schools) found it very difficult, and 30% of principals (29% from primary and 31% from secondary schools) found it somewhat difficult to source relief teachers for these positions. These figures are similar to those of 2013 and 2012.

Figure 11: Level of difficulty finding relief teachers proficient in Te Reo Māori (primary and secondary schools), 2012-2014



Conclusion

Ninety-two per cent of state and state integrated schools contributed to the 2014 Teacher Vacancy survey - a response rate similar to 2013.

At 0.5% of all FTTE entitlement positions, the proportion of vacancies at the beginning of the school year in 2013 is within the trend shown over the previous three years of between 0.5% and 0.4%. However, looking over a longer period, there has been a decline in the proportion of vacancies since the late 1990s. Secondary schools, in general, continue to have larger proportions of vacancies than primary schools at the beginning of the school year.

Overall, this year's survey results confirm trends observed in previous monitoring reports. Rural schools, lower (1–3) decile schools, and schools with higher proportions of Māori students continued to report the highest proportion of vacancies at the beginning of the school year, the highest proportion of readvertised vacancies, and employed proportionately more first year beginning teachers.

This year's results also show a continuing shift in the supply of teachers applying for, and being appointed to positions. Over the last few years, the survey has shown more New Zealand trained teachers applying for positions and fewer relatively new overseas teachers being employed. First year beginning teachers as a proportion of all teachers employed in schools also increased in 2014.

Trends in secondary school subject vacancies also continued, with the highest subject vacancy rates being for teachers of technology, English, mathematics and statistics, and Te Reo Māori. While technology was the area with the highest number of vacancies at the beginning of the 2014 school year, it should be noted that technology encompasses a wide range of subjects and that the total number of vacancies in technology was 18.4 FTTE positions.

Also consistent with data from previous years, the Ministry of Education local office areas of Invercargill, Nelson and Whangarei had the highest proportion of vacant entitlement positions.

Appendix

Appendix Table 1: Proportion of vacant entitlement positions, by school characteristics

	Vacant entitlement positions (FTE)					
	2012		2013		2014	
	N	% ^a	N	% ^a	N	% ^a
All schools	184.7	0.4	220.5 ^b	0.5	204.5	0.5
<i>Locality</i>						
Main Urban (population > 30,000)	116.8	0.4	131.1	0.4	112	0.4
Secondary Urban (10,000 to 30,000)	13.2	0.4	20.8	0.7	21.9	0.7
Minor Urban (1,000 to 9,999)	28.0	0.5	19.2	0.4	26.3	0.5
Rural (< 1,000)	26.7	0.7	49.4	1.3	44.2	1.2
<i>Māori Roll (quartiles)</i>						
0% to <11.3%	42.9	0.3	53.3	0.4	38.9	0.3
11.3% to <20.2%	35.5	0.3	40.6	0.3	41.9	0.3
20.2% to <39.7%	47.3	0.4	52.4	0.5	47.2	0.4
39.7% to 100%	59.0	0.8	74.1	1.0	76.5	1.0
<i>Socio-economic indicator</i>						
Deciles 1–3	77.3	0.7	83.7	0.8	82.7	0.8
Deciles 4–7	64.7	0.4	78.8	0.5	79.4	0.5
Deciles 8–10	42.8	0.3	58.0	0.4	42.4	0.3

^a Percentage of schools that responded to the survey

^b Note that this figure was erroneously recorded as 191 in the 2013 report.

Appendix Table 2: Proportion of readvertised positions, by school characteristics

School Characteristics	Readvertised vacant entitlement positions (FTE)					
	2012		2013		2014	
	N	% ^a	N	% ^a	N	% ^a
All schools	62.2	0.1	68.14	0.2	76.0	0.2
<i>Locality</i>						
Main Urban (population > 30,000)	37.4	0.1	42.0	0.1	38.7	0.1
Secondary Urban (10,000 to 30,000)	6.8	0.2	5.0	0.2	8.4	0.3
Minor Urban (1,000 to 9,999)	11.0	0.2	4.4	0.1	14.1	0.3
Rural (< 1,000)	7.0	0.2	16.7	0.4	14.8	0.4
<i>Māori Roll (quartiles)</i>						
0% to <11.3%	9.0	0.1	20.6	0.2	14.6	0.1
11.3% to <20.2%	16.0	0.1	14.0	0.1	12.0	0.1
20.2% to <39.7%	11.0	0.1	12.0	0.1	13.1	0.1
39.7% to 100%	26.2	0.3	21.5	0.3	36.3	0.5
<i>Socio-economic indicator</i>						
Deciles 1–3	31.7	0.3	27.1	0.3	35.7	0.3
Deciles 4–7	21.7	0.1	25.0	0.2	28.6	0.2
Deciles 8–10	8.8	0.1	16.0	0.1	11.7	0.1

^a Percentage of entitlement positions in schools that responded to the survey

Appendix Table 3: Proportion of advertised positions in primary schools in which an appointment was made

	2012	2013	2014
Advertised a position	43.6%	42.8%	47.3%
Made an appointment	97.3%	96.1%	93.4%

Appendix Table 4: Proportion of advertised positions in secondary schools in which an appointment was made

Year	English	Te Reo Māori	Maths & Statistics	Health & Physical Education	General Science	Chemistry	Physics	Technology	Pasifika languages
2012	97.0%	86.7%	91.1%	98.8%	92.8%	81.3%	76.7%	94.3%	50.0%
2013	96.0%	82.7%	93.0%	95.6%	94.0%	84.2%	90.9%	91.9%	20.0%
2014	94.0%	76.6%	88.0%	94.7%	93.3%	83.0%	74.2%	85.0%	62.5%

Appendix Table 5: Characteristics of schools with first year beginning teachers 2014

School Characteristics	Schools with first year beginning teachers		First year beginning teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
All schools	973	43.5	2,079	4.4
Primary	717	38.9	1,342	4.9
Secondary	256	65.5	737	3.7
<i>Locality</i>				
Main Urban (population > 30,000)	645	53.9	1,425	4.2
Secondary Urban (10,000 to 30,000)	54	37	119	3.5
Minor Urban (1,000 to 9,999)	118	44.4	234	4.3
Rural (< 1,000)	154	24.7	293	6.8
<i>Māori Roll (quartiles)</i>				
0% to <11.3%	243	43.4	557	4.0
11.3% to <20.2%	271	48.7	563	4.2
20.2% to <39.7%	240	42.9	499	4.1
39.7% to 100%	219	39.1	460	5.7
<i>Socio-economic indicator</i>				
Deciles 1–3	291	43.8	572	4.9
Deciles 4–7	372	41.4	830	4.4
Deciles 8–10	310	46.1	677	4.0

^a 'Percentage of all teachers' is based on the headcount of teachers on the payroll during the second pay period of February 2014

Appendix Table 6: Characteristics of schools with first and second year beginning teachers

School Characteristics	Schools with first and second year beginning teachers		First and second year beginning teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
All schools	1,393	62.3%	3,983	8.4
Primary	1,068	57.9%	2,612	9.5
Secondary	325	83.1%	1,371	6.9
<i>Locality</i>				
Main Urban (population > 30,000)	876	73.2%	2,740	8.0
Secondary Urban (10,000 to 30,000)	92	63.0%	244	7.1
Minor Urban (1,000 to 9,999)	177	66.5%	471	8.7
Rural (< 1,000)	246	39.5%	516	12.0
<i>Māori Roll (quartiles)</i>				
0% to <11.3%	356	63.6%	1,106	8.0
11.3% to <20.2%	377	67.8%	1,056	7.8
20.2% to <39.7%	350	62.6%	965	8.0
39.7% to 100%	310	55.4%	856	10.6
<i>Socio-economic indicator</i>				
Deciles 1–3	406	61.1%	1,102	9.5
Deciles 4–7	546	60.7%	1,558	8.3
Deciles 8–10	441	65.6%	1,323	7.7

^a 'Percentage of all teachers' is based on the headcount of teachers on the payroll during the second pay period of February 2014

Appendix Table 7: Characteristics of schools employing relatively new overseas-trained teachers

School Characteristics	2012		2013		2014	
	Number (headcount)	% of all teachers ^a	Number (headcount)	% of all teachers ^a	Number (headcount)	% of all teachers ^a
All schools	287	0.6	217	0.5	216	0.5
Primary schools	123	0.4	104	0.4	116	0.4
Secondary schools	164	0.8	113	0.6	100	0.5
<i>Locality</i>						
Main Urban (population > 30,000)	198	0.6	149	0.5	162	0.5
Secondary Urban (10,000 to 30,000)	22	0.6	26	0.8	16	0.5
Minor Urban (1,000 to 9,999)	36	0.6	21	0.4	18	0.3
Rural (< 1,000)	31	0.7	21	0.5	20	0.5
<i>Māori Roll (quartiles)</i>						
0% to <11.3%	102	0.7	90	0.6	72	0.5
11.3% to <20.2%	89	0.6	64	0.5	65	0.5
20.2% to <39.7%	49	0.4	39	0.4	47	0.4
39.7% to 100%	47	0.6	24	0.3	32	0.4
<i>Socio-economic indicator</i>						
Deciles 1–3	78	0.6	47	0.4	67	0.6
Deciles 4–7	102	0.5	92	0.5	69	0.4
Deciles 8–10	107	0.6	78	0.5	80	0.5

^a 'Percentage of all teachers' is based on the headcount of teachers on the payroll during the second pay period of February 2014

For Principal action on
the First Day of Term 1



TEACHER VACANCY SURVEY 2014: PRIMARY & SPECIAL SCHOOLS
CURRENT ENTITLEMENT VACANCIES AS AT THE FIRST DAY OF TERM 1

SCHOOL NAME:

NUMBER:

VACANCIES

- Do you have any entitlement staffing vacancies as at the first day of school in 2014 for which an appointment has not yet been made? (See cover letter for definition of vacancy.)
 Yes – go to Q2 No – go to Q5
- Please indicate the number of entitlement vacancies, calculated in FTTEs, you have as at the first day of school. (FTTE = Full Time Teacher Equivalent.)
 Number of FTTEs sought

NOTE: The dot between the boxes is a decimal point. For example, 1.5 would be 1 . 5

- How many of these vacancies have been advertised nationally more than once with no appointment being made after the first time advertised?
 Number of FTTEs advertised more than once
- How many of the vacancies indicated in Question 2 are in the following areas?
 - Māori Medium/Bilingual
 - Samoan Bilingual
 - Tongan Bilingual
 - Cook Islands Bilingual

TEACHER APPOINTMENTS

- Have you advertised for a permanent Scale A classroom teacher in the past six months?
 Yes – go to Q6 No – go to Q8
- How many applicants were **New Zealand trained teachers**? (If you have advertised for more than one position in the past six months, please use your **most recent position** for these questions.)

Tick one option					
0	1-8	9-20	21-50	51 +	unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Did you make an appointment?
 Yes No

OVERSEAS-TRAINED TEACHERS

- Do you currently employ any overseas-trained teachers who taught, or will teach, for the first time in New Zealand in 2013 or 2014?
 Yes No – go to Q9
 Headcount (not FTTE)
 If yes:
 Enter actual number of overseas-trained teachers who taught in NZ for the first time in 2013
 Enter actual number of overseas-trained teachers who will teach in NZ for the first time in 2014

BEGINNING TEACHERS

- Do you have any first and/or second year beginning teachers on your staff in 2014?
 Yes No – go to Q10
 If yes:

	1st Year	2nd Year
	Headcount	Headcount
	(not FTTE)	(not FTTE)

 Enter actual number of teachers eligible for the Beginning Teacher Time Allowance
 Enter the actual number of teachers not eligible for the Beginning Teacher Time Allowance
 Enter the actual number of beginning teachers teaching in Māori medium Level 1 classes (81-100% immersion) and/or Māori medium Level 2 classes (51-80% immersion)

RELIEF TEACHERS – TE REO MĀORI PROFICIENCY

- Do you have teaching positions that require proficiency in Te Reo Māori?
 Yes – go to Q11 No – finish
- If yes, how easy or difficult is it for you to find relief teachers that have an adequate level of proficiency in Te Reo Māori?
 Easy
 Somewhat difficult
 Very difficult

Thank you for completing the survey.
 Please return the form by Friday 14 February 2014 to:
 Teacher Vacancy Survey
 Freepost Authority Number 155998
 Research Division, Ministry of Education
 PO Box 1666, Wellington 6140

**For Principal action on
the First Day of Term 1**



TEACHER VACANCY SURVEY 2014: SECONDARY & COMPOSITE SCHOOLS
CURRENT ENTITLEMENT VACANCIES AS AT THE FIRST DAY OF TERM 1

SCHOOL NAME: _____

NUMBER: _____

VACANCIES

1. Do you have any entitlement staffing vacancies as at the first day of school in 2014 for which an appointment has not yet been made? (See cover letter for definition of vacancy.)

- Yes – go to Q2 No – go to Q5

2. Please indicate the number of entitlement vacancies, calculated in FTTEs, you have as at the first day of school. (FTTE = Full Time Teacher Equivalent.)

Number of FTTEs sought

NOTE: The dot between the boxes is a decimal point. For example, 1.5 would be 1 . 5

3. How many of these vacancies have been advertised nationally more than once with no appointment being made after the first time advertised?

Number of FTTEs advertised more than once

4. What subject areas are the vacancies indicated in Question 2? (Please specify the number of FTTEs for each subject area).

	Number of FTTE vacancies	
English	<input type="text"/>	<input type="text"/>
Te Reo Māori	<input type="text"/>	<input type="text"/>
Māori Medium/Bilingual	<input type="text"/>	<input type="text"/>
Pasifika Medium/Bilingual	<input type="text"/>	<input type="text"/>
Mathematics & Statistics	<input type="text"/>	<input type="text"/>
Biology	<input type="text"/>	<input type="text"/>
Chemistry	<input type="text"/>	<input type="text"/>
Physics	<input type="text"/>	<input type="text"/>
General Science	<input type="text"/>	<input type="text"/>
Health & Physical Education	<input type="text"/>	<input type="text"/>
Food & Nutrition	<input type="text"/>	<input type="text"/>
Drama	<input type="text"/>	<input type="text"/>
Social Studies	<input type="text"/>	<input type="text"/>
Technology (please specify)	<input type="text"/>	<input type="text"/>
.....	<input type="text"/>	<input type="text"/>
Other subjects (please specify)	<input type="text"/>	<input type="text"/>
.....	<input type="text"/>	<input type="text"/>
.....	<input type="text"/>	<input type="text"/>

TEACHER APPOINTMENTS

5. In the past six months, have you advertised for a permanent teacher in any of the subjects listed in **Table 6**?

- Yes – go to Q6 No – go to Q7

6. How many applicants were New Zealand trained teachers **and** did you make an appointment in those positions? (Please use your most recent position for each subject)

Table 6	Number of New Zealand trained applicants (please tick)						Appointment made? (circle one)
	0	1-8	9-20	21-50	51+	Unsure	
English							Yes / No
Te Reo Māori							Yes / No
Pasifika languages							Yes / No
Maths & Statistics							Yes / No
Chemistry							Yes / No
Physics							Yes / No
General science							Yes / No
Health & PE							Yes / No
Technology							Yes / No

OVERSEAS-TRAINED TEACHERS

7. Do you currently employ any overseas-trained teachers who taught, or will teach, **for the first time** in New Zealand in 2013 or 2014?

- Yes No – go to Q8

If yes, please enter the actual number of overseas-trained teachers who taught/will teach in NZ for the first time in:

2013	<input type="text"/>
2014	<input type="text"/>

BEGINNING TEACHERS

8. Do you have any **first and/or second year** beginning teachers on your staff in 2014?

- Yes No – go to Q9

If yes, please enter the actual number of beginning teachers who are:

	1 st year (headcount)	2 nd year (headcount)
Eligible for the Beginning Teacher Time Allowance	<input type="text"/>	<input type="text"/>
Not eligible for the Beginning Teacher Time Allowance	<input type="text"/>	<input type="text"/>
Teaching in Maori medium Level 1 classes (81-100% immersion) and/or Maori medium Level 2 classes (51-80% immersion).	<input type="text"/>	<input type="text"/>

RELIEF TEACHERS - TE REO MĀORI PROFICIENCY

9. Do you have teaching positions that require proficiency in Te Reo Māori?

- Yes No – finish

If yes, how easy or difficult is it to find relief teachers that have an adequate level of proficiency in Te Reo Māori?

Easy

Somewhat difficult

Very difficult

Thank you for completing the survey.
Please return the form by Friday 14 February 2014 to:

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PO Box 1666, Wellington 6140